

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

April 28, 2015  
3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes from March 31, 2015 Senate meeting
- B. Approval of current agenda items and order

**Reports and Announcements**

**Appendix**

**Page(s)**

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

**Standing Committee Reports**

**Chairperson**

A. Rules Committee	Korns	A	2
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Lewis	B	3-54
C. University-Wide Graduate Committee	Piper/Baumer	C	55-94
D. Student Affairs Committee	Stocker		
E. University Development and Finance Committee	Wick		
F. Academic Affairs Committee	Dugan/ Witthöft	D	95-98
G. Awards Committee	Lipinski		
H. Noncredit Committee	O'Neil	E	99
I. Library and Educational Services Committee	Ford	F	100-101
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**Senate Representative Reports**

**Representative**

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

**New Business**

**Adjournment**

**Appendix A**  
**Rules Committee**  
**Senator Korns**

**FOR INFORMATION:**

**Senate Bylaws Change Request**

**Proposal:** Amend Bylaws I.D regarding asynchronous meeting to approve meeting minutes of last Senate meeting in academic year

**Rationale:** Updated language to complete process in a more timely fashion. This will enable minutes to typically be approved prior to May meeting of the Council of Trustees.

***Current Bylaw:***

- D. Following the last scheduled University Senate meeting of the year, an electronic (nonsynchronistic) meeting will be held within one week. The sole purpose of this nonsynchronistic meeting will be to approve the minutes from the previous meeting in order to forward recommendations to the Council of Trustees. The minutes will be distributed to senators via a senate listserv. Any comments, corrections, or concerns that a senator has regarding the minutes can be expressed on the listserv so that all senators will receive the posting. Five business days following the posting of the minutes, the chair of the University Senate will call for a vote and provide an electronic link where senators can vote. Votes can be made during the two business days following the chair's call for a vote. The completion of the vote must occur prior to commencement. Once tallied, senators will be informed of the outcome via the listserv.

***Proposed Bylaw:***

- D. Following the last scheduled University Senate meeting of the academic year, an electronic asynchronous meeting will be held to review and approve the minutes from the previous meeting. The minutes will be distributed to senators electronically. Any comments, corrections, or concerns that a senator has regarding the minutes can be expressed electronically so that all senators will receive the posting. At least two business days following the posting of the minutes, the chair of the University Senate will call for a vote and provide an electronic link where senators can vote. At least one business day will be provided for senators to vote to approve or not approve the meeting minutes. Once tallied, senators and other interested entities will be informed of the outcome.

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

**FOR INFORMATION:**

The following courses were approved by the UWUCC to be offered as distance education courses:  
Note that the provost is the final signature on these proposals.

- **FSMR 180 Introduction to Fashion**
- **EDEX 458 Transition Assessment and Planning for Youth with Disabilities**
- **HOSP 320 Hospitality Marketing**

**FOR ACTION:**

**1. Department of History—New Courses, New Certificate, and Course Prerequisite Changes**

**a. New Courses:**

**i. HIST 420 Introduction to Public History 3c-0l-3cr**

**Prerequisites:** Sophomore standing, 3cr of college history

Introduces students to a wide range of activities in which public historians engage. Considers broader conceptual theoretical and practical issues associated with historic preservation, museum studies, oral history, the management of archival and manuscript collections, as well as a variety of other public history activities. Also considers broader conceptual issues associated with the field of public history. None of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

**ii. HIST 421 Archival Studies 3c-0l-3cr**

**Prerequisites:** Sophomore standing, 3cr of college history

Provides students with an introduction to the archival profession and its practices. None of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

**iii. HIST 422 History Museums and Historic Sites: Theory and Practice 3c-0l-3cr**

**Prerequisites:** Sophomore standing, 3cr of college history

Provides students with an introduction to the history of museums and historic sites. Focuses on the relationship between history and public audiences, on the theory and practice of telling stories through museums, historic sites, and living history. Introduces the tools that public historians use to interpret the past, explores key dilemmas in public interpretation and community collaboration, and examines contemporary models on how to reach audiences in ways that make history resonant and meaningful to them. None of the Public History courses (HIST 420, 421, 422, 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the BA in History/Pre-Law Track.

**iv. HIST 423 Oral History Practice 3c-0l-3cr**

**Prerequisites:** Sophomore standing, 3cr of college history

Introduces the practices of collecting and preserving oral histories, as well as the research and public use of oral histories. None of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

**Rationale:** These courses will be part of the standard upper-division offerings of the History Department. They will be part of a series of public history courses specific to a public history certificate offered by the History Department and open to majors and non-majors. These courses are designed for all students with an interest in public history. The material from these courses does not fit into any other courses at IUP. It is a field onto its own.

## **b. New Certificate**

### **i. Program Catalog Description**

#### **Certificate in Public History**

Prepares students for careers in the collection, preservation, and presentation of information about the past to the general public. This 18-credit certificate complements majors in related fields such as anthropology, communications media, and education. Completion of the certificate will prepare students to pursue positions in libraries, museums, archives, national parks, heritage sites, media, and corporations.

#### **Certificate in Public History (1)**

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#### **Core Courses:**

HIST 204 United States History to 1877 *or*

HIST 205 United States History Since 1877 3cr

HIST 420 Introduction to Public History 3cr

#### **Controlled Electives:**

2 more Public History Courses from HIST 421, 422, or 423

*or*

1 more Public History Course (HIST 421, 422, or 423)

and a 3cr internship 6cr

#### **Electives:**

Two other 300+ Level History Courses 6cr

- (1) None of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S. Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

**Rationale:** Public history is a steadily growing field that prepares students to combine the theoretical and practical aspects of the discipline of history. Public historians generate and utilize collections of oral history, documentary, and archival materials as well as exhibitions and multimedia presentations to connect and engage popular audiences in the analysis, discussion, and debate of historical issues. The term itself public history, refers to the theory and practice of history-related pursuits that usually occur beyond the university setting. In the U.S., more than one hundred colleges and universities offer public history courses. Students have a wide spectrum of career options in public history that includes, but is not limited to: historical preservation, museums, positions in museums and historical

societies, and cultural and business heritage resource management in education, government, nonprofits, and corporate settings.

**c. Course Prerequisite Changes**

**i. Current Prerequisite:**

**HIST 201 Western Civilization before 1600** **3c-0l-3cr**  
**Prerequisite:** For HIST majors or by instructor's permission

**Proposed Catalog Description:**

**HIST 201 Western Civilization before 1600** **3c-0l-3cr**  
**Prerequisite:** 3cr of college history, or current majors in any of the following: History, history/pre-law, middle level/social studies specialization, or secondary social studies.

**ii. Current Prerequisite:**

**HIST 202 Western Civilization since 1600** **3c-0l-3cr**  
**Prerequisite:** For history majors or by instructor's permission

**Proposed Catalog Description:**

**HIST 202 Western Civilization since 1600** **3c-0l-3cr**  
**Prerequisite:** 3cr of college history, or current majors in any of the following: History, history/pre-law, middle level/social studies specialization, or secondary social studies.

**iii. Current Prerequisite:**

**HIST 204 United States History to 1877** **3c-0l-3cr**  
**Prerequisite:** For history majors or by instructor's permission

**Proposed Catalog Description:**

**HIST 204 United States History to 1877** **3c-0l-3cr**  
**Prerequisite:** 3cr of college history, or current majors in any of the following: History, history/pre-law, middle level/social studies specialization, or secondary social studies.

**iv. Current Prerequisite:**

**HIST 205 United States History since 1877** **3c-0l-3cr**  
**Prerequisite:** For history majors or by instructor's permission

**Proposed Catalog Description:**

**HIST 205 United States History since 1877** **3c-0l-3cr**  
**Prerequisite:** 3cr of college history, or current majors in any of the following: History, history/pre-law, middle level/social studies specialization, or secondary social studies.

**Rationale for HIST 201, 202, 204, 205:** These history courses are required courses for Middle Level Education majors with a specialization in Social Studies. These courses have hitherto been restricted to History and Social Studies majors. Non-majors interested in this period of Western Civilization history have had to enroll in upper-division courses. This change opens up the range of courses available to non-majors who have an interest in this period of Western Civilization.

## **2. Department of Kinesiology, Health, and Sport Science—Program Revision, Program Catalog Description Change, New Tracks, New Course, Course Revisions, Course Title Changes, and Catalog Description Changes**

### **a. New Course**

#### **HPED 135 Careers in Kinesiology, Health and Sport 1c-0l-1cr**

**Prerequisite:** Health and Physical Education, Physical Education and Sport, or Athletic Training majors

Emphasizes development of attributes associated with professionalism and examines occupational opportunities that exist for students majoring in kinesiology, health and sport.

**Rationale:** Unprecedented growth and diversification of career opportunities for students majoring in kinesiology, health, and sport science necessitates a course that focuses on the academic preparation required to obtain these jobs. Freshmen and transfer students explore the myriad of occupations that exist upon graduation.

### **b. Course Revisions and Catalog Description Changes, some with Course Title Changes**

#### **i. Current Catalog Description:**

##### **HPED 213 Individual and Dual Sports and Adventure Activities 2c-4l-3cr**

**Prerequisite:** HPED 200

Provides historical and current status of individual and dual sports, as well as adventure activities. Includes, skill development, analysis of skilled performance, and strategies for planning and implementing instructional programs.

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

##### **HPED 213 Recreational Sports and Lifetime Activities 3c-1l-3cr**

**Prerequisites:** EDSP 102, HPED 135

Provides exposure to contemporary recreational sports and lifetime physical activities. Includes an overview of all aspects for multiple physical activities, including the history, equipment, fundamental skills and assessment, rules, strategy, and etiquette.

**Rationale:** This course will be added back to the Health and Physical Education-Teacher Education Track, and Recreation and Leisure Studies Track. This course will replace the credits from HPED 214 and HPED 215; both of which are no longer required for these tracks. The updates to the course name, learning objectives, and outline are to make the content more appropriate for students enrolled in the two degree tracks listed above. Bringing this course back to the Health and Physical Education curriculum allows students to have more content and exposure to a growing industry in the physical education and recreation professions.

#### **ii. Current Catalog Description:**

##### **HPED 216 Teaching Elementary Physical Education 2c-2l-2cr**

**Prerequisites:** EDSP 102, HPED 142

An introduction to instructional methods in physical education with an emphasis on

program standards, objectives, and assessments for kindergarten through fifth grade. Provides an overview of characteristics of elementary school children and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and school-age children.

**Proposed Catalog Description:**

**HPED 216 Instruction of Fundamental Movement Skills**

**3c-11-3cr**

**Prerequisites:** EDSP 102, HPED 209

An introduction to instructional methods of fundamental movement categories such as motor skills, manipulative, body management, rhythmic movement, and game skills. Emphasis will be on program standards, objectives, and assessments for ages 6-12. Provides an overview of characteristics of children and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and school-age children.

**Rationale:** This revision is being made to broaden the scope of content addressed in this course. Currently, this course focuses solely on the elementary public school setting; limiting the application of the content. Restructuring this course from a setting focus (school) to a skill-based focus allows the content to be more applicable to students interested in working with children in multiple physical activity setting. Furthermore, since the proposed changes have a broader appeal, two similar courses, HPED 214 Teaching Health Fitness and Gymnastics and HPED 215 Teaching Rhythmic Activities and Dance, (that both focus on fundamental movement skills) are no longer necessary. Therefore, this proposal includes increasing the HPED 216 credits from 2 to 3 credits to better absorb the content from HPED 214 and 215.

**iii. Current Catalog Description:**

**HPED 218 Teaching Secondary Physical Education**

**2c-21-2cr**

**Prerequisites:** EDSP 102, EDUC 242, HPED 142

An introduction to instructional methods in physical education with an emphasis on program on program standards, objectives, and assessments for 9th through 12th grades. Provides an overview of characteristics of high school students and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and secondary school students.

**Proposed Catalog Description:**

**HPED 218 Instruction of Tactical Skills and Fitness Concepts**

**3c-11-3cr**

**Prerequisites:** EDSP 102, HPED 216

An introduction to instructional methods in strategic game skills used in many sports and activities with an emphasis on program standards, objectives, and assessments for ages 12-18. Strategies and techniques of instructing personal fitness for adolescents will also be covered. Provides an overview of characteristics of adolescents and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach adolescents ages 12-18.

**Rationale:** This revision is being made to broaden the scope of content addressed in this course. Currently, this course focuses solely on the secondary public school setting;

limiting the application of the content. By restructuring this course from a setting focus (school) to a skill-based focus allows the content to be more applicable to students interested in working with adolescents in multiple physical activity settings. Furthermore, since the proposed changes have a broader appeal, a similar course, HPED 217 Teaching Middle School Physical Education, that students currently take is no longer necessary. Therefore, this proposal includes increasing the HPED 218 credits from 2 up to 3 credits to better absorb the content from HPED 217. The updated course will cover content that applies to adolescents ages 12-18; which was previously split between HPED 217 and 218.

#### **iv. Current Catalog Description:**

##### **HPED 316 Teaching Elementary Health Education**

**2c-01-2cr**

**Prerequisites:** EDSP 102, HPED 142

Introduces the theories of instruction and methods for teaching health education to elementary school students. Identifies developmentally appropriate teaching methods and activities, reviews and assesses current health curriculum, and demonstrates the use of technology in the health classroom. Provides opportunities for observation, lesson planning, and teaching in both rural and inner-city health education classrooms.

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

##### **HPED 316 Instruction of Child Health Concepts**

**3c-01-3cr**

**Prerequisites:** EDSP 102, HPED 135

Introduces the theories of instruction and methods for teaching health education to elementary school-aged children. Identifies developmentally appropriate teaching methods and activities, reviews and assesses current health curriculum, and demonstrates the use of technology in the instructional setting. Provides opportunities for observation, lesson planning, and teaching of health education to children.

**Rationale:** This revision is being made to broaden the scope of content addressed in this course. Currently, this course focuses solely on the elementary public school setting; limiting the application of the content. By restructuring this course from a setting focus (school) to a concept-based focus allows the content to be more applicable to students interested in working with children in multiple health education settings. Furthermore, since the proposed changes have a broader appeal, a similar course, HPED 242 Emergency Health Care, that students currently take is no longer necessary. Therefore, this proposal includes increasing the HPED 316 credits from 2 up to 3 credits to now include the content from HPED 242.

#### **v. Current Catalog Description:**

##### **HPED 426 Health Science Instruction**

**3c-01-3cr**

**Prerequisites:** HPED 316 and Admission to Step One Teacher Education

An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning within a diverse population.

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



## **HPED 426 Health Science Instruction**

**3c-01-3cr**

**Prerequisites:** HPED 316 and 318

An overview of health curriculum with a focus on teaching methods and media of instruction. Includes unit development, opportunities for instruction, and guidelines for maintaining professional growth. Explores current research in teaching techniques, motivational strategies, and assessment of learning within a diverse population.

**Rationale:** This revision is being made to broaden the scope of content addressed in this course. Currently, this course focuses solely on the secondary public school setting; limiting the application of the content. By restructuring this course from a setting focus (school) to a concept-based focus allows the content to be more applicable to students interested in working in multiple health education settings.

### **c. Program Catalog Description Changes**

#### **i. BSED**

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

###### **Bachelor of Science in Education Degree—Health and Physical Education**

The health and physical education program is accredited by the National Council for Accreditation of Teacher Education in both Health Education (with accreditation criteria defined by the American Association for Health Education) and Physical Education (with accreditation criteria defined by the National Association for Sport and Physical Education). Requirements for the degree of bachelor of science in education with a major in health and physical education include the university's Liberal Studies requirements, Professional Education requirements, and the Health and Physical Education core requirements. Upon completion of the degree program and successfully passing the Praxis exam, the is qualified for an Instructional I Certificate in Health and Physical Education, issued by the Pennsylvania Department of Education in Harrisburg. This certificate is valid for teaching health and physical education in grades K-12 for three years in the public schools of Pennsylvania. All students Pennsylvania certification must follow the 3-Step Process described in the section "Admission to Education and Certification" found in the College of Education and Educational Technology section of this catalog.

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

###### **Bachelor of Science in Education Degree—Health and Physical Education**

The Bachelor of Science in Education- Health and Physical Education provides emphasis on pedagogical content and application. This program prepares students with the knowledge and experience to instruct in various learning environments. Three specialty programs of study have been developed for this degree program, including a K-12 Teacher Education Certification Track, and two non-teacher certification tracks in Community Health Education and Recreation and Leisure Studies. These programs provide students with the theory, strategy, and application necessary to work with individuals in various instructional settings. Each program provides an interdisciplinary experience that prepares students for specific career paths as well as multiple credentialing options.

###### **K-12 Teacher Education Certification**

The Health and Physical Education Teacher Education program is accredited by the National Council for Accreditation of Teacher Education in both Health Education (with accreditation criteria defined by the American Association for Health Education) and Physical Education (with accreditation criteria defined by the National Association for Sport and Physical Education). Requirements for the bachelor of science in education degree program in health and physical education include the university's Liberal Studies requirements, Professional Education requirements, and the Health and Physical Education core requirements. Upon completion of the degree program and successfully passing the Praxis exam, the student is qualified for an Instructional I Certificate in Health and Physical Education, issued by the Pennsylvania Department of Education in Harrisburg. This certificate is valid for teaching health and physical education in grades K-12 for three years in the public schools of Pennsylvania. All students seeking Pennsylvania certification must follow the 3-Step Process

described in the section “Admission to Teacher Education and Certification” found in the College of Education and Educational Technology section of this catalog.

**Community Health Education (*non-teacher certification*)**

This program of study focuses on health promotion and disease prevention through community educational services. This track prepares individuals to develop trainings and implement curriculum focused on better health and educational outcomes. Graduates of this program can seek employment with health and education agencies involved in the training and prevention of topics such as HIV/STI/AIDS, obesity, dating violence and bullying, communicable diseases, tobacco, drug and alcohol, and sexual health and pregnancy prevention. Students can specialize in several emphasis areas including; Communications, Aging Populations, Nutrition, Physical Activity, Human Service, Child Studies, and Women’s and Gender Studies. Graduates will be eligible to sit for the NCHEC’s Certified Health Education Specialist (CHES) exam. This track does not lead to K-12 teacher certification. Requirements for the Community Health Education track include the university’s Liberal Studies requirements, the departmental core courses, and the Community Health Education required courses. Students must also maintain a cumulative GPA of 2.7 and a “C” or better in all of the required core courses within this track.

**Recreation and Leisure Studies (*non-teacher certification*)**

This program provides students with competencies to plan, implement, and assess recreation and sports programs in a variety of settings, including adapted sport programs, youth leagues, city parks and recreation departments, adventure travel and tourism, and commercial recreation facilities. Students can focus on several emphasis areas including Aquatics, Special Populations, Coaching, and Dance. This program provides graduates with the prerequisite knowledge necessary to sit for the National Recreation and Parks Association Certified Parks and Recreational Professional (CPRP) Examination. Graduates interested in qualifying for the CPRP exam must also obtain no less than 1 year of full-time experience in the field. This track does not lead to K-12 teacher certification. Requirements for the Recreation and Leisure Studies track include the university’s Liberal Studies requirements, the departmental core courses, and the required courses. Students must also maintain a cumulative GPA of 2.7 and a “C” or better in all of the required core courses within this track.

**ii. BS-Physical Education and Sport**

**Current Catalog Description:**

Bachelor of Science Degree – Physical Education and Sport

The bachelor of science degree program in physical education and sport provides greater emphasis on sport science subject matter/content and less on pedagogy. Students who select this degree program generally apply their knowledge in the areas of exercise science, community and corporate fitness, cardiac rehabilitation, sport industry management, and/or executive fitness programming. The Physical Education and Sport degree program is a non-teacher certification program. Students pursuing this degree may be required to purchase a personal liability insurance policy and obtain certain clearances before beginning the pre-professional experience, the internship, or any other field experience on or off campus.

Three specialty programs of study have been developed for the degree program in physical education and sport. These programs, in addition to the Nutrition minor within the Physical Education and Sport program, and a Business minor in conjunction with the Sport Administration program, provide students with an innovative, relevant, and challenging curriculum and at the same time encourage the promotion of interdisciplinary work. Course content is focused toward specific professions, as well as toward different national credentialing possibilities. Student internships and pre-professional experiences can be more appropriately focused to enhance opportunities for postgraduate employment. Furthermore, these programs provide emphasis in specific subject content areas and teach skills necessary for students to assume leadership roles in careers related to the health fitness industry as well as the sport science industry.

**Proposed Catalog Description:**

Bachelor of Science Degree – Physical Education and Sport

The bachelor of science degree program in Physical Education and Sport (PESP) provides greater emphasis on sport science subject matter/content and less on pedagogy. Students who select this degree program generally apply their knowledge in the areas of exercise science, community and corporate fitness, cardiac rehabilitation, sport industry management, and/or executive fitness programming. The Physical Education and Sport degree program is a non-teacher certification program. Students

pursuing this degree may be required to purchase a personal liability insurance policy and obtain certain clearances before beginning the preprofessional experience, the internship, or any other field experience on or off campus.

Three specialty programs of study have been developed for the degree program in physical education and sport. These programs consist of (1) Physical Education and Sport, (2) Physical Education and Sport – Exercise Science and (3) Physical Education and Sport – Sport Administration. These programs provide students with an innovative, relevant, and challenging curriculum and at the same time encourage the promotion of interdisciplinary work. Course content is focused toward specific professions, as well as toward different national credentialing possibilities. Student internships and pre-professional experiences can be more appropriately focused to enhance opportunities for postgraduate employment. Furthermore, these programs provide emphasis in specific subject content areas and teach skills necessary for students to assume leadership roles in careers related to the health fitness industry as well as the sport science industry.

**Rationale:** Note that this revision includes the Physical Education and Sport (PESP) general program only. No changes are to be made to either the current narrative sections or the program requirements for the PESP-Exercise Science or PESP Sport Administration tracks of study.

#### d. Program Revisions

##### i. Current Program:

##### **Bachelor of Science in Education – Health and Physical Education**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 101 or higher (must be approved as Liberal Studies Mathematics course)  
**Natural Science:** BIOL 104 and 106 or CHEM 101 and 102  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 3cr MATH 217

##### **Major: (1)**

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

HPED 142	Foundations of Health, Physical Education, and Sport	3cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 242	Emergency Health Care	1cr
HPED 261	Water Safety Instructor	1cr
HPED 315	Biomechanics	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

##### **Professional Requirements:**

##### **Health and Physical Education**

HPED 214	Teaching Health Fitness and Gymnastics	1cr
HPED 215	Teaching Rhythmic Activities and Dance	1cr
HPED 216	Teaching Elementary Physical	

##### **Proposed Program:**

##### **Bachelor of Science in Education – Health and Physical Education/K-12 Teacher Education Certification**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **44**  
**Mathematics:** MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)  
**Natural Science:** BIOL 104 and 106 or CHEM 101 and 102  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 217

##### **Major: (1)**

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

HPED 135	Careers in Kinesiology, Health, and Sport	1cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 261	Water Safety Instructor	1cr
HPED 315	Biomechanics	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

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##### **Professional Requirements:**

##### **Health and Physical Education Requirements:**

HPED 213	Recreation Sports and Lifetime Activities	3cr
HPED 216	Instruction of Fundamental Movement Skills	3cr
HPED 218	Instruction of Tactical Skills and Fitness	

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	Education	2cr		Concepts	3cr
HPED 217	Teaching Middle School Physical Education	2cr	HPED 316	Instruction of Child Health Concepts	3cr
HPED 218	Teaching High School Physical Education	2cr	HPED 318	Preprofessional Experience I	3cr
HPED 316	Teaching Elementary Health Education	2cr	HPED 325	School and Community Health	3cr
HPED 318	Preprofessional Experience I	1cr	HPED 370	Adapted Health and Physical Education	3cr
HPED 325	School and Community Health	3cr	HPED 426	Health Science Instruction	3cr
HPED 349	Applied Pediatric Exercise Lab	1cr			
HPED 370	Adapted Health and Physical Education	3cr			
HPED 426	Health Science Instruction	3cr			
HPED 450	Curriculum and Programming in Sexuality Education	3cr			

<b>College:</b>		<b>23</b>	<b>College:</b>		<b>23</b>
<b>Preprofessional Education Requirements:</b>			<b>Preprofessional Education Requirements:</b>		
COMM 103	Digital Instructional Technology	3cr	COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr	EDSP 102	Educational Psychology	3cr
EDEX 323	Instruction of English Language Learner with Special Needs	2cr	EDEX 323	Instruction of English Language Learner with Special Needs	2cr
<b>Professional Education Requirements:</b>			<b>Professional Education Requirements:</b>		
EDUC 242	Pre-student Teaching Clinical Experience I	1cr	EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr	EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching	6cr	EDUC 421	Student Teaching	6cr
EDUC 441	Student Teaching	6cr	EDUC 441	Student Teaching	6cr
EDUC 442	School Law	1cr	EDUC 442	School Law	1cr
			<b>Free Electives:</b>		<b>4</b>
<b>(#) Total Degree Requirements:</b>		<b>120</b>	<b>(#) Total Degree Requirements:</b>		<b>120</b>
(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog			(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog		
(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.			(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.		
(1) Students are required to obtain and keep CPR instructor certification and water safety instructor certification current before student teaching and through graduation.			(1) Students are required to obtain and keep CPR instructor certification and water safety instructor certification current before student teaching and through graduation.		

**Rationale:** The program is being revised to expand opportunities for students to meet the growing and increasingly diverse health and physical activity job market. Currently, the Bachelor of Science in Education-Health and Physical Education degree primarily focuses on the public school setting. This narrow focus hinders the ability to prepare graduates to work in other settings including, community, private, and government agencies.

## ii. Current Program: Bachelor of Science—Physical Education and Sport (\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 217  
**Natural Science:** BIOL 104 and 106, CHEM 101-102, or SCI 105-107/117  
**Social Science:** ECON 121, PSYC 101, SOC 151  
**Liberal Studies Electives:** 3cr, FDNT 145, no courses with HPED prefix

44

## Proposed Program: Bachelor of Science—Physical Education and Sport (\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 217  
**Natural Science:** BIOL 104 and 106, CHEM 101-102, or SCI 105-107  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** no courses with HPED prefix

44

<b>Major:</b>		23	<b>Major:</b>		21-25
<b>Core Requirements:</b>			<b>Core Requirements:</b>		
HPED 142	Foundations of Health, Physical Education, and Sport	3cr	HPED 135	Careers in Kinesiology, Health and Sport	1cr
HPED 175	Prevention and Care of Injuries to the	2cr	HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
	Physically Active	3cr	<b>or</b> 185	Introduction to Athletic Training	
HPED 209	Motor Behavior	3cr	HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function		HPED 221	Human Structure and Function or	3cr
HPED 341	Evaluation in Health and Physical Education	3cr	HPED 256	Applied Human Structure and Conditioning <b>or</b>	3cr
		3cr	<b>or</b> 150	Human Anatomy	
HPED 343	Physiology of Exercise		HPED 341	Evaluation in Health and Physical Education	3cr
HPED 441	Psychosocial Implications for Health	3cr	HPED 344	Adapted Physical Education and Sport	3cr
HPED 442	and Physical Education Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr	<b>or</b> 370	<b>or</b> Adapted Physical Education	
			HPED 441	Psychosocial Implications for Health	3cr
				and Physical Education <b>or</b>	3cr
			<b>or</b> 225	Social Issues and Sport	
			HPED 493	Internship	
<b>Professional Requirements:</b>		24	<b>Professional Requirements:</b>		17-18
HPED 230	Aerobic Fitness	2cr	(all students must compete <b>one</b> of the program specific content areas outlined below)		
HPED 263	Aquatics <b>or</b>	1c	<b>Content Area 1</b>		
<b>or</b> 261	Water Safety Instructor		FDNT 145	Intro to Nutrition	18cr
HPED 315	Biomechanics	3cr	HPED 261	Water Safety Instructor <b>or</b>	3cr
HPED 319	Preprofessional Experience II	3cr	<b>or</b> 263	Aquatics	1cr
HPED 344	Adapted Physical Activity and Sport	3cr	HPED 285	Group/Ind. Exercise Leadership	
HPED 375	Physiological Basis of Strength Training	3cr	HPED 286	Strength/Personal Train. Practicum	3cr
HPED 410	Exercise Prescription	3cr	HPED 315	Biomechanics	2cr
HPED 411	Physical Fitness Appraisal	3cr	HPED 343	Physiology of Exercise	3cr
HPED 412	Physical Activity and Stress Management	3cr	HPED 375	Physiological Basis of Strength Training	3cr
<b>Controlled Electives:</b> (1) 12			<b>Content Area 2</b>		18cr
Select 12cr from the following: BIOL 151, 155, 12cr			FDNT 145	Intro to Nutrition	3cr
HPED 335, 413, 492, PHYS 151, 161, SAFE 347			HPED 286	Strength/Personal Training Practicum	2cr
			HPED 315	Biomechanics	3cr
			HPED 343	Physiology of Exercise	3cr
			HPED 345	Survey of Orthopedic Injuries in Sport and Exercise	3cr
			HPED 346	Preventive and Acute Care Skills in Athletic Training	1cr
			HPED 375	Physiological Basis of Strength Training	3cr
			<b>Content Area 3</b>		18cr
			EDSP 102	Educational Technology	3cr
			COMM 103	Digital Instructional Technology	3cr
			HPED 213	Recreation Sports and Lifetime Activities <b>or</b>	3cr
			<b>or</b> 325	School and Community Health	
			HPED 216	Instruction of Fundamental Movement Skills <b>or</b>	3cr
			<b>or</b> 316	Instruction of Child Health Concepts	
			HPED 218	Instruction of Tactical Skills and Concepts <b>or</b>	3cr
			<b>or</b> 426	Health Science Instruction	
			HPED 318	Pre-Professional Experience I	3cr
			<b>Content Area 4</b>		17cr
			HPED 280	Aquatic Facilities Management	2cr
			HPED 292	Introduction to Sport Management	3cr
			HPED 320	Management of Facilities & Events in Sport	3cr
			HPED 335	Athletic Coaching	3cr
					3cr

		HPED 445 Business Practice in Sport	3cr
		HPED 460 Law and Issues in Managing Sport	
<b>Free Electives:</b>	17	<b>Department Electives:</b>	15-18
<b>Total Degree Requirements:</b>	120	<b>Free Electives:</b>	15-23
(*) Admissions to this program is by permission of advisor only.		<b>Total Degree Requirements:</b>	120
(1) Nutrition minor may substitute for controlled electives; see Department of Food and Nutrition.		(*) Admissions to this program is by permission of advisor only.	

**Rationale:** The program is being revised due to the number of changes that have occurred to the department curriculum since the last revision of this program. The primary curriculum changes prompting the update of this program include: the addition of as many as five educational programs and/or tracks which have expanded the number of courses available for our PESP students. Courses currently listed in the undergraduate catalog and required for the completion of this degree are no longer offered by the department due to curricular revisions driven by accreditation guidelines and program demands.

## e. New Tracks:

### i. Bachelor of Science in Education—Community Health Education

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **44**

**Mathematics:** MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)

**Natural Science:** BIOL 104-106 or CHEM 101-102

**Social Science:** PSYC 101

**Liberal Studies Electives:** 3cr, MATH 217

**Major:** **18**

#### **Required Courses:**

HPED 135	Careers in Kinesiology, Health, and Sport	1cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 256	Applied Human Structure and Conditioning	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

#### **Professional Requirements:**

#### **Community Health Education Requirements:**

EDSP 102	Educational Psychology	3cr	<b>30</b>
HOSP 343	Fund-Raising for Special Events	3cr	
HPED 316	Instruction of Child Health Concepts	3cr	
HPED 318	Preprofessional Experience I	3cr	
HPED 325	School and Community Health	3cr	
HPED 370	Adapted Health and Physical Education	3cr	
HPED 426	Health Science Instruction	3cr	
HPED 450	Curriculum and Programming in Sexuality Education	3cr	
HPED 493	Internship	6cr	

#### **Controlled Electives:**

(Must choose 1 emphasis area from A-G)

**9-12**

#### **A. Communications (9cr)**

COMM 101	Communications Media in American Society	3cr
COMM 205	Making Presentations with Media	3cr
COMM 230	Global Media and Communication	3cr

<b>B. Nutrition (12cr)</b>		
FDNT 212	Nutrition	3cr
FDNT 213	Life Cycle Nutrition	3cr
FDNT 245	Sports Nutrition	3cr
FDNT 402	Community Nutrition	3cr
<b>C. Physical Activity (12cr)</b>		
FDNT 245	Sports Nutrition	3cr
HPED 285	Group/Individual Exercise Leadership	3cr
HPED 350	Health Aspects of Aging	3cr
HPED 413	Physical Activity and Aging	3cr
<b>D. Aging Populations (12cr)</b>		
HPED 350	Health Aspects of Aging	3cr
HPED 413	Physical Activity and Aging	3cr
PSYC 312	Adult Development and Aging	3cr
SOC 357	Sociology of Aging	3cr
<b>E. Human Service (12cr)</b>		
PSYC 330	Social Psychology	3cr
SOC 320	Sociological Theory	3cr
SOC 336	Sociology of the Family	3cr
SOC 391	Foundations of Sociological Practice	3cr
<b>F. Women's Studies (12cr)</b>		
PSYC 379	Psychology of Human Sexuality	3cr
SOC 251	Sociology of Human Sexuality	3cr
SOC 427	Social Perspectives on Intimate Partner Violence	3cr
WMST 200	Introduction to Women's and Gender Studies	3cr
<b>G. Child Studies (9cr)</b>		
SOC 231	Contemporary Social Problems	3cr
SOC 333	Delinquency and Youth	3cr
SOC 428	Child Abuse	3cr

**Free Electives:** 16-19

**Total Degree Requirements:** 120

## ii. Bachelor of Science in Education—Recreation and Leisure Studies

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44

**Mathematics:** MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)

**Natural Science:** BIOL 104 and 106 or CHEM 101 and 102

**Social Science:** PSYC 101

**Liberal Studies Electives:** 3cr, MATH 217

**Major: (1)** 22

### **Required Courses:**

HPED 135	Careers in Kinesiology, Health, and Sport	1cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 261	Water Safety Instructor	1cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

### **Professional Requirements:**

**Recreation and Leisure Studies:** 27

EDSP 102	Educational Psychology	3cr
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HOSP 115	Introduction to Tourism	3cr
HPED 213	Recreation Sports and Lifetime Activities	3cr
HPED 216	Instruction of Fundamental Movement Skills	3cr
HPED 218	Instruction of Tactical Skills and Fitness Concepts	3cr
HPED 318	Preprofessional Experience I	3cr
HPED 320	Managing Facilities and Events in Sports	3cr
HPED 370	Adapted Health and Physical Education	3cr
HPED 493	Internship	3cr

**Controlled Electives:**

**7-9**

**(Must choose 3 courses from the list below)**

DANC 150	Fundamentals of Dance	3cr
DANC 353	Dance Curriculum and Instruction	3cr
HOSP 343	Fund-Raising for Special Events	3cr
HPED 280	Aquatic Facilities Management	2cr
HPED 292	Introduction to Sport Management	3cr
HPED 333	Psychology of Coaching	2cr
HPED 335	Athletic Coaching	3cr
HPED 337	Coaching Disability Sport	3cr
HPED 413	Physical Activity and Aging	3cr
HPED 445	Business Practices in Sport	3cr

**Free Electives:**

**18-20**

**Total Degree Requirements:**

**120**

**Rationale:** To provide an option for students who are interested in working with children and adolescents in a community-based setting. Currently, students interested in this line of work must earn a teaching degree. The focus on the current BSED degree is limited to the public school setting; which varies greatly from community-based work. Through these proposed changes, students will be able to prepare for work across the industry, and not the K-12 public school setting. These broader focuses will make graduates more marketable for work in non-school settings including, community, private, and government agencies.

### **3. Department of Art—Program Revisions and Program Catalog Description Change**

#### **a. Program Catalog Description Changes**

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

Students pursuing studio or art education degrees are initially admitted into the department through the Entrance Portfolio Review. Art history majors are not required to submit a portfolio. Students interested in pursuing the bachelor of fine arts degree in studio are initially admitted into the bachelor of arts degree program in art/studio and may transfer into the BFA—Studio program at the end of the sophomore year by successfully completing the BFA Sophomore Review.

The bachelor of fine arts degree program in studio prepares students for careers as professional visual artists and is a platform from which they might go on to study for the master of fine arts level, the terminal degree in the field. The bachelor of fine arts degree program in studio offers three studio emphasis tracks: the Two-Dimensional Emphasis Track (including drawing, graphic design, painting, and print media), the Three-Dimensional Emphasis Track (including ceramics, fibers, jewelry and metals, sculpture, and wood and furniture design), and the Individualized Studio Emphasis Track (in which students are able to build a degree program to meet specialized individual needs).

The bachelor of arts degree program in art/studio offers students a broad range of advanced studio



options.

## Proposed Program Catalog Description:

Students pursuing studio or art education degrees are initially admitted into the department through the Entrance Portfolio Review. Art history majors are not required to submit a portfolio.

The bachelor of fine arts degree program in studio prepares students for careers as professional visual artists, graphic designers, and creative practitioners and is a platform from which to go on to study for the master of arts and the master of fine arts degrees. The bachelor of fine arts degree program offers two tracks: graphic design and art studio. Students pursuing the graphic design track will study a broad range of topics including web design, publication design, interactive design, animation and corporate identity. Faculty mentors assist graphic design track students with the development of a professional portfolio. Students pursuing the art studio track will elect a concentration in one of the department’s studio areas including drawing, painting, ceramics, fibers, jewelry and metals, sculpture, and wood. The bachelor of fine arts degree enables students to pursue substantial instruction in their area of concentration. The BFA major must successfully complete the BFA Sophomore Review where studio faculty members assess student progress within the program. During the final semester of their studies, BFA students publicly present their art in a culminating bachelor of fine arts exhibition.

The bachelor of arts degree program in art studio offers students a broad range of advanced studio options. This degree option should be chosen by the student who seeks a generalized art studio program and provides opportunities for achieving double majors and minors in and outside the Department of Art. The BA major must successfully complete the Sophomore Review where studio faculty members assess student progress within the program.

### b. Program Revisions:

#### i. Current Program:

##### Bachelor of Arts—Art/Studio

**Liberal Studies:** As outlined in Liberal Studies Section with the following specifications: **43-44**  
**Fine Arts:** ARHI 205  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 3cr, ARHI 207, no courses with ART prefix

**Major:**  
**Foundation Required:** **12**  
ART 111 Figure Drawing 3cr  
ART 112 Fundamentals of Drawing 3cr  
ART 113 Three-Dimensional Design 3cr  
ART 114 Color and Two-Dimensional Design 3cr

**Level II Studio Electives:** Select five of the following nine courses; ART 281 may be used only once: ART 211, 213, 214, 215, 216, 217, 218, 219, 281 **15**

**Art History Required:** **6**  
ARHI 100 Arts of the 20<sup>th</sup> Century 3cr  
Controlled ARHI Elective (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.) 3cr

#### Proposed Program:

##### Bachelor of Arts—Art/Studio

**Liberal Studies:** As outlined in Liberal Studies Section with the following specifications: **43-44**  
**Fine Arts:** ARHI 205  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 3cr, ARHI 207, no courses with ART prefix

**Major:**  
**Foundation Required:** **12**  
ART 111 Figure Drawing 3cr  
ART 112 Fundamentals of Drawing 3cr  
ART 113 Three-Dimensional Design 3cr  
ART 114 Color and Two-Dimensional Design 3cr

**Beginning Studio Electives:** Select four of the following nine courses: ART 211, 213, 214, 215, 216, 217, 218, 219, 281 (ART 281 may be used only once) **12**

**Art History Required:** **6**  
ARHI 100 Arts of the 20<sup>th</sup> Century 3cr  
Controlled ARHI Elective: Select one course from any 300-400 level ARHI prefix. 3cr

<b>Intermediate/Advanced Studio Required:</b>			<b>21</b>	<b>Intermediate/Advanced Studio Required:</b>			<b>12</b>
Studio courses from the following: (1, 2)				Select 300-400 level courses from four different studio areas (1, 2)			
ART 313	Intermediate Ceramics: Wheel Throwing	3cr		ART 313	Intermediate Ceramics: Wheel Throwing	3cr	
ART 316	Intermediate Jewelry and Metals	3cr		ART 316	Intermediate Jewelry and Metals	3cr	
ART 352	Intermediate Ceramics: Mold Making	3cr		ART 352	Intermediate Ceramics: Mold Making	3cr	
ART 355	Intermediate Graphic Design I	3cr		ART 355	Intermediate Graphic Design I	3cr	
ART 356	Intermediate Graphic Design II	3cr		ART 356	Intermediate Graphic Design II	3cr	
ART 421	Advanced Drawing	3cr		ART 421	Advanced Drawing	3cr	
ART 451	Advanced Woodworking: Function and Form	3cr		ART 451	Advanced Woodworking: Function and Form	3cr	
ART 452	Advanced Ceramics	3cr		ART 452	Advanced Ceramics	3cr	
ART 453	Advanced Sculpture	3cr		ART 453	Advanced Sculpture	3cr	
ART 454	Advanced Painting	3cr		ART 454	Advanced Painting	3cr	
ART 455	Advanced Graphic Design I	3cr		ART 455	Advanced Graphic Design I	3cr	
ART 456	Advanced Graphic Design II	3cr		ART 456	Advanced Graphic Design II	3cr	
ART 457	Advanced Print Media	3cr		ART 457	Advanced Print Media	3cr	
ART 459	Advanced Fibers	3cr		ART 459	Advanced Fibers	3cr	
ART 460	Advanced Jewelry and Metals	3cr		ART 460	Advanced Jewelry and Metals	3cr	
ART 481	Special Topics	3cr		ART 481	Special Topics	3cr	
ART 493	Internship	3cr		ART 493	Internship	3cr	
<b>Free Electives:</b>			<b>22-23</b>	<b>Free Electives:</b>			<b>34-35</b>
<b>(#) Total Degree Requirements</b>			<b>120</b>	<b>(#) Total Degree Requirements</b>			<b>120</b>
(1)	Students must complete 3cr within an advanced studio before permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.			(1)	Students must complete 3cr within an advanced studio before permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.		
(2)	Inclusion of internship credits toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing before enrollment.			(2)	Inclusion of internship credits toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing before enrollment.		
(#)	See advisory paragraph "Timely Completion of Degree Requirements "in the section on Requirements for Graduation			(#)	See advisory paragraph "Timely Completion of Degree Requirements "in the section on Requirements for Graduation		

**Rationale:** The revision is to comply with Policy number 1985-01-A Requirements for Initiation or Change of Credit-based Academic Programs, last amended April 10, 2014, mandating that all BA majors in State Institutions require no more than 42 credits. Minor changes in terminology from "Level II" Studio Electives to "Beginning" Studios Electives were revised for clarity. Changes to the B.A. Art Studio major description were made to further clarify the function/purpose for the degree. The Sophomore Review was added to help assess student progress. It is not intended to pass or fail students. A committee of studio faculty will give critical feedback, encouragement, and help lead them in their studio practice as a result of this experience. For controlled Art History (ARHI) elective requirements, a listing of specific courses was revised to any 300-400 level ARHI course to accommodate future changes of available art history offerings. Additionally, the requirement that the upper level Art History elective must be writing intensive was eliminated as new studio courses, designated by the ART prefix, have been introduced. Studio majors now have additional departmental offerings in order to fulfill their liberal studies writing intensive requirement. For controlled Intermediate/Advanced Required studio courses, students are required to take *four different* intermediate or advanced studio courses from different studio areas. Since the B.O.G's mandate, the Department of Art thinks it is necessary to place additional requirements for the generalized B.A. in Studio Art degree. This ensures that students take a broad range of Intermediate or Advanced studio courses. If a student wants to *focus* on a particular studio area e.g. Advanced Painting, they could take it multiple times as a free elective.

## ii. Current Program:

**Bachelor of Fine Arts –Art Studio**

## Proposed Program:

**Bachelor of Fine Arts –Art Studio**

<b>Liberal Studies:</b> As outlined in Liberal Studies Section with the following specifications: <b>Fine Arts:</b> ARHI 205 <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 3cr, ARHI 207, no courses with ART prefix		<b>43-44</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies Section with the following specifications: <b>Fine Arts:</b> ARHI 205 <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 3cr, ARHI 207, no courses with ART prefix		<b>43-44</b>
<b>Major:</b>			<b>Major:</b>		
<b>Foundation Required:</b>		<b>12</b>	<b>Foundation Required:</b>		<b>12</b>
ART 111	Figure Drawing	3cr	ART 111	Figure Drawing	3cr
ART 112	Fundamentals of Drawing	3cr	ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr	ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr	ART 114	Color and Two-Dimensional Design	3cr
<b>Level II Studio Electives:</b> Select five of the following nine courses: ART 281 may be used only once: ART 211, 213, 214, 215, 216, 217, 218, 219, 281		<b>15</b>	<b>Beginning Studio Electives:</b> Select five of the following nine courses: ART 211, 213, 214, 215, 216, 217, 218, 219, 281. (ART 281 may be used only once)		<b>15</b>
<b>Art History Required:</b>		<b>6</b>	<b>Art History Required:</b>		<b>6</b>
ARHI 100	Arts of the 20 <sup>th</sup> Century	3cr	ART 100	Arts of the 20 <sup>th</sup> Century	3cr
Controlled ARHI Elective: Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.		3cr	Controlled ARHI Elective: Select one course from any 300-400 level ARHI prefix.		3cr
<b>Intermediate/Advanced Studio Required:</b> (Select one of three intermediate/advanced studio emphasis tracks.)		<b>27</b>	<b>Intermediate/Advanced Studio Required:</b> (Select one of two tracks)		<b>27</b>
<b>Three-Dimensional Studio Track:</b> Advanced 3-D studios include (1, 2)			<b>Art Studio Track:</b> Studio areas of study include ceramics, painting, woodworking, drawing, fibers, sculpture, print media, jewelry and metals, and internship. Select from ART 313, 316, 352, 421, 451, 452, 453, 454, 457, 459, 460, 481, and 493		
ART 313	Intermediate Ceramics: Wheel Throwing	3cr	<b>Graphic Design Track:</b> Studio area of study includes graphic design and internship. Select from ART 355, 356, 455, 456, 481, and 493.		
ART 316	Intermediate Jewelry and Metals	3cr			
ART 352	Intermediate Ceramics: Mold Making	3cr			
ART 451	Advanced Woodworking: Function and Form	3cr			
ART 452	Advanced Ceramics	3cr			
ART 453	Advanced Sculpture	3cr			
ART 459	Advanced Fibers	3cr			
ART 460	Advanced Jewelry and Metals	3cr			
ART 481	Special Topics	3cr			
ART 493	Internship	3cr			
Primary Advanced Studio (Choose one studio area above)		15cr	Primary Studio Emphasis (Select any 300-400 level courses from one studio area listed in track options above.)(2)(3)		18cr
Synthesis Advanced Studio (choose three other advanced 3-D advanced studios)		9cr	Synthesis Studio (Art Studio Track majors select 300-400 level courses listed within track options above that are outside your primary studio area. These studio courses must relate to one's primary studio area emphasis conceptually and/or technically. Graphic Design Track majors may select 300-400 level graphic design courses or 300-400 level courses from the Art Studio Track if they relate conceptually and/or technically.)(2, 3, 4)		9cr
Two-Dimensional Studio (choose one from advanced 2-D studio options)		3cr	<b>Intermediate/Advanced Studio Electives:</b> (Select any 300-400 level art studio courses.) <sup>1, 2</sup>		<b>9</b>
<b>Two-Dimensional Studio Track:</b> Primary Advanced Studio (Choose one studio area below)		15cr	<b>Senior Thesis and Professional Practicum:</b>		<b>3</b>
Synthesis Advanced Studio (choose three other advanced 2-D advanced studios)		9cr	ART 400 Professional Practices		3cr
Three-Dimensional Studio (choose one from advanced 3-D studio options)		3cr	<b>Free Electives:</b>		<b>4-5</b>
Advanced 2-D Studios include (1, 2)					
ART 355	Intermediate Graphic Design I	3cr			
ART 356	Intermediate Graphic Design II	3cr			
ART 421	Advanced Drawing	3cr			
ART 454	Advanced Painting	3cr			
ART 455	Advanced Graphic Design I	3cr			
ART 456	Advanced Graphic Design II	3cr			
ART 457	Advanced Print Media	3cr			
ART 481	Special Topics	3cr			
ART 493	Internship	3cr			
<b>Individualized Advanced Studio Track:</b>		<b>27cr</b>			
			(#)	<b>Total Degree Requirements</b>	<b>120</b>

(Student with specialized interests can submit a proposal for advanced studio study. Approval required by department chair, studio division chair, and student's major advisor.)

Select 27cr from the following (1, 2): ART 316, 332, 335, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493

12

#### **Controlled Intermediate/Advanced Studio**

##### **Electives: (1,2)**

Select 12cr from the following: ART 316, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493

3

#### **Senior Thesis and Professional Practicum**

ART 400 Professional Practices

3cr

1-2

#### **Free Electives:**

120

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

- (1) Students must complete 3cr within an advanced studio before permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.
- (2) Inclusion of internship credits toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing before enrollment.
- (3) To enter the program, art major must successfully complete the BFA Sophomore Review and have a minimum 2.5 GPA.
- (4) Student must achieve a cumulative 2.5 GPA and earn a "C" or better in all ART and ARHI courses to graduate.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

- (1) Student must achieve a cumulative 2.5 GPA and earn a "C" or better in all ART and ARHI courses to graduate.
- (2) Students must complete 3cr within an advanced studio before permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses. Inclusion of internship credits toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing before enrollment.
- (3) Synthesis studio courses must be approved by your academic advisor
- (4) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

**Rationale:** The most significant change in the proposed BFA degree is restructuring the existing three tracks, *2-Dimensional*, *3-Dimensional*, and *Individualized*, into two tracks, *Art Studio* and *Graphic Design*. The proposed Art Studio Track combines aspects of the existing 2-Dimensional and 3-Dimensional Tracks to better reflect the practice of students in selecting their studio emphasis. Under the existing program, students tend to select the Individualized Track as it provides the most flexibility in studio interest and exploration. We have found the 2-D and 3-D tracks to be limiting at the undergraduate level. By merging all three tracks into one track similar to the existing Individualized Track and renaming it Art Studio Track, students can better select a direction that reflects their personal interests and talents. Additionally, current graphic design majors find the Bachelor of Arts in Studio (BA) Degree more suitable to their vocational interests. They rarely choose the BFA degree, although the BFA is considered the professional degree. The BA is considered a liberal arts degree with the intention to provide breadth across the arts, however, not to serve as a professional degree. After studying the matter, the faculty realizes that the structure of the current BFA does not provide enough professional focus in the graphic designer's content area because it requires students to choose secondary "synthesis" studios. Given the broad scope of the graphic design field, undergraduates must be prepared with a wide array of technical and conceptual expertise. Thus, the revised BFA offers a separate track that should be more attractive to the graphic design major because it does not require synthesis studios and provides the opportunity for more content in their concentration. The revised BFA - Graphic Design Track will provide a level of professional preparedness appropriate to a professional degree, which meets the National Association of Schools of Art and Design accreditation standards, calling for 65% of coursework in Art and Design. The recent PA Board of Governor's mandate that limits major content and increases free electives has further initiated revisions to the BFA to better accommodate the needs of the graphic design major.

## **4. Department of Journalism and Public Relations—Revision of Minor and Program Catalog Description Change**

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

## Current Program Description:

The department offers an 18-credit minor designed to complement any major. Three 3-credit courses are required: JRNL 102, 105, and 120. The remaining 9 credits may be taken from the following list of journalism Major courses: JRNL 126, 243, 250, 301, 337, 344, 347, 375, and designated special topics courses. Internship credits do not apply toward the 18-credit minor; however, a student in the minor program may take an internship and apply the credits as free electives.

## Proposed Catalog Description:

For students who choose to major in something else at IUP, the department of journalism and public relations offers an 18-credit minor that complements any major.

### b. Revision of Minor

Minor—Journalism	18 (1)	Minor—Journalism and Public Relations	18 (1)
<b>Required Courses:</b>		<b>Required Courses:</b>	
JRNL 102	Basic Journalistic Skills (2, 3) 3cr	JRNL 102	Basic Journalistic Skills (1) 3cr
JRNL 105	Journalism and the Mass Media (2, 3) 3cr	JRNL 105	Journalism and the Mass Media (1) 3cr
JRNL 120	Journalistic Writing (2, 3) 3cr	JRNL 120	Journalistic Writing (2) 3cr
<b>Controlled Electives:</b> Three courses from the following: 9cr		<b>Controlled Electives:</b>	
JRNL 126, 243, 250, 301, 337, 344, 347, 375, 481 (4)		JRNL course of 300-level or higher	3cr
		JRNL course of 300-level or higher	3cr
		JRNL free elective	3cr
(1) Internship credits do not apply toward the 18cr minor; however, a student in the minor program may take an internship and apply the credits as free electives.		(1) A grade of C or better is required for graduation with a minor in journalism.	
(2) A grade of C or better is required for graduation with a minor in journalism.		(2) JRNL 102 is a prerequisite for JRNL 120.	
(3) The above three courses are to be taken in sequence.			
(4) Minors may substitute only with departmental permission.			

**Rationale:** The minor is being revised to comply with the PASSHE Board of Governors' approved changes to the minor policy requiring at least six credits of coursework to be at or above the 300-level. We are also changing the name of our department, so we need to change the name of our minor. We found ourselves often approving whatever students wanted to take in the major toward a minor, so we found it unnecessary to prescribe a list of courses from which they could choose. We have also decided that students could take JRNL 102 and 105 simultaneously, but JRNL 102 must remain a prerequisite for JRNL 120.

## 5. Department of Communication Disorders, Special Education and Disability Services— New Course and Course Revisions

### a. New Course

#### **EDEX 223 Reading Methods and Strategies for Students with Disabilities 3c-0l-3cr**

**Prerequisites:** EDEX 103, 111, 113

Focuses on basic concepts of developmental reading instruction and specially designed instruction for students with diverse needs. Reviews research in the field, examines necessary assessment tools, and surveys current issues, trends, practices, and services. Examines issues and practices related to students who are English language learners. Facilitates the acquisition of new skills through a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing).

**Rationale:** This course will provide students with the background information of specific methods and strategies for teaching students, specifically students with disabilities and English Language Learners.

## **b. Course Revisions**

### **i. Current/Proposed Catalog Description:**

#### **EDEX 458 Transition Assessment and Planning for Youth with Disabilities 3c-0l-3cr**

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Transition service elements are, at a minimum, postsecondary education and training, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

**Rationale:** Course revisions were made for several reasons. First, although many of the concepts and frameworks used for transition have remained the same, some of the language has changed. The proposed revisions reflect these changes. Secondly, the workforce and demands to prepare students with disabilities for college and career life have changed rapidly over the past two decades. Revisions to EDEX 458 align with what is highlighted in the literature and attempt to inform pre-service teachers and other majors about expectations in the 21<sup>st</sup> century. In addition, EDEX 458 will no longer be dual listed.

### **ii. Current Catalog Description:**

#### **EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities 3c-0l-3cr**

**Prerequisite:** EDEX 111

Presents methods for teaching science and social studies to the mentally and/or physically handicapped. Scope and sequence of content, as well as evaluative techniques for each content area, are studied. Integration of other content areas and skill areas is stressed. Also stresses teaching in both resource room and less restrictive environments.

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

#### **EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities 3c-0l-3cr**

**Prerequisite:** EDEX 111

Presents various ways of assessing student knowledge, and identifying and implementing evidence-based practices to increase the success of students with disabilities in social studies and Science in K-12. Examines best practices for understanding and evaluating curricular demands, monitoring student progress, providing tiered supports and appropriate accommodations for promoting and enhancing content-area learning.

**Rationale:** Course revisions were made for several reasons. In particular, efforts to reform education has resulted in dramatic shifts in the field over the last decade. This includes the implementation of the Common Core State Standards and increased requirements for students to develop disciplinary literacy in content area subjects (i.e., social studies, math, and science). Although the former syllabus and approach to *Methods of Teaching Content Areas Subjects to Persons with Disabilities* addressed important issues in student learning, the proposed modifications align more with recent legislation and educational reform that has been adopted in Pennsylvania. Secondly, the Special Education and Clinical Services Department is

working to increase the emphasis on pre-teacher candidates who wish to work with learners in middle and high school settings. The proposed changes to this course will support the Department's efforts to target this population of students.

## 6. Department of Nursing and Allied Health Professions–Program Revisions and Catalog Description Changes (Prerequisite Changes)

### a. Program Revisions

#### i. Current Program:

##### Bachelor of Science – Respiratory Care

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44-45  
**Mathematics:** MATH 105 or higher level  
**Natural Science:** CHEM 101-102  
**Social Science:** PSYC 101, SOC 151, global and multicultural awareness course  
**Writing Intensive:** not required  
**Liberal Studies Electives:** 3cr, PHYS 151, no courses with RESP prefix

#### Major:

##### Required Courses:

RESP 101	The Profession of Respiratory Care	1cr
RESP 326	Respiratory Care Clinical Practice I	3cr
RESP 327	Pharmacology	3cr
RESP 328	Introduction to Respiratory Care	4cr
RESP 329	Respiratory Care Equipment	4cr
RESP 330	Cardiopulmonary Resuscitation	2cr
RESP 333	Respiratory Care Clinical Practice	3cr
II RESP 334	Respiratory Care Instrumentation and Application	4cr
		3cr
RESP 335	Patient Care Skills	
RESP 336	Cardiopulmonary Evaluation and Clinical Correlation	4cr
RESP 337	Introduction to Pulmonary Function Studies	1cr
		3cr
RESP 425	Clinical Case Studies	4cr
RESP 426	Respiratory Care Clinical Practice	2cr
III		
RESP 428	Essentials of Electrocardiology	2cr
RESP 429	Design and Function of a Respiratory Care Program	3cr
		1cr
RESP 430	Pulmonary Function Studies	4cr
RESP 431	Pediatric Respiratory Care	3cr
RESP 433	Respiratory Care Clinical Practice	2cr
IV		1cr
RESP 434	Neonatal Respiratory Care	
RESP 436	Respiratory Care Teaching	
RESP 437	Methods in Critical Care	
RESP 438	Cardiopulmonary Rehabilitation	

#### Other Requirements:

<b>Science Courses:</b>		13
BIOL 105	Cell Biology	
BIOL 150	Human Anatomy	3cr

#### Proposed Program:

##### Bachelor of Science – Respiratory Care

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 44-45  
**Mathematics:** MATH 105 or higher level  
**Natural Science:** CHEM 101-102  
**Social Science:** PSYC 101, SOC 151, global and multicultural awareness course  
**Writing Intensive:** not required  
**Liberal Studies Electives:** 3cr, PHYS 151, no courses with RESP prefix

#### Major:

##### Required Courses:

RESP 101	The Profession of Respiratory Care	1cr
RESP 326	Respiratory Care Clinical Practice	3cr
I RESP 327	Pharmacology	3cr
RESP 328	Introduction to Respiratory Care	4cr
RESP 329	Respiratory Care Equipment	4cr
RESP 330	Cardiopulmonary Resuscitation	2cr
RESP 333	Respiratory Care Clinical Practice	3cr
II RESP 334	Respiratory Care Instrumentation and Application	4cr
		3cr
RESP 335	Patient Care Skills	
RESP 336	Cardiopulmonary Evaluation and Clinical Correlation	4cr
RESP 337	Introduction to Pulmonary Function Studies	1cr
		3cr
RESP 425	Clinical Case Studies	4cr
RESP 426	Respiratory Care Clinical Practice	2cr
III		3cr
RESP 428	Essentials of Electrocardiology	1cr
RESP 429	Design and Function of a Respiratory Care Program	4cr
		3cr
RESP 430	Pulmonary Function Studies	2cr
RESP 431	Pediatric Respiratory Care	2cr
RESP 433	Respiratory Care Clinical Practice	1cr
IV		
RESP 434	Neonatal Respiratory Care	
RESP 436	Respiratory Care Teaching	
RESP 437	Methods in Critical Care	
RESP 438	Cardiopulmonary Rehabilitation	

#### Other Requirements:

<b>Science Courses:</b>		
BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr

BIOL 151	Human Physiology	3cr	BIOL 241	Introductory Medical Microbiology	4cr
BIOL 241	General Microbiology	4cr			
		3cr			
<b>Free Electives:</b>		3-4	Free Electives:		4-5
<b>Total Degree Requirements: (1)</b>			<b>Total Degree Requirements: (1)</b>		120
120			(1) RESP 300- and 400-level courses are completed at Western		
(1) RESP 300- and 400-level courses are completed at Western			Pennsylvania Hospital School of Respiratory Care in Pittsburgh.		
Pennsylvania Hospital School of Respiratory Care in Pittsburgh.					

**Rationale:** Changes to the Bachelors of Science are a result of changes in the Biology Department curriculum. These changes are supported by Allied Health Professions.

## ii. Current Program:

### Bachelor of Science – Nuclear Medicine Technology

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 105  
**Natural Science:** CHEM 101-102  
**Social Science:** PSYC 101, SOC 151  
**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, MATH 217, PHYS 111, no courses with NMDT prefix

**Major:** 32  
**Required Courses: (1)**  
 NMDT 427 Nuclear Scintigraphy 3cr  
 NMDT 428 Radiation Physics 3cr  
 NMDT 429 Nuclear Medicine Instrumentation 3cr  
 NMDT 430 Radiation Biology and Radiation Protection 2cr  
 NMDT 431 In Vivo/In Vitro Nonimaging 1cr  
 NMDT 432 Radiopharmaceuticals 3cr  
 NMDT 433 Introduction to Tomographic Imaging 1cr  
 NMDT 434 Clinical Nuclear Medicine 16cr  
**Other Requirements: (2)**  
 BIOL 105 Cell Biology 18  
 BIOL 150 Human Anatomy 3cr  
 BIOL 151 Human Physiology 3cr  
 ENGL 310 Public Speaking 4cr  
 PHYS 121 Physics I Lab 3cr  
 PHYS 112 Physics II Lecture 1cr  
 PHYS 122 Physics II Lab 3cr  
 1cr

**Free Electives: (3)** 20

**Total Degree Requirements:** 120

## Proposed Program:

### Bachelor of Science – Nuclear Medicine Technology

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 105  
**Natural Science:** CHEM 101-102  
**Social Science:** PSYC 101, SOC 151  
**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, MATH 217, PHYS 111, no courses with NMDT prefix

**Major:** 32  
**Required Courses: (1)**  
 NMDT 427 Nuclear Scintigraphy 3cr  
 NMDT 428 Radiation Physics 3cr  
 NMDT 429 Nuclear Medicine Instrumentation 3cr  
 NMDT 430 Radiation Biology and Radiation Protection 2cr  
 NMDT 431 In Vivo/In Vitro Nonimaging 1cr  
 NMDT 432 Radiopharmaceuticals 3cr  
 NMDT 433 Introduction to Tomographic Imaging 1cr  
 NMDT 434 Clinical Nuclear Medicine 16cr  
**Other Requirements:**  
 BIOL 150 Human Anatomy 20  
 BIOL 240 Human Physiology 4cr  
 BIOL 241 Introductory Medical Microbiology 4cr  
 ENGL 310 Public Speaking 4cr  
 PHYS 121 Physics I Lab 3cr  
 PHYS 112 Physics II Lecture 1cr  
 PHYS 122 Physics II Lab 3cr  
 1cr

**Free Electives:** 18

**Total Degree Requirements: (1)** 120



(1) These courses are offered at the University of Findlay/Nuclear Medicine Institute, Findlay, Ohio, and/or Community College of Allegheny County nuclear medicine technology program, Pittsburgh. These areas of study are consistent with requirements of the JRCNMT. All eight of these areas of study are completed during the final 12 months of the degree program.

(2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.

(3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or Free Electives.

(1) These courses are offered at the University of Findlay/Nuclear Medicine Institute, Findlay, Ohio, and/or Community College of Allegheny County nuclear medicine technology program, Pittsburgh. These areas of study are consistent with requirements of the JRCNMT. All eight of these areas of study are completed during the final 12 months of the degree program.

(2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.

(3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or Free Electives.

**Rationale:** Changes to the Bachelors of Science in Nuclear Medicine Technology and in Respiratory Care are a result of changes in the Biology Department curriculum. These changes are supported by Allied Health Professions.

## **b. Course Prerequisite Changes**

### **i. Current Prerequisite:**

#### **NURS 211 Fundamentals I Clinical**

**0c-3l-1cr**

**Prerequisites:** Nursing majors only, BIOL 105, CHEM 101, 102, sophomore standing

**Corequisite:** NURS 212

#### **Proposed Prerequisite:**

#### **NURS 211 Fundamentals I Clinical**

**0c-3l-1cr**

**Prerequisites:** Nursing majors only, BIOL 150, CHEM 101, 102, sophomore standing

**Corequisite:** NURS 212

**Rationale:** BIOL 105 will no longer be required. Students will be required to have BIOL150 Anatomy prior to taking first semester sophomore nursing courses.

### **ii. Current Prerequisite:**

#### **NURS 212 Fundamentals I Theory**

**2c-0l-2cr**

**Prerequisites:** Nursing majors only, BIOL 105, CHEM 101, 102, sophomore standing

**Corequisites:** NURS 211

#### **Proposed Prerequisite:**

#### **NURS 212 Fundamentals I Theory**

**2c-0l-2cr**

**Prerequisites:** Nursing majors only, BIOL 150, CHEM 101, 102, sophomore standing

**Corequisite:** NURS 211

**Rationale:** BIOL 105 will no longer be required. Students will be required to complete BIOL 150 prior to taking first semester sophomore nursing courses. NURS 212 is a first semester nursing course.

**iii. Current Prerequisite:**

**NURS 213 Fundamentals II Clinical** **0c-3l-1cr**  
**Prerequisites:** BIOL 150, NURS 211, 212  
**Prerequisite or Corequisite:** BIOL 151  
**Corequisites:** NURS 214, 236

**Proposed Prerequisite:**

**NURS 213 Fundamentals II Clinical** **0c-3l-1cr**  
**Prerequisites:** NURS 211, 212  
**Prerequisite or Corequisite:** BIOL 240  
**Corequisites:** NURS 214, 236

**Rationale:** With the elimination of BIOL 105, BIOL 150 is now a prerequisite for the first semester sophomore nursing courses. NURS 213 is a second semester sophomore course. BIOL 151 Human Physiology has been changed to BIOL 240 Human Physiology.

**iv. Current Prerequisite:**

**NURS 214 Health Assessment** **3c-0l-3cr**  
**Prerequisites:** BIOL 150, NURS 211, 212  
**Prerequisite or Corequisite:** BIOL 151  
**Corequisites:** NURS 213, 236

**Proposed Prerequisite:**

**NURS 214 Health Assessment** **3c-0l-3cr**  
**Prerequisites:** NURS 211, 212  
**Prerequisite or Corequisite:** BIOL 240

**Rationale:** With the elimination of BIOL 105, BIOL 150 is now a prerequisite for the first semester sophomore nursing courses. NURS 214 is a second semester sophomore course. BIOL 151 Human Physiology has been changed to BIOL 240 Human Physiology.

**v. Current Prerequisite:**

**NURS 236 Fundamentals II Theory** **2c-0l-2cr**  
**Prerequisites:** BIOL 150, NURS 211, 212  
**Prerequisite or Corequisite:** BIOL 151  
**Corequisites:** NURS 213, 214

**Proposed Prerequisite:**

**NURS 236 Fundamentals II Theory** **2c-0l-2cr**  
**Prerequisites:** NURS 211, 212  
**Prerequisite or Corequisites:** BIOL 240  
**Corequisites:** NURS 213, 214

**Rationale:** With the elimination of BIOL 105, BIOL 150 is now a prerequisite to the first semester semester sophomore level nursing courses. NURS 236 is a second semester sophomore course. BIOL 151 Human Physiology has been changed to BIOL 240 Human Physiology.

## **7. Department of Anthropology – New Courses**

### **i. ANTH 333 The Archaeology of Early China**

**3c-0l-3cr**

Offers an overview of the history, practice and achievements of archaeology in China, with a focus on early China (up to the Han dynasty). A portion of the course is devoted to those discoveries that have shed light on important developments in China, including its early stone age occupation, the growth of agriculture, the emergence of civilization, as well as the construction of impressive structures (such as the Great Wall and the first emperor's terracotta army). Also discusses the ways in which Chinese and western archaeology differ, as well as the role which nationalism and regionalism have played in archaeological research and interpretation in China

**Rationale:** The course is being added to expand the number of options for controlled electives in the Anthropology major's Archaeology track.

### **ii. ANTH 352 The Anthropology of Human Rights**

**3c-0l-3cr**

Engages the concept of human rights as applied to situations in the contemporary world. Takes an interdisciplinary approach, with an emphasis on anthropology to examine the following principal questions: 1) What are the historical origins of contemporary ideas about human rights? 2) What are some of the foremost human rights situations in the world today? 3) What are the political, economic, and cultural contexts in which human rights abuses occur? 4) What is the role of the committed (i.e., activist) anthropologist? Focuses on the interplay between the abuse of human rights, power, and culturally constructed difference, such as ethnicity and gender. Extends contemporary interpretations to existing social and political problems around the world to seek ways in which anthropologists can have a positive role to play in finding solutions to those problems.

**Rationale:** Anthropology and Human Rights is a flourishing subfield and anthropology departments all over the U.S. are moving towards offering courses on the intersection of the discipline and the global human rights movement. Exposing anthropology majors to the discourses of human rights and looking critically at the role of the anthropologist in the efforts to actualize universal human rights will prepare students with a foundational understanding of this salient topic.

## **8. Department of Political Science—New Course and Catalog Description Change**

### **a. New Course**

#### **PLSC 405 Sexuality and Law**

**3c-0l-3cr**

Critically examines the role of law in regulating sexuality in the United States. Analyzes legal and constitutional questions regarding sex, sexual orientation and identity. Using statutory law and written judicial opinions, the course explores the evolution of legal approaches to issues including: regulation of married and non-married sexual activity; same-sex marriage and sexual orientation; and First Amendment protections of LGBT rights. Emphasizes the role of the Supreme Court's interpretation of the Constitution, especially of due process and equal protection.

**Rationale:** In addition to serving as an elective for departmental majors, this course will also be part of a new interdisciplinary minor program in LGBT studies. Similar courses are included in the curriculum of LGBT majors and minors at other universities.

## b. Catalog Description Change      Pending

### Current Catalog Description:

#### PLSC 344 Terrorism

3c-0l-3cr

**Prerequisites:** PLSC 101 and 111 or instructor permission

An in-depth study of the legal and international issues that the United States faces in response to combating international terrorism. The emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening. (Also offered as CRIM 344; may not be taken as duplicate credit.)

### Proposed Catalog Description:

#### PLSC 344 Terrorism

3c-0l-3cr

**Prerequisites:** PLSC 101 or 111 or CRIM 101 or 102 or instructor's permission

An in-depth study of the legal and international issues that the United States faces in response to combating international terrorism. The emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening. (Also offered as CRIM 344; may not be taken as duplicate credit.)

**Rationale:** The additional prerequisite options will allow more Criminology majors to take the course without seeking permission from the instructor.

## 9. Department of Biology – New Minor and Program Catalog Description

### a. Program Catalog Description

#### Biomedical Science Minor

Minor intended for students in the Nursing and Allied Health or Natural Science programs.  
Not for Biology majors.

### b. New Minor

Minor—Biomedical Science	18
<b>Required Courses:</b> BIOL 150   Human Anatomy            4cr BIOL 151   Human Physiology        4cr BIOL 241   General Microbiology      4cr	12
<b>Controlled Electives (1):</b> Select 6 credits from the following: BIOL 310, 323, 364, 405, 410, 460, 466 or 477	6
(1) Other BIOL content courses with the approval of the minor advisor.	

**Rationale:** This minor in Biomedical Science is being proposed to allow students in the Nursing and Allied Health programs to complete a minor that will include the courses that are required for their



level” of proficiency in Spanish, as defined by the American Council on the Teaching of Foreign Languages, together with the study of advanced-level structures. Taught in Spanish. Required for all majors and recommended for minors.

**Rationale:** This course will be implemented into our course sequence following SPAN 230. Currently, students are required to take SPAN 404. However, the objectives for that course no longer align well with our program goals. Like oral proficiency, writing proficiency takes time and effort to develop. Spanish and Spanish Education majors need additional writing support in order to successfully reach the required level of Advanced-Low on the ACTFL proficiency scale on the Writing Proficiency Test (WPT). Our primary writing course, SPAN 230 does not currently include expository, argumentative or research writing. These are essential skills for our students regardless of their major or post-graduation plans. Spanish BA majors also need additional support in written expression and research writing.

## b. Program Revisions

### i. Current Program:

#### Bachelor of Arts—Spanish

**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 49-50  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with SPAN prefix

**College:**  
 Foreign Language (included in major) 0

**Major:** 37  
 Study Abroad (1)

**Required Courses:**

SPAN 201	Intermediate Spanish or equivalent	4cr
SPAN 220	Intermediate Spanish Conversation	3cr
SPAN 230	Intermediate Spanish Composition and Grammar	3cr
SPAN 260	Introduction to Hispanic Literature	3cr
SPAN 340	Hispanic Civilization through the 19th Century	3cr
SPAN 342/344	20th-Century Spanish Civilization and Culture/20th-Century Spanish-American Civilization and Culture	3cr
SPAN 350	Advanced Spanish Conversation	3cr
SPAN 362/364	Survey of Peninsular Literature/Survey of Spanish American Literature	3cr
SPAN 404	Advanced Spanish Grammar	3cr

**Controlled Electives:**  
 At least two literature courses from those numbered 410-481 6cr  
 Any other 3cr in SPAN courses 342 or above except SPAN 390 3cr

**Free Electives:** 33-54

**Total Degree Requirements:** 120

(1) Students must successfully complete a program of language

### Proposed Program:

#### Bachelor of Arts—Spanish

**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 49-50  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with SPAN prefix

**College:**  
 Foreign Language (included in major) 0

**Major:** 37  
 Study Abroad (1)

**Required Courses:**

SPAN 201	Intermediate Spanish or equivalent	4cr
SPAN 220	Intermediate Spanish Conversation	3cr
SPAN 230	Intermediate Spanish Composition and Grammar	3cr
SPAN 260	Introduction to Hispanic Literature	3cr
SPAN 330	Advanced Spanish Composition and Grammar	3cr
SPAN 340	Hispanic Civilization through the 19th Century	3cr
SPAN 342/344	20th-Century Spanish Civilization and Culture/20th-Century Spanish-American Civilization and Culture	3cr
SPAN 350	Advanced Spanish Conversation	3cr
SPAN 362/364	Survey of Peninsular Literature/Survey of Spanish American Literature	3cr

**Controlled Electives:**  
 At least two literature courses from those numbered 410-481 6cr  
 Any other 3cr in SPAN courses 342 or above except SPAN 390 3cr

**Free Electives:** 33-34

**Total Degree Requirements:** 120

(1) Students must successfully complete a program of language

study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing and submitted to the department chair.

## ii. Current Program:

### Bachelor of Science in Education—Spanish Education K-12 (\*)

**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 49-50  
**Mathematics:** 3cr, MATH 101 or higher  
**Social Science:** ANTH 110, PSYC 101  
**Liberal Studies Electives:** 9cr, MATH course (1), no course with SPAN prefix

**College:** 31  
**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr

**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 453 Teaching of Foreign Languages in the Secondary School 3cr

**Major:** 40  
 Study Abroad (2)

**Required Courses:**  
 SPAN 201 Intermediate Spanish or equivalent 4cr  
 SPAN 220 Intermediate Spanish Conversation 3cr  
 SPAN 230 Intermediate Spanish Composition and Grammar 3cr  
 SPAN 260 Introduction to Hispanic Literature 3cr  
 SPAN 340 Hispanic Civilization through the 19th Century 3cr  
 SPAN 342/344 20th-Century Spanish Civilization and Culture/20th-Century Spanish-American Civilization and Culture 3cr  
 SPAN 350 Advanced Spanish Conversation 3cr  
 SPAN 390 Teaching of Elementary Content through the Spanish Language 3cr  
 SPAN 404 Advanced Spanish Grammar 3cr

study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing and submitted to the department chair.

## Proposed Program:

### Bachelor of Science in Education—K-12 Spanish Education (\*)

**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 49-50  
**Mathematics:** 3cr, MATH 101 or higher  
**Social Science:** ANTH 110, PSYC 101  
**Liberal Studies Electives:** 9cr, MATH course (1), no courses with SPAN prefix (1)

**College:** 31  
**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr

**Professional Education Sequence:**  
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr  
 EDUC 453 Teaching of Foreign Languages in the Secondary School 3cr

**Major:** 40  
 Study Abroad (2)

**Required Courses:**  
 SPAN 201 Intermediate Spanish or equivalent 4cr  
 SPAN 220 Intermediate Spanish Conversation 3cr  
 SPAN 230 Intermediate Spanish Composition and Grammar 3cr  
 SPAN 260 Introduction to Hispanic Literature 3cr  
 SPAN 330 Advanced Spanish Composition and Grammar 3cr  
 SPAN 340 Hispanic Civilization through the 19th Century 3cr  
 SPAN 342/344 20th-Century Spanish Civilization and Culture/20th-Century Spanish-American Civilization and Culture 3cr  
 SPAN 350 Advanced Spanish Conversation 3cr  
 SPAN 390 Teaching of Elementary Content through the Spanish Language 3cr  
 SPAN 450 Conversation Forum 3cr  
 SPAN 453 Spanish Phonetics and Phonemics 3cr

**Controlled Electives:**

Any other 3cr from SPAN 300 or above 3cr  
 SPAN 362, 364, or a 400-level literature course 3cr

**Free Electives:**

2-3

**Total Degree Requirements:**

120

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) Students who do not wish to select a MATH course under the Liberal Studies electives, must still take a second MATH course (101 or higher) to fulfill the state requirements.
- (2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP’s study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing and submitted to the department chair.

**Controlled Electives:**

Any other 3cr from SPAN 300 or above 3cr  
 SPAN 362, 364, or a 400-level literature course 3cr

**Free Electives:**

0

**Total Degree Requirements:**

120-121

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) Students who do not wish to select a MATH course under the Liberal Studies electives, must still take a second MATH course (101 or higher) to fulfill the state requirements.
- (2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP’s study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing and submitted to the department chair.

**Rationale:** A new course, SPAN 330 Advanced Spanish Grammar and Composition has been developed as a continuation of the writing sequence. SPAN 330 is designed to give students additional practice in writing so as to develop their writing skills at the Advanced Level of proficiency. This course will replace as a requirement in the major the SPAN 404 Advanced Grammar, which emphasized grammatical structures more than communicative skills. Spanish Education majors need additional writing support in order to successfully reach the required level of Advanced-Low on the ACTFL proficiency scale on the Writing Proficiency Test (WPT). However, currently they take only one dedicated writing course SPAN 230, which does not currently include expository, argumentation or research writing. These are essential skills for our students regardless of their majors or post-graduation plans.

## 12. Department of Accounting—Course Catalog Description Change and Program Revision

### a. Course Catalog Description Change:

#### Current Catalog Description:

#### ACCT 493 Internship in Accounting

var-3-6cr

**Prerequisites:** Approval of the Eberly College of Business and Information Technology internship coordinator, department chairperson, and dean. Must have completed a minimum of 90cr (18cr in ACCT) with a cumulative GPA of 2.75 and 3.00 GPA within the major.

A supervised learning experience that integrates the student’s academic background with practical experience related to the students’ major area of interest. A maximum of 3cr may be applied toward the accounting major area electives. The number of credits earned depends on the nature of the job and the amount of time involved in the internship.

#### Proposed Catalog Description:



**ACCT 493 Internship in Accounting****var-3-6cr**

**Prerequisites:** Approval of the Eberly College of Business and Information Technology internship coordinator, department chairperson, and dean. Must have completed a minimum of 90cr (18cr in ACCT) with a cumulative GPA of 2.75 and 3.00 GPA within the major.

A supervised learning experience that integrates the student's academic background with practical experience related to the students' major area of interest. The number of credits earned depends on the nature of the job and the amount of time involved in the internship.

**b. Program Revision:****Current Program:****Bachelor of Science--Accounting**

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

**Mathematics:** MATH 115

**Social Science:** ECON 121, PSYC 101

**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG101, ECON 122, MATH 214

**College: Business Administration Core**

**Required Courses:**

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BCOM 321	Business and Interpersonal Communications	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: Accounting (1)**

**Required Courses:**

ACCT 304	Intermediate Accounting I	3cr
ACCT 305	Intermediate Accounting II	3cr
ACCT 311	Cost Accounting	3cr
ACCT 401	Advanced Accounting	3cr
ACCT 421	Federal Tax I	3cr
ACCT 431	Auditing	3cr

**Controlled Electives:** Select four courses from the following:  
A minimum of 9cr from ACCT 300 level or above. One course from any 300-level or above within the ECOBIT or Economics Department that is not included in the business core and has advisor approval.

**Free Electives: (2)**

**Total Degree Requirements:**

- (1) Students must meet the grade prerequisite(s) listed in the course description section of this catalog prior to advancing to the next course.
- (2) Students interested in pursuing the following career paths should consider:
  - Certified Public Accountant (CPA):** ACCT 422, 441, 493, and BLAW 336. Students seeking certification as a CPA will be required to satisfy the educational requirement of 150cr.
  - Certified Management Accountant (CMA):** ACCT 303, 412, 461, 493
  - Certified Fraud Examiner (CFE):** ACCT 432, 493, ECON 223, CRIM 101.
 Students may be able to apply these credits in conjunction with the controlled electives to earn a minor in another discipline, such as finance, marketing, economics, and pre-law. Students should follow the advice of their faculty advisor to fulfill the

**Proposed Program:****Bachelor of Science--Accounting**

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

**Mathematics:** MATH 115

**Social Science:** ECON 121, PSYC 101

**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214

**College: Business Administration Core**

**Required Courses:**

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BCOM 321	Business and Interpersonal Communications	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: Accounting (1)**

**Required Courses:**

ACCT 304	Intermediate Accounting I	3cr
ACCT 305	Intermediate Accounting II	3cr
ACCT 311	Cost Accounting	3cr
ACCT 401	Advanced Accounting	3cr
ACCT 421	Federal Tax I	3cr
ACCT 431	Auditing	3cr

**Controlled Electives:** Select three courses from any ACCT 300 level or above (except for ACCT 493) that are not included in the Accounting Major core and/or BLAW 336, or approval of the Chair.

**Free Electives: (2)(3)**

**Total Degree Requirements:**

- (1) Students must meet the grade prerequisite(s) listed in the course description section of this catalog prior to advancing to the next course.
- (2) Students interested in pursuing the following career paths should consider:
  - Certified Public Accountant (CPA):** ACCT 422, 441, 493, and BLAW 336. Students seeking certification as a CPA will be required to satisfy the educational requirement of 150cr.
  - Certified Management Accountant (CMA):** ACCT 412, 432, 461, 493
  - Certified Fraud Examiner (CFE):** ACCT 432, 493, ECON 223, CRIM 101.
- (3) Students may be able to apply these credits in conjunction with the controlled electives to earn a minor in another discipline, such as finance, marketing, economics, and pre-law. Students should follow the advice of their faculty advisor to fulfill the above requirements..

**Rationale:** The Controlled Electives have been decreased from 12cr to 9cr. This revision is required under the new PASSHE guidelines to reduce the number of required credit hours in the major from 63 to 60. The Free Electives section has been increased from 7-8 credits to 10-11 credits, which keeps the total number of credit hours for the degree to remain unchanged at 120. The requirements for CMA have been modified because ACCT 303 is no longer being offered.

### 13. Department of Marketing—Program Revision and Revision of Minor

#### a. Program Revision:

##### Current Program:

##### Bachelor of Science—Marketing

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

**Mathematics:** MATH 115

**Social Science:** ECON 121, PYSC 101

**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no MKTG prefix courses

##### College: Business Administration Core

##### Required Courses:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	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

##### Required Courses:

MKTG 321	Consumer Behavior	3cr
MKTG 421	Marketing Research	3cr
MKTG 450	Marketing Strategy	3cr
Minimum of two courses from the following:		
MKTG 430	International Marketing	3cr
MKTG 431	Business-to-Business Marketing	3cr
MKTG 435	Professional Selling and Sales Management	3cr

**Major Electives:** Select 12-15cr from the following: MKTG/MGMT 350, 432, 433, 434, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 481, 482, 493; a maximum of two (6cr) advanced-level non-MKTG prefix courses from complementary areas where the student is seeking a minor, double major, or pursuing a career interest in another discipline may be substituted for Marketing electives with prior advisor's or chair's documented permission.

**Free Electives:** (Maximum of 8cr in nonbusiness courses)

**Total Degree Requirements:**

49-50

##### Proposed Program:

##### Bachelor of Science—Marketing

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

**Mathematics:** MATH 115

**Social Science:** ECON 121, PYSC 101

**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no MKTG prefix courses

##### College: Business Administration Core

##### Required Courses:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	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

##### Required Courses:

MKTG 321	Consumer Behavior	3cr
MKTG 421	Marketing Research	3cr
MKTG 450	Marketing Strategy	3cr
Minimum of two courses from the following:		
MKTG 430	International Marketing	3cr
MKTG 431	Business-to-Business Marketing	3cr
MKTG 435	Professional Selling and Sales Management	3cr

**Major Electives:** Select 9-12cr from the following: MKTG 350, 432, 433, 434, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 481, 482, 493; One (3-credit) advanced-level non-MKTG prefix course from allied fields of student's career interest may be substituted for a Marketing Elective, with Advisor's documented permission.

**Free Electives:** (Maximum of 11cr in courses)

**Total Degree Requirements:**

49-50

33

27

15-18

3cr

3cr

3cr

3cr

3cr

3cr

3cr

3cr

9-12

10-11

120

120

**Rationale:** Based on revisions in the curriculum for the Major as dictated by PASSHE. The significant change is in the total number of credits in the Marketing Major being reduced from 30 to 27. Thereby, the minimum number of required credits in the Major Electives section is being changed from 12-15 credits to 9-12 credits. The other change is in the Major Electives section, wherein beyond the listed MKTG courses/electives, only one (3-credits) advanced-level non-MKTG prefix course from allied fields of student's career interest may be substituted for a Marketing Elective, with Advisor's documented permission. The Free Electives section has been increased to maximum of 11 credits (which could comprise of business or non-business courses). This is to adjust for the proposed changes in the curriculum as dictated by PASSHE. Students may apply these 11 credits with electives toward their other program interests.

#### b. Revision of Minor:

<b>Minor-Marketing (1)</b> (for business majors in the ECOBIT only)	<b>15</b>	<b>Minor-Marketing (1)</b> (for business majors, and students majoring in: Fashion Merchandising, Sports Administration, Art, Journalism, or Hospitality Management)	<b>18</b>
<b>Required Courses:</b> MKTG 320 Principles of Marketing 3cr MKTG 321 Consumer Behavior 3cr MKTG 420 Marketing Management 3cr Two additional MKTG courses 6cr		<b>Required Courses:</b> MKTG 320 Principles of Marketing 3cr MKTG 321 Consumer Behavior 3cr Four additional MKTG courses 12cr	
(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.		(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.	

**Rationale:** The primary change is in the number of credits required for the Minor being raised from 15 to 18 as per PASSHE University-system-wide policy. The other curricular change is in the removal of the MKTG 420 (Marketing Management) course from the required courses section of the Minor. Thus, there are only two required courses, and four additional Marketing courses (as chosen from the MKTG electives) to be done for completion of the Minor. Besides just Business Majors, the Marketing Minor is hereafter also being offered to students majoring in Fashion Merchandising, Sports Administration, Art, Journalism, and Hospitality Management. These five non-business majors have been selectively picked (after deliberation) as 'allied fields' to which the Marketing Minor would add value.

### 14. Department of Music—Program Catalog Description Change, Program Revisions

#### a. Program Catalog Description Change

##### Current Catalog Description Change:

##### Special Requirements for All Music Majors

- Each student must declare a primary performing medium. Those who elect voice as their primary
  - instrument normally elect piano as a secondary instrument. Performance juries are held at the end of
  - each semester. Students are expected to complete the requirements for their performing area and level.
- Piano proficiency is required in all degree programs.**
- Ensemble participation of five hours a week is required each semester. Students may fulfill this departmental requirement by participation in either 1-credit or 0-credit ensemble(s). In meeting the degree requirements of 4-8 credits of ensemble credit, enrollment in credit-bearing ensembles is flexible across semesters.

##### Proposed Catalog Description Change:

## **Special Requirements for All Music Majors**

1. Each student must declare a primary performing medium. Those who elect voice as their primary instrument normally elect piano as a secondary instrument. Performance juries are held at the end of each semester. Students are expected to complete the requirements for their performing area and level.  
**Piano proficiency is required in all degree programs.**
2. Ensemble participation of five hours a week is required each semester. Students are required to participate in at least one large ensemble on their primary instrument (including voice) and one small ensemble each semester. Large ensembles include Marching Band, Symphony Band, Concert Band, Symphony Orchestra, Wind Ensemble, Chorale, and Chorus. For guitar majors or other majors whose instrument is not included in these major ensembles, the department chair will assign alternative ensembles. Students may fulfill this departmental requirement by participating in either 1-credit or 0-credit ensemble(s). In meeting the degree requirements of 4-8 credits or ensemble credit, enrollment in credit-bearing ensembles is flexible across semesters.

**Rationale:** The old language does not clearly state our policy for ensemble participation; the new language is more specific. For example: The voice area guidelines state that two ensembles are required each semester and that one ensemble must be a choir. Current practice for our instrumental ensembles is that students enroll in two ensembles - one primary and one secondary ensemble. Our current policy does not indicate that student must participate in an ensemble on their primary instrument. Guitar majors and others whose primary instrument is not included in the major ensembles are currently left out of the requirement.

### **b. Program Revisions:**

#### **i. Current Program:**

##### **Bachelor of Arts—Music**

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

**Fine Arts:** MUHI 102

**Humanities Literature:** One course from ENGL 210-214, 225-226, or 340-398

**Mathematics:** MATH 101 or other Liberal Studies

**Natural Science:** Option II recommended, PHYS 105 recommended

**Social Science:** PSYC 101

**Liberal Studies Electives:** 3cr MUHI 201, no courses with MUSC prefix

##### **Major:**

##### **Required Courses: (I)**

APMU (Major)	Applied Music I-VI (2cr each)	12cr
APMU 122 (Major)	Applied Jury A	0cr
MUHI 302	Music History II	3cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 120-136	4 semesters of Music Ensembles	4cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	8 semesters of Recital Attendance	0cr

43-45

#### **Proposed Program:**

##### **Bachelor of Arts-Music**

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

**Fine Arts:** MUHI 102

**Humanities Literature:** One course from ENGL 210-214, 225-226, or 340-398

**Mathematics:** MATH 101 or other Liberal Studies

**Natural Science:** Option II recommended, PHYS 105 recommended

**Social Science:** PSYC 101

**Liberal Studies Electives:** 3cr MUHI 201, no courses with MUSC prefix

##### **Major: (Including Controlled Electives)**

##### **Required Courses: (I)**

APMU (Major)	Applied Music I-VI (2cr each)	12cr
APMU 122 (Major)	Applied Jury A	0cr
MUHI 302	Music History II	3cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 180	Technology for General Musicianship	2cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	8 semesters of Recital Attendance	0cr

46

42

<b>Controlled Electives:</b>		5	<b>Controlled Electives:</b>		3
Piano proficiency required.			Piano proficiency required.		
MUSC 180	Technology for General Musicianship	2cr	MUSC 217 (required for piano and organ majors only)		3cr
Music Electives (with advisor approval or as indicated below):			MUSC 351/353/354 (required for voice majors only)		3cr
MUSC 217 (required for piano and organ majors only)		3cr	MUSC 120-136	4 semesters of Music Ensembles	0-3cr
MUSC 351/353/354 (required for voice majors only)		3cr	Other course with MUSC or MUHI prefix		
Other course with MUSC or MUHI prefix					
<b>Free Electives: (2)</b>		27-29	<b>Free Electives: (2)</b>		30-32
<b>Total Degree Requirements:</b>		120	<b>Total Degree Requirements:</b>		120
(1) Students may satisfy any Theory Class by passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.			(1) Students may satisfy any Theory Class by passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.		
(2) Students are encouraged to consider a minor in another department.			(2) Students are encouraged to consider a minor in another department.		

**Rationale:** Two reasons: the Liberal Studies component was incorrectly summed to 43-45 in the current catalog; 46-48 is the correct number. The major component is being reduced to 42cr to comply with PASSHE requirements.

## b. Revision of Minor:

Current Catalog Description:		Proposed Catalog Description:	
Minor—Music (1)	18	Minor—Music (1)	18
<b>Required Courses:</b> Applied Music (APMU____) (2) MUSC 115 Theory I (3) MUSC 111 Theory Skills I <i>or</i> <i>or</i> 116 Theory II One course from the following: MUHI 102 Survey of Music Literature MUHI 301 Music History I MUHI 302 Music History II 2-4 semesters of the following: MUSC 120-138	12-15 2cr 3cr 2cr 3cr 3cr 3cr 1cr	<b>Required Courses:</b> Applied Music (APMU_) (2) MUSC 115 Theory I (3) MUSC 111 Theory Skills I <i>or</i> MUSC 116 Theory II 2-4 Semesters of the following: MUSC 120-136 (1cr each)	15-18 2cr 3cr 2cr
<b>Electives:</b> Course with MUSC, MUHI or APMU (by permission only) prefix, <i>except</i> ensembles (MUSC 120-138) and courses in the Music Education Sequence (MUSC 157, 159, 161, 219, 240, 331, 333, 335, 337)	10-12	<b>Electives</b> Course with MUSC, MUHI or APMU (by permission only) prefix, EXCEPT ensembles (MUSC 120-138) and courses in the music education sequence (MUSC 157, 159, 161, 219, 240, 331, 333, 335, 337).	10-12
(1) Students must audition to be admitted into the minor. (2) Admitted minors will receive one semester of 2cr applied lessons, and may (when possible) receive further semesters depending on instructor availability. Students must be enrolled in an ensemble (as advised) during any semester in which they receive applied lessons. (3) Students who do not pass the theory placement exam at their audition must take and pass MUSC 110 Fundamentals of Theory to be admitted to MUSC 115. MUSC 110 is offered as a summer online course and will not count toward the minor.		(1) Students must audition to be admitted into the minor. (2) Admitted minor will receive one semester of 2cr applied lessons, and may (when possible) receive further semester depending on instructor availability. Students must be enrolled in an ensemble (as advised) during any semester in which they receive applied lessons. (3) Students who do not pass the theory placement exam at their audition must take and pass MUSC 110, Fundamentals of Theory to be admitted to MUSC 115. MUSC 110 is offered as a summer online course and will not count toward the minor.	

**Rationale:** We are changing the minor to meet current PASSHE requirements that minor have at least

6cr at the 300 level or above.

## **15. Hospitality Management—Course Revision to Add Dual Level**

### **Current/Proposed Catalog Description:**

#### **HOSP 411 Contemporary Issues in Hospitality**

**3c-0l-3cr**

**Prerequisite:** ENGL 101

Discussion of contemporary issues within the hospitality industry. Students write a series of opinion / reaction papers to presented discussion topics.

**Rationale:** This course is being revised so that it can be crosslisted with ELR 511. The change in dual status of this hospitality course will broaden opportunities for undergraduate students in the hospitality department to experience graduate level classes prior to enrolling into the ELR program. In addition the ELR program will likely gain a new stream of under- graduate recruits through Early Admission by authorizing this change.

## **16. Professional Studies in Education—New Courses and Course Revision, Course Prefix Change, and Course Title Change**

### **a. New Courses**

#### **i. ECED 112 Childhood Development Typical and Atypical Birth-Age 5**

**3c-0l-3cr**

Presents the foundations, theoretical, and practical aspects of the development of young children, focusing on various learning theories/theorists and the developmental stages and needs of children from birth through age five. Examines the various stages of child development with a focus on a review of the research, theories and theoretical program models, and types of early childhood programs; discusses available community resources, professional organizations, and standards of ethical behavior and practice, all in an exploration of child development and contemporary educational, cultural, social and emotional issues for typical children (and those with special needs), ages birth to five and their families.

**Rationale:** This course is required according to PDE guidelines for early childhood programs, because two courses in child development are recommended. This course will address the child development, birth-age 5, Typical and Atypical. The other course will address child development, Primary years K-Grade 4.

#### **ii. ECED 499 Advocacy and Collaboration in Diverse Families and Communities**

**3c-0l-3cr**

Provides students with understanding and skills in multicultural approaches to education that enables them to recognize and respect the diversities that all their students bring to school and to also become effective advocates as they collaborate successfully with diverse families and communities.

**Rationale:** The existing multicultural course in the department does not meet the needs of the newly revised ECED/LTCY program. This new course is designed to blend EDUC 499 Multicultural/Multiethnic Education with the requirements of the Pennsylvania Department of Education that undergraduate students in early childhood education be well prepared with skills to help them work successfully with diverse families and communities. This new course provides the department with the opportunity to provide a dynamic course in diversity that includes up-to-date consideration of families and practical communication skills reflecting multicultural values.

**b. Course Revision, Course Prefix Change, Course Title Change, and Catalog Description:**

**Current Catalog Description:**

**ELED 215 Child Development**

**3c-01-3cr**

A survey of human development, from conception to adolescence, in terms of basic scientific data. Development, growth, and behavior are studied and their implications for home school, and community are considered.

**Proposed Catalog Description:**

**ECED 215 The Developing Child: K-4<sup>th</sup> Grade**

**3c-01-3cr**

Introduces undergraduate students to the interrelationships among the various aspects of child development in grades kindergarten through fourth, its relevant theories and educational applications. Through literature review, critique of theories, observation, large and small group activities students will learn child development principles and how they may be applied in K-4 educational settings to foster successful learning.

**Rationale:** This course is being revised because our department is revising our old Early Childhood PreK-Grade 6 program to become an Early Childhood/M.Ed. in Literacy program. Although the course is not in the current catalog, due to changes in certification by the Pennsylvania Department of Education (PDE), the course is still “on the books.” This change is required according to the PDE guidelines for early childhood programs, because two courses in child development are recommended. ECED 112 will address child development, birth-age 5 and this course will follow it and address child development in grades K-4<sup>th</sup>. ECED 112 and 215 are to meet the PDE guidelines.

**17. Colleges of Humanities and Social Sciences and Natural Sciences and Mathematics—  
New Course and New Minor**

**a. New Course:**

**SUST 201 Introduction to Sustainability Studies**

**3c-01-3cr**

Keystone course for students pursuing a minor in Sustainability Studies. To live sustainably is to aspire for balance with the environment in a society that seeks equality, justice, and the well-being of all species. Considers definitions of sustainability and introduces the principles, histories and practices of sustainability through a critical combination of interdisciplinary, global, and multicultural perspectives. Enables grappling with major, interdependent social, economic, cultural, and environmental contexts and issues related to sustainability. Engages in a praxis-based problem-solving research project, which addresses a core set of current sustainability issues emerging in local, regional, national, and global contexts.

**Rationale:** This course is not located within a specific department but will be jointly housed in the College of Humanities and Social Sciences and the College of Natural Science and Mathematics. This is the keystone required course for the Minor in Sustainability Studies, and it is also designated as a Liberal Studies Elective in the Global Citizenship category. Students pursuing the minor will take this course and any other students seeking to fulfill a Liberal Studies Elective in Global Citizenship can take this course.

## **b. New Minor:**

### **Catalog Description:**

#### **Sustainability Studies Minor**

The Sustainability Studies minor is an interdisciplinary program that draws from expertise across the University. The program conceptualizes "sustainability" as an interdisciplinary approach to knowledge production and action that focuses on "the health and integrity of human societies and the natural world" (Evans, 2012). Sustainability is classically defined as a stool with three legs -- the social, the economic, and the environmental; the purpose of this program is to address the challenges of sustainability by balancing the humanities, social sciences, and natural sciences. The minor equips students to broaden their thinking about the origins of sustainability problems and possible solutions to include human institutions, ethics and cultures as well as technologies and natural sciences. In so doing, the minor aims to foster student agency with regard to research on sustainability, responsibility to both human and non-human life, and civic engagement with local sustainability projects. The theoretical and practical knowledge that the minor is designed to convey will prepare students to make well informed decisions regarding sustainable personal lifestyles, and to contribute to the creation of ecologically responsible public policy. The minor can supplement all majors in the University. Career possibilities include positions in design, law, food industries, planning and architecture, education, building certification, renewable energy, and waste management.

Students must complete 18 credits to earn a minor in Sustainability Studies. Students must also complete a capstone experience (described below). The program's interdisciplinary approach encourages students to take courses from a variety of departments. The program is structured as follows:

1. All students will take SUST 201, "Introduction to Sustainability."
2. Students must then take at least 12 credits from Category A, defined as courses in which substantial content is foundational to engagement with sustainability. These credits must be distributed across three "clusters," each of which denotes a major aspect of sustainability (see below). Having taken one course from each of the three clusters, students will then be able to take the remaining Category A credits from a cluster of their choosing.
3. Only three credits may come from Category B, defined as courses in which significant content is foundational to engagement with sustainability. Because their content may vary, courses from Category B must be approved by the program director to count for the minor.
4. At least six credits must be at the 300 level or above.
5. Only one course may come from the student's major.
6. With the exception of SUST courses, no course prefix may be used more than twice without written permission from the program director.
7. Special topics, independent study courses, and internship courses may be applied to either Category A or Category B with the approval of the Sustainability Studies Committee.
8. Students should consult with the program director to determine if there are any prerequisites for the courses listed below. Through counseling, the program coordinator will work with individual departments to determine if students may qualify for prerequisite exemptions.
9. Students will work with an advisor from the Sustainability Studies Program to develop a capstone experience that synthesizes their knowledge and skills related to sustainability. This requirement may be fulfilled by one of the following options: a portfolio, conference presentation, or other scholarly activity approved by the program director.



<b>Required Course:</b>		3
SUST 201	Introduction to Sustainability	3cr

### **Category A:**

#### **Cluster I: Ethics, Culture, and Society**

ANTH 420	Cultural Ecology	3cr
ANTH 430	Anthropology of Food	3cr
ENGL 361	Environmental Literature	3cr
HIST 385	People in Nature: An Introduction to Environmental History	3cr
PHIL 270	Ethics and the Environment	3cr
RLST 365	Native North American Religions	3cr

#### **Cluster II: Natural Sciences and Environmental Stewardship**

BIOL 103	Life on Earth	4cr
BIOL 114	Environmental Science	3cr
BIOL 115	Biotic Diversity of North America	3cr
BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 221	Environmental Health and Protection	4cr
BIOL 272	Conservation of Plant and Animal Resources	3cr
BIOL 450	Field Biology at Pymatuning Laboratory of Ecology	4cr
BIOL 490	Field Studies in Biology	3cr
GEOS 101	The Dynamic Earth	3cr
GEOS 103	Oceans and Atmospheres	3cr
GEOS 310	Environmental Geology	4cr
GEOS 370	Oceanography	4cr
PHYS 101	Energy and Our Environment	3cr
PSYC 331	Environmental Psychology	3cr

#### **Cluster III: Environmental Policy, Economics, and Law**

CRIM 374	Environmental Crime and Justice	3cr
ECON 361	Environmental Economics	3cr
FDNT470	Human Food Consumption Patterns	3cr
GEOG/RGPL 103	Global Cities: Issues in Planning and Development	3cr
GEOG 104	World Geography: Global Context	3cr
GEOG/RGPL 343	Geography of Fresh Water Resources	3cr
GEOG/RGPL 345	Biogeography for Environmental Mangers	3cr
GEOG/RGPL 440	Conservation: Environmental Analysis	3cr
MKTG 444	Green Marketing	3cr
RGPL 426	Environmental Land Use Planning	3cr

### **Category B:**

ANTH 110	Contemporary Anthropology	3cr
ANTH 213	World Archaeology	3cr
ANTH/SOC 314	Native Americans	3cr
ANTH 444	Medical Anthropology	3cr
ART 113	Three-Dimensional Design	3cr

ART 213	Woodworking: Function and Form	3cr
BIOL 323	Introduction to Toxicology and Risk Assessment	3cr
BIOL 362	Ecology	3cr
BIOL 456	Ecological Toxicology	3cr
BIOL 460	Fundamentals of Environmental Epidemiology	3cr
ECON 338	Poverty in Africa	3cr
ECON 339	Economic Development I	3cr
ECON 365	Economics of Tourism	3cr
FDNT 143	Current Issues in Nutrition and Wellness	3cr
GEOG 230	Cultural Geography	3cr
GEOG 335	Geography of Energy	3cr
GEOS 150	Geology of National Parks	3cr
GEOS 152	Physical Resources of the Earth	3cr
GEOS 201	Foundations of Geology	4cr
GEOS 324	Geology of Oil and Gas	4cr
HPED 143	Physical Well-Being	3cr
JRNL 375	World News Coverage	3cr
JRNL 466	Community Journalism	3cr
NURS 143	Healthy People—Promoting Wellness	3cr
PHIL 122	Contemporary Moral Issues	3cr
PLSC 250	Public Policy	3cr
PLSC 389	International Development Strategies	3cr
PSYC 330	Social Psychology	3cr
RLST 485	Selected Topics in Feminist Studies of Religion	3cr
SOC 337	Society, Globalization, and Risk	3cr
SOC 340	Sociology of Industry	3cr
SOC 417	Global Service Learning	3cr

**Rationale:** The Sustainability Studies Minor will provide tremendous opportunities for the enhancement of innovative interdisciplinary instruction at a historical moment when dynamic problem-solving and fresh ideas are needed to address mounting environmental and social challenges. At the heart of the SUST minor is a holistic approach to pedagogy rooted in an integrated understanding of the interconnectedness of all species and systems, and thus the promotion of instruction that aims to foster ecological and social well-being. Second, the emphasis on interdisciplinary holistic approaches will also stimulate dynamic knowledge-production both inside and outside the classroom, as faculty and students develop new knowledge through peer-reviewed research and scholarship. Indeed, a SUST minor committed to stimulating new research agendas will ensure that IUP is among the leading public institutions that contributes to knowledge on adaptation and resilience in the face of climate change. Third, a SUST minor will ensure IUP and PASSHE continue to be leaders in public service, as classrooms are reconceived as "Living Learning Labs" that foster learning and the application of classroom knowledge in the context of civic engagement on projects like waste stream analysis or community recycling assistance. The catalog description for the minor should appear in both Colleges in which the minor is housed.

**18. College of Humanities and Social Sciences—Women’s and Gender Studies—Program Revision, Program Title Change, Program Catalog Description Change, New Course, Course Title Change, Course Catalog Description Change, and Course Deletion**

**a. New Course:**

**WMST 301 Asian American and Asian Diasporic Women's Literature 3c-0l-3cr**

Introduces more than 100 years of the unique, diverse and dynamic literary tradition of the 20<sup>th</sup>-21<sup>st</sup> century Asian American and Asian diasporic women's literature in a wide range of Asian cultural, historical, national, global and American multiethnic contexts. Intersects and is enriched by gender, race, ethnicity, class, sexuality, language, immigration, global migrant labor, citizenship, decolonization as well as Asian indigenous and ethnic women's histories.

**Rationale:** There has never been an Asian American women's literature course in the current Women's Studies Program Minor curriculum. This course requires specialized knowledge, scholarly expertise and pedagogical experiences of an Asian American feminist literary scholar.

**b. Course Title Change and Catalog Description Change**

**Current Catalog Description:**

**WMST 200 Introduction to Women's Studies 3c-0l-3cr**

An interdisciplinary, cross-cultural survey of the ways in which gender interacts with race, age, class, nationality, and sexual identities to shape human consciousness and determine the social, political, and cultural organization of human institutions and societies.

**Proposed Catalog Description:**

**WMST 200 Introduction to Women's and Gender Studies 3c-0l-3cr**

An interdisciplinary, cross-cultural survey of the ways in which gender interacts with race, age, class, ethnicity, nationality, and other dimensions of identities to shape human consciousness and determine the social, political, and cultural organizations of human institutions and societies.

**Rationale:** The very minor catalog description change is being made to cover gender studies to align the description with the new program name.

**c. Course Deletion:**

**WMST 430 Gender, Sexuality, and Sport: A Feminist Perspective 3c-0l-3cr**

**Rationale:** The course has not been taught in over 10 years and is inactive. Thus the Women's and Gender Studies Committee has decided to delete the course.

**d. Program Catalog Description Change:**

**Current Catalog Description:**

The women's studies minor is designed to examine the status and experiences of women from a multidisciplinary perspective. The courses use a variety of methods and disciplinary perspectives to explore the impact of gender on the experiences of the individual. Women's contributions to a variety of fields and the historical, literary, and cultural images of women are also addressed. Students are encouraged to challenge traditional theories and research regarding women and to develop a

critical,

multidisciplinary, multicultural, and gendered view of the world. Courses taught within the minor typically involve the students through innovative, experiential classroom exercises and written assignments. Courses in women's studies address social equity issues and encourage students to perceive themselves as capable of transforming society.

A minor in women's studies indicates to the prospective employer an awareness of and sensitivity to gender issues. This awareness may be needed in the following positions: personnel specialist, affirmative

action officer, crisis intervention specialist, family and youth services provider, legal advocate. A minor in women's studies can contribute to success in a variety of fields including communications media, counseling, criminology, education, English, health, history, journalism, law, philosophy, politics, psychology, sociology, and applied sociology. Students interested in attending graduate school will also find a minor in women's studies valuable for a variety of areas, including English, history, studies in the social sciences, and law school.

### **Proposed Catalog Description:**

Women's and Gender Studies minor is designed to increase the students' interdisciplinary knowledge about the gendered nature of women's experiences and the ways that gender, sexuality and other identities shape and are shaped by history, culture, and society in today's challenging, diverse, and complex world. In order to achieve this goal, there is a rich variety of courses in the interdisciplinary field of women's and gender studies. The courses use a variety of theories, methodologies, and disciplinary perspectives in anthropology, art, communication media, criminology, dance, English, history, journalism, literature, philosophy, political science, religious studies, psychology, religious studies, sociology, writing, and so forth, to challenge the gendered hierarchies, to explore the impact of gender on the experiences of women's contribution to multiple fields and society, to celebrate women- and gender-centered knowledge productions and learning, and to nurture all individuals' pursuit of freedom, independence, and empowerment. Additionally, the program emphasizes and encourages the critical and historical intersections between gender and other dimensions of difference, such as sexuality, race, ethnicity, class, national origin, culture, age, ability, size, and others. Students are encouraged to challenge the traditional theories and research regarding women and gender studies, and to develop critical, multidisciplinary, intersectional, global, multicultural, and gendered views of the world. Courses typically involve the students through innovative, experimental classroom experiences and writing assignments. Courses in Women's and Gender Studies address social equity issues and encourage students to not only analyze the world, but also to imagine and re-envision it to enact change in both theory and practice, in classroom learning, and in social transformation.

A minor in Women's and Gender Studies strengthens and supplements very well any major or future career as students become skillful, knowledgeable, self-reflective, fair-minded, and respectful professionals. Students become critical and aware of all forms of gendered, sexualized, classed, or racialized hierarchy and injustice in one's field, in the work place, and in society. Such knowledge and advocacy can make students assets in any position in any field to make the prospective employers be more sensitive to these diversity and equity issues and to be respectful to all individuals.

The career opportunities for WGS minor students' job placement and professional advancement are multiple. Minors with such WGS perspectives, especially those who have excelled in rigorous and theoretically oriented classes, become very competitive in graduate schools in all disciplines. WGS minors may also be successfully employed in the follow positions: business account analyst, educator, counselor, employees in non-profit organizations, staff of advocacy in women's shelters, personnel specialist, affirmative action officer, crisis intervention specialist, family and youth service provider, legal advocate, and so forth. A minor in Women's and Gender Studies can contribute to success in many fields including communication, teaching, counseling, business, criminology, social work, art education, English education, education health, journalism, law, politics, psychology, applied sociology, and many more.

### **d. Program Revision and Program Name Change**

Minor–Women’s Studies 15			Minor–Women’s and Gender Studies 18		
<b>Required Courses:</b> 3			<b>Required Courses:</b> 3		
WMST 200	Introduction to Women’s Studies	3cr	WMST 200	Introduction to Women’s and Gender Studies	3cr
Students receive approval for a specified course of study from the following: (1)			Five Women’s and Gender Studies electives from the following: (1)(2)(3)		
ANTH 350	Anthropology of Women	3cr	ANTH 350	Anthropology of Gender	3cr
CRIM 450	Women and Crime	3cr	COMM 325	Women in Media	3cr
ENGL 225	Introduction to Literature by Women	3cr	CRIM 450	Women and Crime	3cr
ENGL 336	Language, Gender, and Society	3cr	ENGL 225	Introduction to Literature by Women	3cr
ENGL 385	Advanced Women’s Literature	3cr	ENGL 336	Language, Gender, and Society	3cr
FRNC 301	Portraits of Women in the French Novel (currently inactive)	3cr	ENGL 350	Gender and Sexual Orientation in Literature, Theory, and Film	3cr
HIST 366	African-American Women	3cr	ENGL 385	Advanced Women’s Literature	3cr
HIST 369	Women in America	3cr	HIST 366	African-American Women	3cr
HIST 390	History of Women—World Cultures	3cr	HIST 369	Women in America	3cr
JRNL 250	Women and the Press	3cr	HIST 390	History of Women—World Cultures	3cr
PHIL 232	Philosophical Perspectives on Love, Marriage, and Divorce	3cr	JRNL 250	Women and the Press	3cr
PSYC 379	Psychology of Human Sexuality	3cr	PHIL 232	Philosophies of Love	3cr
PSYC 411	Psychology of Women	3cr	PLSC 404	Women and Politics	3cr
RLST 245	Women and Religion	3cr	PSYC 379	Psychology of Human Sexuality	3cr
RLST 345	Women in the Bible	3cr	PSYC 411	Psychology of Women	3cr
RLST 485	Selected Topics in Feminist Studies of Religion	3cr	RLST 245	Women and Religion	3cr
SOC 251	Sociology of Human Sexuality	3cr	RLST 345	Women in the Bible	3cr
SOC 363	Sociology of Gender	3cr	RLST 485	Selected Topics in Feminist Studies of Religion	3cr
SOC 427	Social Perspectives on Intimate Partner Violence	3cr	SOC 251	Sociology of Human Sexuality	3cr
WMST 400	Feminist Theory	3cr	SOC 363	Sociology of Gender	3cr
WMST 430	Gender, Sexuality, and Sport: A Feminist Perspective (currently inactive)	3cr	SOC 427	Social Perspectives on Intimate Partner Violence	3cr
WMST 482	Independent Study	var-1-3cr	WMST 301	Asian American and Asian Diasporic Women’s Literature	3cr
XXXX 481	Special Topics (offered within department) (2)	var-1-3cr	WMST 400	Feminist Theory	3cr
XXXX 493	Internship (3)	var-1-3cr	XXXX 281	Special Topics (offered within department)(4)	var-1-3cr
(1) Students receive approval for a specified course of study from the above list of courses and, with permission from the director of women’s studies, from selected women’s studies courses that have been recently developed. Please see web page <a href="http://www.iup.edu/womens">www.iup.edu/womens</a> for current information.			XXXX 481	Special Topics (offered within department) (4)	var-1-3cr
(2) Examples of XXXX 481 offered: ART 481 Maidens to Madonna, BTED 481 Women and Business, and WMST 481 Special Topics in Women’s Studies.			WMST 482	Independent Study	var-1-3cr
(3) Internships (up to 3cr) may be counted toward the minor.			XXXX 493	Internship (5)	var-1-3cr
			(1) Students receive approval for a specified course of study from the above list of courses and, with permission from the director of women’s and gender studies, from selected WGS courses that have been recently developed. Please see web page <a href="http://www.iup.edu/womens">www.iup.edu/womens</a> for current information.		
			(2) No more than two courses that count for a student’s major can also count for WGS minor.		
			(3) At least 6crs of coursework must be at 300 level or above.		
			(4) Special topics courses that focus on women’s and gender studies and are offered by individual departments can count as WGS minor electives with the approval of Director of Women’s and Gender Studies. Examples: ANTH 481 Women in Modern Middle East, and WMST 481 Special Topics in Women’s and Gender Studies.		
			(5) Internships (up to 3cr) may be counted toward the minor.		

**Rationale:** The current program title, “Women’s Studies Program,” is more than 20 years out of date from current theoretical, institutional, curriculum and program development in feminist, women’s, and gender studies in the American academy. The scholarly field no longer features the monolithic program title of “Women’s Studies.” The Women’s and Gender Studies Minor Program (WGS) is being changed to reflect more accurately the already expanded and broader scope as well as depth of the curriculum, and will be more attractive to students. The proposed program now offers richer, more interdisciplinary, globally and culturally more diverse courses, including two with distance education option, for minor students. The

program changes include increasing the total amount of credits for the minor to 18 credits by following the PASSHE System's requirement, revising the Program Title from "Women's Studies" into "Women's and Gender Studies" (WGS), revising the Program Catalogue Description, updating the current Program Requirements, including a revised course proposal, updating five courses, which have already been approved by Senate with revised course titles, adding one new course, removing old courses from the program, and deleting one old course.

## 19. Department of Mathematics—New Course

### **MATH 448 Introduction to Financial Mathematics**

**3c-0l-3cr**

**Prerequisites:** MATH 115 or 125 or 121; and MATH 214 or 216 or 217

A rigorous mathematical treatment of the theory associated with financial transactions is undertaken. Geometric series and other concepts are used to construct mathematical models for analytically pricing various financial securities based on the time value of money. Studies how to construct mathematical models for pricing cash flows and explores the equivalency of different cash flows. Includes a detailed study of interest theory and financial economics. Prepares students for the Society of Actuaries Financial Mathematics (FM) exam.

**Rationale:** We are proposing an Actuarial Science Track under the mathematics major. Exam FM is a required exam for anyone who is pursuing any credential from the Society of Actuaries (SOA). The SOA is the largest professional organization serving actuarial members and the public in the United States, Canada and worldwide. This course will provide students with the rigorous mathematical background to be successful on Exam FM.

## 20. Department of Computer Science—Program Revisions

### **a. Current Program:**

#### **Bachelor of Science—Computer Science/Information Assurance Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Social Science:** CRIM 101 (1)  
**Mathematics:** 3cr, MATH 125 (2)  
**Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix

#### **Major:**

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

COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr
COSC 220	Applied Computer Programming	4cr
COSC 300	Computer Organization and Assembly Language	3cr
COSC 310	Data Structures and Algorithms	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 341	Introduction to Database Management Systems	3cr
COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr

##### **Information Assurance Required Courses:**

COSC 316	Host Computer Security (3,4,5)	3cr
COSC 345	Computer Networks	3cr
COSC 356	Network Security (3,4,5)	3cr

Select one of the following:

COSC 473	Software Engineering Practice	<b>or</b>	493	Internship in Computer Science (6)	3cr
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##### **Controlled Electives:** 6cr from the following: (7)

COSC/IFMG 354	Testing and Controlling LANs	3cr
COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr

### **Proposed Program:**

#### **Bachelor of Science—Computer Science/Information Assurance Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Social Science:** CRIM 101 (1)  
**Mathematics:** 3cr, MATH 125 (2)  
**Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix

#### **Major:**

##### **Core Courses:**

COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr
COSC 220	Applied Computer Programming	4cr
COSC 300	Computer Organization and Assembly Language	3cr
COSC 310	Data Structures and Algorithms	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 341	Introduction to Database Management Systems	3cr
COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr

##### **Information Assurance Required Courses:**

COSC 316	Host Computer Security (3,4,5)	3cr
COSC 345	Computer Networks	3cr
COSC 356	Network Security (3,4,5)	3cr

Select one of the following:

COSC 473	Software Engineering Practice	<b>or</b>	493	Internship in Computer Science (6)	3cr
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##### **Controlled Electives:** 6cr from the following: (7)

COSC/IFMG 354	Testing and Controlling LANs	3cr
COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr

IFMG 382	IT Audit and Control	3cr	IFMG 382	IT Audit and Control	3cr
<b>Upper level Electives:</b> 3cr from the following:			<b>Upper level Electives:</b> 3cr from the following:		
COSC 427	Introduction to Cryptography	3cr	COSC 427	Introduction to Cryptography	3cr
COSC 429	Digital Forensics	3cr	COSC 429	Digital Forensics	3cr
COSC 432	Introduction to Operating Systems	3cr	COSC 432	Introduction to Operating Systems	3cr
COSC 454	Information Assurance Administration (5)	3cr	COSC 454	Information Assurance Administration (5)	3cr
COSC 465	Distributed Processing and Web Services	3cr	COSC 465	Distributed Processing and Web Services	3cr
COSC 482	Independent Study	3cr	COSC 482	Independent Study	3cr
COSC 400-level course with department approval		3cr			
<b>Minor in Criminology (1)</b>		15	<b>Minor in Criminology (1)</b>		15
<b>Other Requirements</b>		6	<b>Other Requirements</b>		6
<b>Additional Writing:</b>			<b>Additional Mathematics:</b>		
ENGL 222	Technical Writing	3cr	MATH 219	Discrete Mathematics	3cr
<b>Additional Mathematics:</b>					
MATH 219	Discrete Mathematics	3cr			
<b>Free Electives:</b>		6-7	<b>Free Electives:</b>		6-7
<b>Total Degree Requirements:</b>		120	<b>Total Degree Requirements:</b>		120
(1) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen (15) additional credits of CRIM are required.			(1) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen (15) additional credits of CRIM are required.		
(2) MATH 125 can be substituted by MATH 121.			(2) MATH 125 can be substituted by MATH 121.		
(3) A CNSS 4011 certificate will be granted on completion of COSC 316, COSC 356, CRIM 321, and CRIM 323.			(3) A CNSS 4011 certificate will be granted on completion of COSC 316, COSC 356, CRIM 321, and CRIM 323.		
(4) A CNSS 4012 certificate will be granted on completion of COSC 316, COSC 356, COSC 454, CRIM 321, and CRIM 323.			(4) A CNSS 4012 certificate will be granted on completion of COSC 316, COSC 356, COSC 454, CRIM 321, and CRIM 323.		
(5) A CNSS 4013 certificate will be granted on completion of COSC 220, COSC 316, COSC 356, CRIM 321, and CRIM 323.			(5) A CNSS 4013 certificate will be granted on completion of COSC 220, COSC 316, COSC 356, CRIM 321, and CRIM 323.		
(6) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.			(6) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.		
(7) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.			(7) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.		
			(8) Controlled and upper level electives may not be applied toward more than one track in Computer Science.		

**Rationale:** This program revision represents the department's effort to comply with PASSHE Policy 1990-06-A which limits a Bachelor of Science degree to no more than 60 semester credit hours in courses required by the major, including required cognate courses in related disciplines. The Department of Computer Science has been designated as a National Center of Academic Excellence in Information Assurance Education (CAE/IAE) by the National Security Agency and the Department of Homeland Security based upon this track. It is not possible to reduce the number of major and cognate credits to 60 due to the stringent requirements of the designation. This is primarily due to the 18 credits necessary for a minor in Criminology. However, we were able to discover small adjustments that allowed us to reduce the number of credits. This revision reduces the major and cognate requirements, not including the Criminology minor, to 58 credits. A request for a waiver of the credit limit was submitted. The revision also adds minor adjustments to the controlled and upper level electives to limit the ability to apply credit for a single class to multiple tracks in Computer Science. The specifics are: Remove ENGL 222 as an additional writing requirement. This was done to reduce the number of required credits as close to 60 as possible while maintaining the requirements necessary for the department's designation as a Center of Academic Excellence in Information Assurance Education by the Department of Homeland Security and the National Security Agency. Add note (8) to limit the ability to apply credit for a single class to multiple tracks in Computer Science.

#### **b. Current Program:**

#### **Proposed Program:**

## Bachelor of Science—Computer Science/Languages and Systems Track

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

**Mathematics:** 3cr, MATH 125 (1)

**Natural Science:** Must choose Option 1

**Liberal Studies Electives:** 3cr, MATH 126 (1), no courses with COSC prefix.

### Major:

#### Core Courses:

COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr
COSC 300	Computer Organization and Assembly Language	3cr
COSC 310	Data Structures and Algorithms	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 341	Introduction to Database Management Systems	3cr
COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr

#### Required Courses:

COSC 345	Computer Networks	3cr
COSC 432	Introduction to Operating Systems	3cr
COSC 460	Theory of Computation	3cr

#### Controlled Electives:

Select 15cr from the following elective courses:

COSC/MATH 250	Introduction to Numerical Methods (4)	3cr
COSC 316	Host Computer Security	3cr
COSC 473	Software Engineering Practice <i>or</i> Internship in Computer Science (2)	3-6cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr
COSC 405	Artificial Intelligence	3cr
COSC 410	Computer Architecture	3cr
COSC 420	Modern Programming Languages <i>or</i> Compiler Construction	3cr
COSC 465	Distributed Processing and Web Services	3cr
COSC 481	Special Topics in Computer Science (as approved for majors)	1-4cr

#### Other Requirements

ENGL 222 Technical Writing

One Science with lab in addition to the Liberal Studies requirement

**Mathematics:** A minor in mathematics including the following courses: (3)

MATH 171	Introduction to Linear Algebra
MATH 216	Probability and Statistics for Natural Sciences
MATH 219	Discrete Mathematics
MATH 225	Calculus III for Physics, Chemistry and Mathematics <i>or</i>
<i>or</i> 250	Introduction to Numerical Methods (4)

#### Free Electives:

#### Total Degree Requirements:

- (1) MATH 125 and 126 can be substituted by MATH 121 and 122.
- (2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted towards COSC electives.
- (3) MATH 125 and 126 (taken as Liberal Studies requirements) are also counted towards the minor.
- (4) COSC/MATH 250 may be counted as a Computer Science elective or as a part of the Mathematics minor, but not both.

## Bachelor of Science—Computer Science/Languages and Systems Track

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

**Mathematics:** 3cr, MATH 125 (1)

**Natural Science:** Must choose Option 1

**Liberal Studies Electives:** 3cr, MATH 126 (1), no courses with COSC prefix.

### Major:

#### Core Courses:

COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr
COSC 300	Computer Organization and Assembly Language	3cr
COSC 310	Data Structures and Algorithms	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 341	Introduction to Database Management Systems	3cr
COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr

#### Languages and Systems Required Courses:

COSC 345	Computer Networks	3cr
COSC 432	Introduction to Operating Systems	3cr
COSC 460	Theory of Computation	3cr

#### Controlled Electives:

Select 9-10cr from the following: (5,6)

COSC 220	Applied Computer Programming	4cr
COSC/MATH 250	Introduction to Numerical Methods (4)	3cr
COSC 316	Host Computer Security	3cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr

#### Upper-level Electives:

6cr from the following: (6)		
COSC 405	Artificial Intelligence	3cr
COSC 410	Computer Architecture	3cr
COSC 420	Modern Programming Languages <i>or</i> Compiler Construction	3cr
COSC 430	Systems Programming	3cr
COSC 465	Distributed Processing and Web Services	3cr
COSC 473	Software Engineering Practice <i>or</i> Internship in Computer Science (2)	3-6cr
COSC 481	Special Topics in Computer Science (as approved for majors)	1-4cr

#### Other Requirements

**Mathematics:** A minor in mathematics including the following courses: (3)

MATH 171	Introduction to Linear Algebra	12cr
MATH 216	Probability and Statistics for Natural Sciences	
MATH 219	Discrete Mathematics	
MATH 225	Calculus III for Physics, Chemistry and Mathematics <i>or</i> Introduction to Numerical Methods (4)	
<i>or</i> 250		

#### Free Electives:

#### Total Degree Requirements:

- (1) MATH 125 and 126 can be substituted by MATH 121 and 122.
- (2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted towards COSC electives.
- (3) MATH 125 and 126 (taken as Liberal Studies requirements) are also counted towards the minor.
- (4) COSC/MATH 250 may be counted as a Computer Science elective or as a part of the Mathematics minor, but not both.
- (5) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.



- (6) Controlled and upper level electives may not be applied toward more than one track in Computer Science.

**Rationale:** This program revision represents the department's effort to comply with PASSHE Policy 1990-06-A which limits a Bachelor of Science degree to no more than 60 semester credit hours in courses required by the major, including required cognate courses in related disciplines. The revision also adds minor adjustments the controlled and upper level electives to limit the ability to apply credit for a single class to multiple tracks in Computer Science. The specifics are: Remove ENGL 222 as an additional writing requirement. This was done to reduce the number of required credits to 60. Remove third lab science which is no longer required by ABET accreditation as an additional requirement. This was done reduce the number of required credits to 60. Computer science electives have been divided into 2 categories: Controlled Electives and Upper-level electives. This requires students to take some 400-level courses as electives. This was done so that the curriculum divisions correspond to the other tracks in Computer Science. Note (5) was added to clarify the separation and allow upper-level electives to serve as controlled electives. Add COSC 220 to the list of controlled electives. This provides more flexibility for computer science majors changing tracks. The other tracks require COSC 220 and a student changing from another track currently cannot apply COSC 220 credits to the Languages and Systems track. Add COSC 430 to the list of Upper-level Electives. This course is being updated in a separate course revision and will now be an appropriate elective for this track. Add note (6) to limit the ability to apply credit for a single class to multiple tracks in Computer Science. Change number of additional credits for Math minor from 18 to 12 to correct error currently in catalog.

### c. Current Program:

#### Bachelor of Science—Computer Science/Applied Computer Science Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** 3cr, MATH 125 (1)  
**Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix.

<b>Major:</b>	46
<b>Required Courses:</b>	
COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr
COSC 220 Applied Computer Programming	4cr
COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 341 Introduction to Database Management Systems	3cr
COSC 365 Web Architecture and Application Development	3cr
COSC 380 Seminar on the Computer Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr
COSC 473 Software Engineering Practice <i>or</i> <i>or</i> 493 Internship in Computer Science (2)	3cr
<b>Controlled Electives:</b> 9cr from the following (3)	
COSC/MATH 250 Introduction to Numerical Methods	3cr
COSC 316 Host Computer Security (4)	3cr
COSC 345 Computer Networks	3cr
COSC/IFMG 354 Testing and Controlling LANs	3cr
COSC 355 Computer Graphics	3cr
COSC 356 Network Security	3cr
COSC 362 Unix Systems	3cr
COSC 481 Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482 Independent Study	1-4cr
IFMG 455 Data Warehousing and Mining	3cr

### Proposed Program:

#### Bachelor of Science—Computer Science/Software Engineering Track

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** 3cr, MATH 125 (1)  
**Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix.

<b>Major:</b>	46
<b>Core Courses:</b>	
COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr
COSC 220 Applied Computer Programming	4cr
COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 341 Introduction to Database Management Systems	3cr
COSC 365 Web Architecture and Application Development	3cr
COSC 380 Seminar on the Computer Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr
COSC 473 Software Engineering Practice <i>or</i> <i>or</i> 493 Internship in Computer Science (2)	3cr
<b>Controlled Electives:</b> 9cr from the following (3)	
COSC/MATH 250 Introduction to Numerical Methods	3cr
COSC 316 Host Computer Security (4)	3cr
COSC 345 Computer Networks	3cr
COSC/IFMG 354 Testing and Controlling LANs	3cr
COSC 355 Computer Graphics	3cr
COSC 356 Network Security	3cr
COSC 362 Unix Systems	3cr
COSC 481 Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482 Independent Study	1-4cr
IFMG 455 Data Warehousing and Mining	3cr

<b>Upper-level Electives by Categories:</b> Select 3cr from the following: <i>Artificial Intelligence:</i> COSC 405 <i>Computer Architecture:</i> COSC 410 <i>Database Management:</i> COSC 444 <i>Distributed Systems:</i> COSC 465 <i>Numerical Methods:</i> COSC 427, 451 <i>Systems Programming:</i> COSC 430, 432 <i>Theory of Languages:</i> 420, 424, 460	3cr	<b>Upper-level Electives by Categories:</b> Select 3cr from the following: <i>Artificial Intelligence:</i> COSC 405 <i>Computer Architecture:</i> COSC 410 <i>Database Management:</i> COSC 444 <i>Distributed Systems:</i> COSC 465 <i>Numerical Methods:</i> COSC 427, 451 <i>Systems Programming:</i> COSC 430 <i>Theory of Languages:</i> 420, 424, 460	3cr
<b>Other Requirements</b> <b>Additional Writing:</b> ENGL 222 Technical Writing <b>Additional Mathematics:</b> MATH 219 Discrete Mathematics <b>Minor:</b> Complete a minor from one of the following areas: Information Assurance Any department in the College of Natural Sciences and Mathematics Designated business courses Designated economics courses Designated communications media courses	6-12  3cr  3cr  8-18 18cr 8-18cr 18cr 15cr 18cr	<b>Other Requirements</b> <b>Additional Mathematics:</b> MATH 219 Discrete Mathematics <b>Minor:</b> Complete a minor from one of the following areas: Information Assurance Any department in the College of Natural Sciences and Mathematics Designated business courses Designated economics courses Designated communications media courses	6-12  3cr  8-18 18cr 8-18cr 18cr 15cr 18cr
<b>Free Electives:</b>	0-17	<b>Free Electives:</b>	7-19
<b>Total Degree Requirements:</b> (1) MATH 125 can be substituted by MATH 121. (2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473. (3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives. (4) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor. (5) COSC 465 is pending University Senate and Council of Trustees approval.	120	<b>Total Degree Requirements:</b> (1) MATH 125 can be substituted by MATH 121. (2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473. (3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives. (4) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor. (5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.	

**Rationale:** The track name is being changed to reflect current program names in other universities. It also allows prospective employers to better understand the intent of the program. The remainder of this program revision represents the department's effort to comply with PASSHE Policy 1990-06-A which limits a Bachelor of Science degree to no more than 60 semester credit hours in courses required by the major, including required cognate courses in related disciplines. The revision also adds minor adjustments the controlled and upper level electives to limit the ability to apply credit for a single class to multiple tracks in Computer Science. The specifics are: Remove ENGL 222 as an additional writing requirement. This was done to reduce the number of required credits to 60. Add note (5) to limit the ability to apply credit for a single class to multiple tracks in Computer Science.

#### d. Current Program:

##### Bachelor of Arts—Computer Science

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** 3cr, MATH 125 (1)  
**Liberal Studies Electives:** 3cr, MATH 216

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#### Proposed Program:

##### Bachelor of Arts—Computer Science

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** 3cr, MATH 125 (1)  
**Liberal Studies Electives:** 3cr, MATH 216

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<b>Major:</b>	49
<b>Required Courses:</b>	
COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr
COSC 220 Applied Computer Programming	4cr
COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 341 Introduction to Database Management Systems	3cr
COSC 380 Seminar in Computing Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr
<b>Controlled Electives:</b> 9cr from the following: (2)	
COSC/MATH 250 Introduction to Numerical Methods	3cr
COSC 316 Host Computer Security (3)	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 345 Computer Networks	3cr
COSC/IFMG354 Testing and Controlling LANs	3cr
COSC 355 Computer Graphics	3cr
COSC 356 Network Security	3cr
COSC 362 Unix Systems	3cr
COSC 365 Web Architecture and Application Development	3cr
COSC 473 Software Engineering Practice (4)	3cr
COSC 481 Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482 Independent Study	1-4cr
COSC 493 Internship in Computer Science (4)	12cr
IFMG 455 Data Warehousing & Mining	3cr
<b>Upper-level Electives by Categories: (5)</b>	6cr
<i>Artificial Intelligence:</i> COSC 405	
<i>Computer Architecture:</i> COSC 410	
<i>Database Management:</i> COSC 444	
<i>Distributed Systems:</i> COSC 465	
<i>Numerical Methods:</i> COSC 427, 451	
<i>Systems Programming:</i> COSC 430, 432	
<i>Theory of Languages:</i> 420, 424, 460	
<b>Other Requirements</b>	6-12
<b>Additional Writing:</b>	
ENGL 222 Technical Writing	3cr
<b>Additional Mathematics:</b>	
MATH 219 Discrete Mathematics	3cr
<b>Free Electives:</b>	30-31
<b>Total Degree Requirements:</b>	120
(1) MATH 125 can be substituted by MATH 121.	
(2) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.	
(3) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor.	
(4) Credit for both COSC 320 and 493 may be counted toward the degree, but only one will be counted toward the major requirements. Note: Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted towards major. COSC 493 may be selected after completion of sophomore year.	
(5) Select at least two additional courses, from at least two different categories, from the list of upper-level electives.	

<b>Major:</b>	49
<b>Core Courses:</b>	
COSC 105 Fundamentals of Computer Science	3cr
COSC 110 Problem Solving and Structured Programming	3cr
COSC 210 Object-Oriented and GUI Programming	3cr
COSC 220 Applied Computer Programming	4cr
COSC 300 Computer Organization and Assembly Language	3cr
COSC 310 Data Structures and Algorithms	3cr
COSC 341 Introduction to Database Management Systems	3cr
COSC 380 Seminar on the Computer Profession and Ethics	2cr
COSC 480 Seminar on Technical Topics	1cr
<b>Controlled Electives:</b> 8cr from the following: (2)	
COSC/MATH 250 Introduction to Numerical Methods	3cr
COSC 316 Host Computer Security (3)	3cr
COSC 319 Software Engineering Concepts	3cr
COSC 345 Computer Networks	3cr
COSC/IFMG354 Testing and Controlling LANs	3cr
COSC 355 Computer Graphics	3cr
COSC 356 Network Security	3cr
COSC 362 Unix Systems	3cr
COSC 365 Web Architecture and Application Development	3cr
COSC 473 Software Engineering Practice (4)	3cr
COSC 481 Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482 Independent Study	1-4cr
COSC 493 Internship in Computer Science (4)	12cr
IFMG 455 Data Warehousing & Mining	3cr
<b>Upper-level Electives by Categories: (5)</b>	6cr
<i>Artificial Intelligence:</i> COSC 405	
<i>Computer Architecture:</i> COSC 410	
<i>Database Management:</i> COSC 444	
<i>Distributed Systems:</i> COSC 465	
<i>Numerical Methods:</i> COSC 427	
<i>Systems Programming:</i> COSC 430, 432	
<i>Theory of Languages:</i> 420, 424, 460	
<b>Other Requirements</b>	3
<b>Additional Mathematics:</b>	
MATH 219 Discrete Mathematics	3cr
<b>Free Electives:</b>	34-35
<b>Total Degree Requirements:</b>	120
(1) MATH 125 can be substituted by MATH 121.	
(2) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.	
(3) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor.	
(4) Credit for both COSC 320 and 493 may be counted toward the degree, but only one will be counted toward the major requirements. Note: Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted towards major. COSC 493 may be selected after completion of sophomore year.	
(5) Select at least two additional courses, from at least two different categories, from the list of upper-level electives.	

**Rationale:** This program revision represents the department's effort to comply with PASSHE Policy 1990-06-A which limits a Bachelor of Arts degree to no more than 42 semester credit hours in courses required by the major, including required cognate courses in related disciplines. The specifics are: Remove ENGL 222 as an additional writing requirement. This was done to reduce the number of required credits to 42. Change the number of controlled elective credits from 9 to 8. This was done to reduce the number of required credits to 42. Remove COSC 451 from Upper-level electives because it is no longer taught.

More information will be added after the committee’s April 21<sup>st</sup> meeting

<b>e. Current Catalog Description:</b>		<b>Proposed Catalog Description:</b>	
<b>Minor—Computer Science</b>	<b>18</b>	<b>Minor—Computer Science</b>	<b>18</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	

<b>f. Current Catalog Description:</b>		<b>Proposed Catalog Description:</b>	
<b>Minor—Information Assurance (1)</b>	<b>18</b>	<b>Minor— Information Assurance (1)</b>	<b>18</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	

**xx. Department of Geography and Regional Planning—Course Revision and Catalog Description Change**

**Current Catalog Description:**

**GEOG 252 Geography of Latin America** **3c-0l-3cr**  
The impact of rapid population growth and economic development on the environment and spatial organization of Latin America is considered. The resource base and cultural heritage of the region are studied.

**Proposed Catalog Description:**

**GEOG 252 Geography of Latin America** **3c-0l-3cr**  
Provides a critical and empirical analysis of the region of the world known as Latin America. Reviews the region's development and underdevelopment from geographic, historic, and economic perspectives. Offers a survey of the physical geography of Central America, South America, and the Caribbean and describes the human geography of settlements, agriculture, and the built environment in response to the physical characteristics of the region. Includes natural resources, indigenous cultures, colonial legacy, climate conditions, political differences, and globalization.

**Rationale:** The catalog description has not been updated in at least 25 years. The new description re-conceptualizes Latin America as a region actively engaged in globalization vs. the old description's focus on colonialism. The objectives, course outline, and bibliography have all been updated to match the revised Liberal Studies program.

**XX. Liberal Studies Committee and UWUCC approved the above courses in the following Categories and the Writing Intensive Recommitment:**

- **SUST 201 Introduction to Sustainability Studies was approved as a Liberal Studies Elective in the Global Citizenship category.**
- **GEOG 252 Geography of Latin America was approved as a Liberal Studies Elective in the Information Literacy category and as a Global and Multicultural Awareness Course.**
- **PSYC 290 Research Design and Analysis I was reapproved as a Type II Department Writing Intensive Course.**

- **VOED 395 Vocational Education Writing Experience was reapproved as a Type II Department Writing Intensive Course.**

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

**FOR ACTION:**

**1. Program Revision**

**Department:** Counseling

**Degree Program:** M.A. Clinical Mental Health

**Catalog Start Date:** Fall, 2015

**Rationale**

During the curriculum revision in Fall of 2012, the course title for COUN 634 was changed from COUN 634 Assessment Procedures for Community Counselors to COUN 634 Assessment Procedures for Clinical Mental Health Counselors. The new course name (COUN 634 Assessment Procedures for Clinical Mental Health Counselors) was approved in the senate minutes from 10/09/2012. In the same senate meeting, it appears that despite numerous checks the old course name was listed and consequently approved (in error) under Program Requirements (page 51 from senate minutes 10/09/2012).

The most recent graduate catalog (page 31) has the course incorrectly labeled [COUN 634 Assessment Procedures for Community Counselors]. The correct name should be COUN 634 Assessment Procedures for Clinical Mental Health Counselors.

This minor Program Revision is correcting an error so that the graduate catalog can reflect the new course name

**Summary:**

Current Program Information	Proposed Program Information
P a g e 31 Course Catalogue  COUN 617 Basic Counseling Skills 3 cr. COUN 618 Multicultural and Diversity Issues in Counseling 3 cr. <b>COUN 634</b>	P a g e 31 Course Catalogue  COUN 617 Basic Counseling Skills 3 cr. COUN 618 Multicultural and Diversity Issues in Counseling 3 cr. <b>COUN 634</b>

<b>Assessment Procedures for Community Counselors</b> <b>3 cr.</b> COUN 636 Career Counseling 3 cr. COUN 637 Counseling & Consulting Theory 3 cr. COUN 639 Group Counseling 3 cr. COUN 657 Individual Counseling Practicum 3 cr. COUN 669 Group Counseling Practicum 3 cr. COUN 671 Introduction to Diagnostic Issues for Counselors 3 cr. COUN 672 Counseling and Consulting within Systems 3 cr. COUN 677 Crisis and Addictions Counseling 3 cr. COUN 710 Clinical Mental Health Counseling 3 cr. COUN 720 Professional Orientation and Ethical Practice in Counseling 3 cr. ELECTIVE 3 cr. ELECTIVE 3 cr. ELECTIVE 3 cr. COUN 755 Field Experience	<b>Assessment Procedures for Clinical Mental Health Counselors</b> 3 cr. COUN 636 Career Counseling 3 cr. COUN 637 Counseling & Consulting Theory 3 cr. COUN 639 Group Counseling 3 cr. COUN 657 Individual Counseling Practicum 3 cr. COUN 669 Group Counseling Practicum 3 cr. COUN 671 Introduction to Diagnostic Issues for Counselors 3 cr. COUN 672 Counseling and Consulting within Systems 3 cr. COUN 677 Crisis and Addictions Counseling 3 cr. COUN 710 Clinical Mental Health Counseling 3 cr. COUN 720 Professional Orientation and Ethical Practice in Counseling 3 cr. ELECTIVE 3 cr. ELECTIVE 3 cr. ELECTIV E 3 cr. COUN 755
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6 cr. TOTAL 60 CR	Field Experience 6 cr. TOTAL 60 CR
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## 2. Course Revision (Dual Level, Dual Listed)

**Department:** Hospitality Management

**Course:** HOSP/ELR 511: Contemporary Issues in Hospitality

### Rationale

To become a dual level course to include graduate level requirements that align with the Department of Employment and Labor Relations. The change in dual status of this hospitality course will broaden opportunities for undergraduate students in the hospitality department to experience graduate level classes prior to enrolling into the ELR program, In addition, the ELR program will likely gain a new stream of undergraduate recruits through Early Admission by authorizing this change

### Summary of Course Information

Current Course Information	Proposed Course Information
HOSP 411: Contemporary Issues in Hospitality	HOSP/ELR 411/511: Contemporary Issues in Hospitality

## 3. New Course Dual Level Course

**Department:** Hospitality Management

**Course:** HOSP 550: Training, Development and Supervision in Hospitality Management

**Catalog Start Term:** Fall, 2015

### Rationale:

The change in dual status of this hospitality course will broaden opportunities for undergraduate students in the hospitality department to experience graduate level classes prior to enrolling into the ELR program, In addition, the ELR program will likely gain a new stream of undergraduate recruits through Early Admission by authorizing this change. The ELR program will likely gain a new stream of undergraduate recruits through Early Admission by authorizing this change

### Summary of Course Information

Title	HOSP 550 Training, Development and Supervision in Hospitality Management
Credits	3
Prerequisite	Instructor Permission

Catalog Description	An applied course in which students learn effective practices and become familiar with current issues related to training and development within the hospitality industry.
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#### 4. DELETED

#### 5. Program Revision

**Department:** ELR/HSAD

**Degree Program** M.S. Health Service Administration

#### Rationale and Summary

The program is being revised to be more student and schedule friendly. The HSAD program is now full time; by making changes, it is much easier to make available 9 to 12 credits per semester to our students. Currently the program has 11 required course with one elective. This makes the program very rigid and forces the students to into a specific schedule. Also, the program is being revised to accommodate the requirements of accrediting bodies which seek students to have coursework in Organization Behavior, Leadership Theory, Finance, Information Science, Interpersonal Skills and Supervision. The current program only listed a specific course to meet these learning outcomes, while the reality is, several courses offered at IUP have the ability to meet these learning outcomes. The new revision allows students more scheduling flexibility to meets these outcomes and provide the opportunity for students of other programs to now consider HSAD as a dual enrolled program option. Likewise, by allowing other courses to meet the learning objectives, course offerings to HSAD students will increase, facilitating the program moving to full-time and to enabling international students to take more face-to-face classes

Current Program	Proposed Program
<p>The Master of Science in Health Services Administration degree will consist of 36 credits. The Department of Nursing and Allied Health Professions will offer 18 credits, the Department of Employment and Labor Relations will offer 15, and students would also choose one 3-credit elective from IUP courses that are appropriate for their needs and interests and meet the program objectives. Courses offered by the Employment and Labor Relations, Sociology, and Psychology departments might be of particular interest to students for this elective. Students that anticipate continuing their education in a doctoral program could choose to complete a thesis instead of an elective course. The thesis would require 6 credit hours, bringing their degree total to 39 credits. These requirements meet the minimum master's degree requirements of the School of Graduate Studies and Research.</p> <p>The Master in Health Services Administration would prepare students for a wide variety of leadership positions within health services organizations in not-for-profit, for-profit, and</p>	<p>The Master of Science in Health Services Administration degree will consist of 36 credits; 39 if the student completes a thesis. Courses will offered by the Employment and Labor Relations, Nursing and Allied Health Professions, the MBA program and other departments. Students that anticipate continuing their education in a doctoral program could choose to complete a thesis instead of an elective course. The thesis would require 6 credit hours, bringing their degree total to 39 credits. These requirements meet the minimum master's degree requirements of the School of Graduate Studies and Research. The Master in Health Services Administration would prepare students for a wide variety of leadership positions within health services organizations in not-for-profit, for-profit, and government settings. The role of a health services administrator includes the specialized application of employment relations knowledge, the improvement of individual and public health, and the improvement of health delivery systems. The program would provide students with an effective balance of coursework in health services, employee relations, and</p>

<p>government settings. The role of a health services administrator includes the specialized application of employment relations knowledge, the improvement of individual and public health, and the improvement of health delivery systems. The program would provide students with an effective balance of coursework in health services, employee relations, and research methodology that would enable them to excel in this role.</p>	<p>research methodology that would enable them to excel in this role.</p>																																																																																																																																																																																																																																												
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ELR/HSA	5		
D	1	Conflict Resolution	3
Free Elective			3
Thesis Option	*	Instead of Elective	6
Total Credits		With Elective	36
Total Credits		With Thesis Option	39

	7		
NURS/	3	Financial Management in Health	
HSAD	0	Care	3
		Or	
		FIN 630 Finanacial Management (Pre-Req FIN 310)	
		An approved course in Finance	
	7		3
	6	Health Service Administration	or
HSAD	1	Captstone	6
		or	
		NURS 731 - Nursing Administration Practicum 1	
		NURS 732 - Nursing Administration Practicum 2	
		ELR/HSAD 698 - Internship	
		HSAD 795 - Thesis ** (6 ) Credits	
		Elective approved by the coordinator	
Elective	1	Organizational Behavior/Supervision	3
		ELR/HSAD 751 Conflict Resolution	
		ELR 612 Labor Relations: Practice and Administration	
		ELR 610 Employee Rights	
		MGMT 613 Organizational Analysis (Prerequisite MGMT 310)	
		An approved course in Org Behavior or Supervision	
Elective	2	Leadership Theory/Interpersonal Skills in Health Care	3
		NURS 619 Leadership Strategies in Nursing	
		NURS 729 Nursing Administration	

	ELR 640 Negotiations	
	ELR/HSAD 751 Conflict Resolution	
	Elective	
	3	
	Additional Elective to Support Organizational Behavior	3
	Supervision/Leadership Theory and Interpersonal Skills	
	Elective from the courses listed above or another elective  approved by the coordinator	
	Total Credits	36
	Total Credits with Thesis option	39

## 6. Program revision

**Department:** Adult and Community Education

**Degree Program:** MA in Adult and Community Education

**Catalog Start Term:** Fall, 2015

### Rationale:

Overall, there are three changes being proposed to the ACE program: 1) changing the number of credits required for graduation by thesis options students, 2) replacing the comprehensive exam with a portfolio for non-thesis students, and 3) replacing the internship with two new courses.

1. It is proposed that the number of credits required for thesis option students be reduced from 36 to 33 to encourage students to do a thesis. This will not change the number of credits required for non-thesis student which will remain at 36.
2. It is proposed that the comprehensive exam for non-thesis students be replaced with a portfolio. It was recommended in the last Adult and Community Education Five-Year Program Evaluation (2012) that the comps be replaced by a portfolio. This recommendation was accepted by administration. This recommendation is being proposed for several reasons:

- a. The comprehensive exam is difficult to administer in an online program. While there have been no instances of impropriety, the integrity of the exam is always an issue when it cannot be proctored in person by faculty.
  - b. A portfolio requirement will serve a similar purpose to the comprehensive exam by requiring students to synthesize what they learned in the program.
  - c. A portfolio is appropriate for professionals who are primarily career oriented. Preparing a portfolio will enable students to identify the knowledge and skills learning in the ACE program and present them in a professional manner to potential employers or advanced graduate programs to which they may apply.
3. It is proposed that the current required internship be made optional for students. Currently, students are required to take ACE 740, a three-credit internship course, twice, in order to complete six credits of internship. Reasons for deleting the internship requirement are:
- a. An internship is not appropriate for many students in the ACE program. Most ACE students have professional experience and an internship does not meet their academic or career needs.
  - b. The internship is difficult, time consuming, and expensive to administer in an online program where students reside all across Pennsylvania and in other states.
  - c. It was recommended in the last Adult and Community Education Five-Year Program Evaluation (2012) that the internship be replaced by courses. This recommendation was accepted by administration.

Note: students will still have the option of completing a three- or six-credit internship by taking ACE 698 in lieu of elective courses (six credits of electives are a required part of the curriculum).

It is proposed that the six credits of internship be replaced with two courses (ACE 635, Issues in Distance Education and ACE 640, Community-Based Education).

The rationale for adding ACE 635, Issues in Distance Education to the curriculum is that distance education is becoming an increasingly important part of the delivery systems in adult education in a number of venues including business and industry, health care, education, and government. An understanding of the issues related to the history, design, and evaluation of distance education will enable students to better understand how the growth of distance education affecting the theory and practice of adult education as well as how it impacts their particular areas of professional interest. (See Template A: ACE 635 New Course Proposal).

The second course proposed to replace ACE 740 is ACE 640. This course is proposed as a required course in the Master of Arts in Adult and Community Education. The “community” aspect of adult and community education tends to be less well understood by students. This course will help students to understand the importance that informal, community-based learning has played in the development of adult education and its contributions to modern society. Recent examples of community-based education include workers education, the civil rights and the women’s’ liberation/equity movements.

## Summary

Current Program Information	Proposed Program Information
<p><b>Catalog Description:</b>  The Master of Arts program in Adult and Community Education (ACE) is designed to develop educational leaders in various non-formal instructional settings. ACE graduates work in business and industry, hospitals and health-related institutions, community agencies, governmental offices, the military, religious organizations, voluntary associations, and many other human services organizations. Students are encouraged to relate theory to practice in their specific areas of interest. The ACE program offers a sound balance of academic preparation, practical field experience and individual research</p>	<p><b>Catalog Description:</b>  The Master of Arts in Adult and Community Education (ACE) prepares leaders who develop education and training programs in a variety of settings. ACE graduates work in education, business and industry, health care, community agencies, government, the military, religious organizations, voluntary associations, and many other settings. Students are encouraged to relate theory to practice in their specific areas of professional interest. The ACE program offers a balance of academic preparation, practical field experience, and individual research</p>
<p><b>Program Requirements:</b>  A. Summary of current requirements:  1. Total credits required for graduation = 36 for all students.  2. Required comprehensive exam for non-thesis option students.  3. Required six-credit internship for all students.</p> <p>B. Detail of current program requirements:  Thesis option:  ACE 620, ACE 621, ACE 622, ACE 623, ACE 625, ACE 735, ACE 740 (x2), ACE 745, GSR 615, ACE 795 (Thesis), Electives (x1).  Non-thesis option:  ACE 620, ACE 621, ACE 622, ACE 623, ACE 625, ACE 735, ACE 740 (x2), ACE 745, GSR 615, Electives (x2), Comprehensive Exam.</p>	<p><b>Program Requirements:</b>  Total credits required for graduation for non-thesis option = 36; total credits required for graduation for thesis option = 33.  2. Portfolio to replace comps for non-thesis option students.  3. Internship to become optional with two new courses to replace the current requirement of six credit hours of internship.</p> <p>B. Detail of proposed program requirements:  Thesis option:  ACE 620, ACE 621, ACE 622, ACE 623, ACE 625, ACE 635, ACE 640, ACE 735, ACE 745, GSR 615, ACE 795 (Thesis).  Non-thesis option:  ACE 620, ACE 621, ACE 622, ACE 623, ACE 625, ACE 635, ACE 640, ACE 735, ACE 745, GSR 615, Electives (x2), Portfolio.</p>

## 7. Course Revision (Title and Catalog Description Change)

**Department:** Adult and Community Education

**Course:** ACE 622 Program and Process Development in Adult and Community Education

**Catalog Start Term:** Fall, 2015

## Rationale

The current course title has its origins in the school-based community education movement of the 1960s and 1970s. The proposed title reflects current nomenclature used in the field. One positive implication of this change for students is that the proposed course title will be more universally recognized by employers and other academic institutions. The proposed change in the course description clarifies the focus of the course.

## Summary

Current Course Information	Proposed Course Information
ACE 622, Program and Process Development in Adult and Community Education  A knowledge and skill-building course designed for present and future adult and community education practitioners. This how-to course examines concepts and practices relevant to the development of educational programs in traditional and nontraditional educational settings	ACE 622, Program Planning in Adult and Community Education  A knowledge and skill-building course designed for present and future adult and community education professionals. This how-to course examines concepts and practices relevant to the development of education and training programs in a variety of settings.

## 8. Course Revision (Title Change)

**Department:** Adult and Community Education

**Degree Program:** MA in Adult and Community Education

**Course:** ACE 623

**Catalog Start Term:** Fall, 2015

## Rationale

The current course title dates to the origins of the ACE program in the mid-1970s and is reflective of the thinking in the field during that era. The proposed title reflects current nomenclature used in the field. It also emphasizes the interactivity between leadership and organizational dynamics in adult and community education organizations which is an area of focus in the course. A positive implication of this change for students is that the proposed course title will be more universally recognized by employers and other academic institutions

## Summary

Current Course Information	Proposed Course Information
ACE 623: Organization and Administration in Adult and Community Education	ACE 623: Organizational Leadership in Adult and Community Education



## 9. Course Revision (Title Change)

**Department:** Adult and Community Education

**Degree Program:** MA in Adult and Community Education

**Course:** ACE 625

**Catalog Start Term:** Fall, 2015

### Rationale

The current course title reflects a particular philosophical orientation to teaching adults. To “facilitate” adult learning is to adopt a humanist philosophical approach. The proposed title reflects a broader approach that is inclusive of a number of philosophical positions. The broader approach is consistent with current thinking in the field of adult education. A positive implication of this change for students is that the proposed course title will be more universally recognized by employers and other academic institutions

### Summary

Current Course Information	Proposed Course Information
ACE 625: Facilitating Adult Learning	ACE 625: Teaching Adults

## 10. New course

**Department:** Adult and Community Education

**Course:** ACE 635 Issues in Distance Education

**Degree Program:** MA in Adult and Community Education

**Catalog Start Term:** Fall, 2015

### Rationale

This course is proposed as a required course in the ACE program. Distance education is a growing area of theory and practice in adult education. Many institutions of higher education, businesses, health care organizations, government agencies, etc., are developing distance education programs. A course on distance education will add significantly to students’ understanding of this emerging area of practice and its impact on the theory and practice of adult education

### Summary of Course Information

Title	ACE 635 Issues in Distance Education
Credits	3
Prerequisite	None
Catalog Description	This course explores the development, delivery, and evaluation of distance education in a variety of settings including educational institutions, business and industry, health care, and government. Specific topics addressed include online pedagogy, delivery

	systems, institutional support systems, marketing and outreach, and program evaluation of distance education programs
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## 11 . New course

**Department:** Adult and Community Education

**Degree Program:** MA in Adult and Community Education

**Course:** ACE 640 Community-Based Education

**Catalog Start Term:** Fall, 2015

### Rationale

This course is proposed as a required course in the Master of Arts in Adult and Community Education. The “community” aspect of adult and community education tends to be less well understood by students. This course will help students to appreciate the importance that informal, community-based learning has played in the development of adult and community education and its contributions to modern society. Recent examples of community-based education include workers education, the civil rights and the women’s’ liberation/equity movements.

Title	ACE 640: Community-Based Education
Credits	3
Prerequisite	None
Catalog Description	Community-based education has a rich history in the United States and around the world. Community-based education is educational initiatives generated by individuals and groups outside of formal educational structures, frequently for the purpose of achieving social change. Following are some of the concepts investigated in this course: social, cultural, and economic reasons for the origins of community-based education, support structures generated to sustain and enhance community-based education, types of learning that results, both individually and communally, and the outcomes of community-based education that affect individuals, groups, and communities.

## 12. New course

**Department:** Adult and Community Education

**Degree Program:** MA in Adult and Community Education

**Course:** ACE 698 Internship

**Catalog Start Term:** Fall, 2015

### Rationale

ACE 698 is proposed to replace ACE 740, Internship in Adult and Community Education. ACE 740 is a class, while ACE 698 is a variable credit internship which conforms to the university requirements for internship. With this proposal, students will have the option of completing 6 credits of electives, 6 credits of internship, or 3 credits of electives and three credits of internship

ACE 698 will be an elective for students opting to do an internship. Students opting for an internship will complete ACE 698 in lieu of elective courses. Six credit hours of electives are required in the ACE curriculum

Title	ACE 698: Internship
Credits	3 or 6
Prerequisite	Permission
Catalog Description	Internship in adult and community education is designed to provide practical experience for students enrolled in the Master of Arts in Adult and Community Education. Students will work under the supervision of a faculty member to design an individualized internship experience.

### 13. COURSE DELETION

**Department:** Adult and Community Education

**Catalog Start Date:** Fall, 2015

**Course:** ACE 740, Internship in Adult and Community

It is proposed that the current required internship be made optional for students. Currently, students are required to take ACE 740, a three-credit internship course, twice, in order to complete six credits of internship. It is proposed that the six credits of internship be replaced with two new courses (ACE 635, Issues in Distance Education and ACE 640, Community-Based Education). Students will still have the option of completing a three- or six-credit internship by taking ACE 698 in lieu of elective courses (six credits of electives are a required part of the curriculum). This change is proposed for the following reasons:

- a. An internship is not appropriate for many students in the ACE program. Most students have professional experience and an internship does not meet their academic or career needs.
- b. The internship is difficult, time consuming, and expensive to administer in an online program where students reside all across Pennsylvania and in other states.
- c. It was recommended in the last Adult and Community Education Five-Year Program Evaluation (2012) that the internship be replaced by courses. This recommendation was accepted by administration.

**Program:** Deleting the required internship, while still leaving it as an option for students, will make the ACE program more attractive to potential students. In addition, it is consistent with the needs of the students, who tend to be experienced professionals, many of whom do not need an internship to meet their academic or career goals.

**Other programs:** There are no implications for other programs.

**Students:** There will be no adverse effects for students. Current students will have the option of completing the internship as stated in current requirements or to take the courses designed to replace the internship credits (ACE 635 and ACE 640). This will be decided on an individual basis with faculty advising. Future students will have the option of doing an internship by taking ACE 698 in lieu of electives.

## **14. Program Revision**

**Department:** Communication Disorders, Special Education, and Disability Services

**Degree Program:** M.S. Speech-Language Pathology

**Catalog Start Term:** Fall, 2015

### **Rationale and Summary of Changes**

These changes are a simple update of catalog language to make it consistent with the manner in which the program is being delivered at present. Since the last comprehensive revision of the SPLP-MS program curriculum, there have been practical adaptations in procedures to meet student needs, increased competitiveness in student admission, changes in Department of Education requirements for school certification, and changes in content as faculty expertise interacts with the educational needs of our preprofessional students in training. After our most recent reaccreditation site visit, we were mandated to update the public information available in the catalog to be consistent with the program as is currently exists. This proposal comprises these changes:

\*GSR615 Elements of Research was already included in our curriculum as an SGSR requirement, but it was not previously explicitly listed in the program's curriculum sequence.

\*SPLP600 Neurolinguistics is being deleted because its content is now covered in the undergraduate prerequisite SPLP342 Speech Science II-Neuroscience. The content being taught in SPLP600 had actually become closer to that in the course description for SPLP632 Neurologic Communication Disorders, which remains in the curriculum to cover that content.

\*Similarly, the content covered in SPLP632 had drifted towards the content in the newly revised SPLP614 Neuropathologies of Speech and Swallowing, which had been removed from the curriculum sequence in 1994. That is why SPLP614 is being updated and added back in to the curriculum sequence.

\*SPLP640 Diagnostic Audiology is being removed from the curriculum sequence because it has not actually been offered for several years, with the approval of the School of Graduate Studies and Research. Its content has been provided, and will continue to be provided, in a seminar offering SPLP635 Audiology for the Speech-Language Pathologist and in SPLP663 Hearing Clinic. In addition, the content is now covered in the undergraduate offerings SPLP312 Advanced Audiology and Hearing Disorders and SPLP422 Central Auditory Processing Disorders.

\*SPLP671 Advanced Clinical Practicum II is being replaced by a repeated offering of SPLP661 Advanced Clinical Practicum (students will register for this practicum twice), which simplifies the logistics of course registration as students move through the clinic rotations during their first year in the graduate program.

\*SPLP796 Internship in Healthcare Organizations reflects a course number change from SPLP696 already established by the SGSR, and the name change from Internship in Hospitals reflects the actual nature of the internship.

\*SPLP697 Internship in Community Agencies is being deleted because no students have registered for that internship for at least ten years.

\*SPLP798 Internship in Schools simply updates our catalog language to reflect a course numbering change previously made across graduate programs.

\*SPLP795 Thesis has always been available as an option for students in the program, it is just now being explicitly listed in the curriculum sequence.

Current Catalog Description	Proposed Catalog Description
<p>M.S. in Speech-Language Pathology (<b>significant changes or deletions in this dark red font</b>)</p> <p>The Speech-Language Pathology program culminates in a Master of Science degree. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The program provides for the completion of the academic and practicum requirements for the Certificate of Clinical Competence from ASHA, for Pennsylvania Licensure in Speech-Language Pathology, and for <b>Level I Certification in Teaching the Speech and Language Impaired</b> from the Pennsylvania Department of Education. The tripartite role is fulfilled by completion of all the course requirements for the B.S.Ed. and the M.S. degrees. Consequently, applicants who do not meet all of the undergraduate requirements will be asked to complete the necessary deficiencies before registering for graduate courses. Workshops are not to be considered applicable for degree requirements. The thesis option is available with approval of your advisor.</p> <p>Admission Criteria</p> <p>Admission Policy: The Graduate Admission Committee will review all applicants for admission in terms of courses listed on the transcript(s) as well as grade point average. <b>Applicants will be informed of any deficiencies when they receive the acceptance letter from the School of Graduate Studies and Research. Undergraduate courses in the major with a letter grade below a "C" will not be accepted as a prerequisite to graduate study</b> and will be treated as a course deficiency. The graduate coordinator will</p>	<p>M.S. in Speech-Language Pathology (<b>significant changes or additions in this dark red font</b>)</p> <p>The Speech-Language Pathology program culminates in a Master of Science degree. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The program provides for the completion of the academic and practicum requirements for the Certificate of Clinical Competence from ASHA, for Pennsylvania Licensure in Speech-Language Pathology, <b>and for certification by the Pennsylvania Department of Education.</b></p> <p>The tripartite role is fulfilled by completion of all the course requirements for the B.S. and the M.S. degrees. Applicants who do not have an undergraduate degree in speech-language pathology must complete the necessary prerequisites before applying for graduate admission. An optional thesis may be completed with the approval of your advisor.</p> <p>Admission Criteria</p> <p>Admission Policy: The Graduate Admission Committee will review all applicants for admission in terms of courses listed on the transcript(s) as well as grade point average. <b>Applicants admitted will be informed of any coursework deficiencies by the program director or their designated advisor. Undergraduate courses in the major with a letter grade of "C" or below will not be accepted as a prerequisite for graduate study</b> and will be treated as a course deficiency. The graduate coordinator will advise the person of the procedures to fulfill any course deficiencies.</p> <p>Because the program has a limit on the number of applicants that can be accepted, the following requirements should be met for an</p>

<p>advise the person of the procedures to fulfill the deficiencies.</p> <p>Because the program has a limit on the number of applicants that it can accept, first priority for admission will be granted to applicants with at least a grade point average of 3.50 out of 4.00 overall in Speech-Pathology and Audiology, GRE scores of at least 145 verbal, 145 quantitative, and 3-4.5 for analytical writing, and strong letters of recommendation from at least two faculty members. Second priority will be given to applicants with a grade point average between 3.0 and 3.5.</p> <p><b>All students planning to pursue Pennsylvania Teacher Certification will be required to complete the PAPA test series prior to beginning the Master's Program in the fall semester.</b></p> <p>Applicants for whom English is not their native language must achieve a score at the ninetieth percentile or higher on the oral and written subtests of the TOEFL. If applicants are not graduates of an undergraduate program in Speech-Language Pathology and Audiology, the restrictions relative to completing deficiencies will also apply. Furthermore, the applicant must provide the program's Graduate Admission Committee with an audiotape recording of twenty minutes of free conversation with a colleague and twenty minutes of reading from a professional text. The committee will judge the adequacy of the spoken language; the applicant may be required to successfully complete speech therapy before being allowed to register for clinical practicum experiences.</p> <p>Observation hours and clinical practicum completed in another country will be accepted when they have been supervised by a speech-language pathologist <b>or an audiologist</b> who holds the appropriate certification from ASHA.</p> <p>Candidates for the Master of Science degree must meet the academic and practicum requirements for the Certificate for</p>	<p>application to be competitive: a grade point average of at least 3.50 out of 4.00 <b>(no lower than 3.0 can be accepted)</b>; GRE scores of at least 145 verbal, 145 quantitative, and 3 for analytical writing; strong letters of recommendation from at least two faculty members, <b>preferably in the discipline; and an acceptable performance in interview interactions with program faculty.</b></p> <p><b>All standardized test requirements for Pennsylvania Department of Education certification (except the ASHA Speech-Language Pathology exam) and the 25 hours of supervised observation for the ASHA CCC-SLP must be completed prior to beginning the Master's Program.</b> Applicants who are not native English speakers must achieve a score at the ninetieth percentile or higher on the oral and written subtests of the TOEFL. If foreign applicants are not graduates of an undergraduate program in speech-language pathology, the restrictions relative to completing prerequisite coursework will also apply. Furthermore, the applicant must provide the program's Graduate Admissions Committee with an audiotape recording of twenty minutes of free conversation with a colleague and twenty minutes of reading from a professional text. The committee will judge the adequacy of the spoken language; the applicant may be required to successfully complete speech therapy before being allowed to register for clinical practicum experiences. Observation hours and clinical practicum completed in another country will be accepted only if they have been supervised by a speech-language pathologist who holds the appropriate certification from ASHA</p> <p>Candidates for the Master of Science degree must meet the academic and practicum requirements for the Certificate for Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association. A minimum of 48-51 hours is required for the degree.</p> <p>Required Courses:</p> <table><tr><td><b>GSR 615</b></td><td><b>Elements of Research</b></td><td><b>3 cr.</b></td></tr></table>	<b>GSR 615</b>	<b>Elements of Research</b>	<b>3 cr.</b>
<b>GSR 615</b>	<b>Elements of Research</b>	<b>3 cr.</b>		

<p>Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association. A minimum of 48-51 hours is required for the degree.</p> <p><b>Required Courses</b></p> <p><b>SPLP 600</b></p> <p><b>Neurolinguistics</b> 3 cr.</p> <p><b>SPLP 604</b> Diagnostic Methods 3 cr.</p> <p><b>SPLP 610</b> Articulation 3 cr.</p> <p><b>SPLP 616</b> Stuttering 3 cr.</p> <p><b>SPLP 618</b> Voice 3 cr.</p> <p><b>SPLP 630</b> Language Disorders of Children 3 cr.</p> <p><b>SPLP 632</b> Neurological Communication Disorders 3 cr.</p> <p><b>SPLP 635</b> Seminar in Communication (two taken) 6 cr.</p> <p><b>SPLP 640</b> Diagnostic Audiology 3 cr.</p> <p><b>SPLP 661</b> Advanced Clinical Practicum I 2 cr.</p> <p><b>SPLP 662</b> Diagnostic Clinic 1 cr.</p> <p><b>SPLP 663</b> Hearing Testing Clinic 1 cr.</p> <p><b>SPLP 671</b> Advanced Clinical Practicum II 2 cr.</p> <p><b>Select two of the following: SPLP 696</b></p> <p><b>SPLP 697</b> Internship in Community Agencies 6 cr.</p> <p><b>SPLP 698</b> Internship in Schools 6 cr.</p> <p><b>Retention in the Program</b> No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology. Only one of these courses may be repeated in accordance with the School of Graduate Studies and Research procedures. Clinical courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Furthermore, the practicum hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements.</p> <p><b>National Examination</b> Prior to receiving their degree, students must pass the National Examination in Speech-Language Pathology and Audiology and provide evidence of the attempt to the graduate coordinator.</p>			<p><b>SPLP 604</b> Diagnostic Methods 3 cr.</p> <p><b>SPLP 610</b> Articulation 3 cr.</p> <p><b>SPLP614</b> Neuropathologies of Speech &amp; Swallowing 3 cr.</p> <p><b>SPLP 616</b> Stuttering 3 cr.</p> <p><b>SPLP 618</b> Voice 3 cr.</p> <p><b>SPLP 630</b> Language Disorders of Children 3 cr.</p> <p><b>SPLP 632</b> Neurological Communication Disorders 3 cr.</p> <p><b>SPLP 635</b> Seminar in Communication (1-3 cr.) 9 cr.</p> <p><b>SPLP 661</b> Advanced Clinical Practicum (2 cr., repeat once) 4 cr.</p> <p><b>SPLP 662</b> Diagnostic Clinic 1 cr.</p> <p><b>SPLP 663</b> Hearing Testing Clinic 1 cr.</p> <p><b>SPLP 796</b> Internship in Healthcare Organizations 6 cr.</p> <p><b>SPLP 798</b> Internship in Schools 6 cr.</p> <p><b>SPLP795</b> Thesis 3 cr.</p> <p><b>(may substitute for 3 cr. of seminar)</b></p> <p><b>Retention in the Program</b> No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology. Clinical courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Only one course of any type may be repeated. The practicum hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements.</p> <p><b>National Examination</b> Prior to receiving their degree, students must pass the National Examination in Speech-Language Pathology and provide the score report to the graduate coordinator. The examination should be taken during the last year of enrollment. <b>If a student does not attain a passing score prior to graduation, the student must pass comprehensive examination questions determined by areas of weakness on the National Examination.</b></p>
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The examination should be taken during the last semester of enrollment.	

### 15. Course Deletion

**Department:** Communication Disorders, Special Education, and Disability Services

**Course:** SPLP 600: Neurolinguistics

**Catalog Start Term:** Fall, 2015

#### Rationale

The original content is being covered in our undergraduate preprofessional program, and it has already morphed into a disorders-focused course that is now officially being offered as a replacement.

### 16. Course Revision: (Remove Prerequisite)

**Department:** Communication Disorders, Special Education, and Disability Services

**Course Number:** SPLP 630

**Catalog Start Term:** Fall, 2015

#### Rationale

The current prerequisite of SPLP600 must be deleted because it will no longer be offered. The prerequisite content is part of the undergraduate curriculum

#### Summary

SPLP 630: Language Disorders      3 cr Prerequisite: SPLP 600	SPLP 630: Language Disorders      3 cr Prerequisite: None
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### 17. Course Revision

**Department:** Communication Disorders, Special Education, and Disability Services

**Course:** SPLP 614

**Catalog Start Term:** Fall, 2015

#### Rationale



This content is currently being offered in SPLP600 and SPLP632, and resurrecting this course number with the updated title and content more accurately describes the content of our curriculum

#### Summary

Current Catalog Copy	Proposed Catalog Copy
Last offered in 1994, not available	The evaluation, treatment, and prevention of disability in oropharyngeal dysphagia and motor speech disorders, both developmental and acquired. The team approach to management is emphasized

#### 18. Course Revision: (Course Title Change)

**Department:** Communication Disorders, Special Education, and Disability Services

**Course:** SPLP 661 Advanced Clinical Practicum

**Catalog Start Term:** Fall, 2015

#### Rationale

For students who take our two clinical practicum courses out of sequence, it will be easier for them to be able to register for the same practicum course twice rather than have to obtain overrides because they do not have SPLP661 Advanced Clinical Practicum I as a prerequisite for SPLP662 Advanced Clinical Practicum II

#### Summary

Current Title	Proposed Title
SPLP 661: Advanced Clinical Practicum I	SPLP 661: Advanced Clinical Practicum

#### 19. Course Revision: (Course Title Change)

**Department:** Communication Disorders, Special Education, and Disability Services

**Course:** SPLP 796

**Catalog Start Term:** Fall, 2015

#### Rationale

The course title is being changed to reflect the broad range of healthcare organizations in which students obtain internships. In addition to hospitals, they also obtain internships in rehabilitation and long term care facilities.

#### Summary

Current Title	Proposed Title
SPLP 796: internship in Hospital	SPLP 796: Internship in Healthcare Organizations

**20. Course Revision:** (Course Deletion)

**Department:** Communication Disorders, Special Education, and Disability Services

**Course:** SPLP 797: Internship in Community Agencies

**Catalog Start Term:** Fall, 2015

**Rationale**

All program students obtain one of their two internships in healthcare organizations or the schools, so there is no need for this internship title at this time

**21. Course Revision:** (Course Title Change)

**Department:** Student Affairs in Higher Education

**Course:** SAHE 631

**Catalog Start Term:** Fall, 2015

**Rationale**

Due to renaming another course, they are sequential thus making this course "II."

**Summary**

Current Title	Proposed Title
SAHE 631: Student Development in Higher Education	SAHE 631: Student Development in Higher Education II

**22. Course Revision:** (Catalog Description Change)

**Department:** Student Affairs in Higher Education

**Course:** SAHE 634: Assessment and Evaluation in Student Affairs

**Catalog Start Term:** Fall, 2015

**Rationale**

New course description more accurately reflects current course content

**Summary**

Current Catalog Description	Proposed Catalog Description
SAHE 634: Assessment and Evaluation in Student Affairs An overview of the fundamental principles of tests, assessment, and evaluation as they pertain to student affairs. Statistical measurement concepts, methodological	SAHE 634: Assessment and Evaluation in Student Affairs This course is an overview of the fundamental principles of assessment and evaluation as they pertain to student affairs. Learning outcomes, data collection and analysis

principles in survey research, instrumentation for developmental and environmental assessment in student affairs, outcomes assessment, and program evaluation issues will be explored. Prerequisites: SAHE 621, SAHE 624, and SAHE 625.	methods, methodological principles, instrumentation in student affairs, and broad issues related to a comprehensive student affairs assessment and evaluation approach will be explored. Prerequisites: SAHE 621, SAHE 624, and SAHE 625
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### 23. Course Revision: (Course Title Change)

**Department/Unit:** Student Affairs in Higher Education

**Course Number:** SAHE 625

**Catalog Start Term:** Fall, 2015

#### Rationale

Currently, SAHE 625 (Theories of Personality and Human Development) and SAHE 631 (Student Development in Higher Education) are sequential theory courses in the SAHE department. Renaming SAHE 625 more accurately reflects the content of the course and its placement as the first in the sequence of the theory courses.

#### Summary

Current Title	Proposed Title
SAHE 625: Theories of Personality and Human Development	SAHE 625: Student Development in Higher Education

### 24. Course Revision: (Course Title Change)

**Department/Unit:** Student Affairs in Higher Education

**Course Number:** SAHE 640

**Catalog Start Term:** Fall, 2015

#### Rationale

This new course title reflects the most contemporary language of the profession and the professional competency related to this topic.

#### Summary

Current Title	Proposed Title
SAHE 640: Cultural Pluralism in Higher Education	SAHE 631: Equity, Diversity, and Inclusion in Higher Education

## **25. Program Revision (Accepting Hospitality Electives)**

**Department:** Employment and Labor Relations

**Degree Program:** MA in Employment and Labor Relations

**Catalog Start Term:** Fall, 2015

### **Rationale:**

The only change is that 3 electives will be added as approved electives to the ELR program which eventually may lead to a track proposal. Currently the ELR program recruits many students (8 currently) from the Hospitality Management program into the major. Some of these students are interested in taking graduate courses in the Hospitality Program. In addition, the Hospitality Program is also beginning to provide several students interested in early enrollment into the ELR program. The ELR program will likely gain a new stream of undergraduate recruits through Early Admission by authorizing this change.

### **Summary**

This revision is requesting permission to create 3 dual level courses to be taught in the Hospitality program that will count as graduate elective courses in the ELR program. The Hospitality Program will propose HRIM 511, Contemporary Issues in Hospitality, HRIM 550, Training and Development in HRIM, and HRIM 560 Labor and Employee Relations in Hospitality. Also, the ELR program will cross-list ELR480/580 Introduction to Collective Bargaining and Negotiations to include ELR/HRIM 480/580 that can be taught by both programs, new course proposals and revisions will be submitted under separate proposal.

## **26. Program Revision**

**Department:** Kinesiology, Health, and Sport Science

**Degree Program:** M.Ed. in Health and Physical Education

**Catalog Start Term:** Fall, 2015

### **Rationale:**

The admission criteria for the program will be modified to align with the current IUP Three Step process, which has undergone several changes specific to graduate teacher candidates including the removal of the PAPA exam requirement and changes in the number of pre-requisite courses required. The current program curriculum is being modified to meet accreditation standards established by CAEP, AAHE, NASPE and certification requirements established by the Pennsylvania Department of Education (PDE). Additionally, these changes are being made to address comments received during the last program accreditation review including program weaknesses in candidate planning and preparation, lesson implementation and assessment. These proposed courses would provide students in our program increased opportunities to write both health and physical education lessons, implement their lesson plans and design meaningful assessments to ensure learning for all students.

**Summary of Proposed Changes:**

HPED 615 Curriculum Design and Assessment in Health and Physical Education	This course will be offered as a required course to meet CAEP standards for Teacher Certification for both AAHE and NASPE.
HPED 517 Contemporary Issues in School and Community Health	This course will be offered as an elective course to provide students with current school and community health related content. Students entering the program with an undergraduate degree outside of health and physical education will be encouraged to complete this elective course to enhance their content knowledge in these areas.
HPED 675 Fitness Technology for Health and Physical Educators	This course will be offered to provide students with an additional content specific choice for obtaining the 3 technology credits required for teacher certification. Please note that this course was approved by the UWGC and Senate in February 2012 and is now being added the M.Ed. Program Curriculum.
HPED 515 - Lifestyle Behavior Management/Physical Activity	This course will be offered as an elective to provide students with an enhanced knowledge of lifestyle behavior management. This course has already been approved and added to the list of graduate courses offered by the KHSS Department. It is now being added to the M.Ed. Program Curriculum.

**27. Course Revision** (Modify Prerequisites, Course Description)

**Department:** Kinesiology, Health, and Sport Science

**Course:** HPED 526: Health Science Instruction

**Catalog Start Term:** Fall, 2015

**Rationale**

This revision is being made to broaden the scope of content addressed in this course. Currently, this course focuses solely on the secondary public school setting; limiting the application of the content. By restructuring this course from a setting focus (school) to a concept-based focus allows the content to be more applicable to students interested in working in multiple health education settings

**Summary of Course Information:**

Current Course Information	Proposed Course Information
HPED 526: Health Science Instruction	HPED 526: Health Science Instruction
Prerequisites: HPED 316 and Admission to Step One Teacher Education	Prerequisites: HPED 316, HPED 318
An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning within a diverse population	An overview of health curriculum with a focus on teaching methods and media of instruction. Includes unit development, opportunities for instruction, and guidelines for maintaining professional growth. Explores current research in teaching techniques, motivational strategies, and assessment of learning within a diverse population

## 28. Course Revision (Title change)

**Department:** Department of Kinesiology, Health, and Sport Science

**Course:** HPED 635

### Rationale

This course title change is being made to broaden the scope of sports leadership and management contents addressed in this graduate level course

### Summary

Current Title	Proposed Title
HPED 635: Sport Management	HPED 635: Sports Leadership

## 29. New Course

**Department:** Department of Kinesiology, Health and Sport Science

**Course:** HPED 615: Curriculum Design and Assessment in Health and Physical Education

**Catalog Start Date:** Fall, 2015

### Rationale

This course is being created to meet accreditation requirements established by the Council for the Accreditation of Educator Preparation (CAEP), American Association for Health Education (AAHE) and the National Association for Sport and Physical Education (NASPE). This course will also meet certification requirements established by Pennsylvania Department of Education and described in Chapters 49 and 354 standards for Health and Physical Education Teachers. Standards I.G., I.H., II.B. and II.C.

### Summary of Course Information

Title	HPED 615: Curriculum Design and Assessment in Health and Physical Education
Credits	3
Prerequisite	None
Catalog Description	Provides theoretical and experimental knowledge to educators regarding basic principles of curriculum design, educational assessment and evaluation. Various curriculum models will be explored, along with methods for design. Development of objectives aligned to state and national standards and types of assessments will also be included. Emphasis will be placed on planning, implementation, and evaluation of developmentally appropriate curriculum in health and physical education.

### 30. New Course

**Department:** Kinesiology, Health, and Sport Science

**Course:** HPED 517: Contemporary Issues in School and Community Health

**Catalog Start Term:** Fall, 2015

#### Rational

This course will be offered as an elective course to provide students with current school and community health related content. Students entering the program with an undergraduate degree outside of health and physical education will be encouraged to complete this elective course to enhance their content knowledge in these areas.

#### Summary of Course Information

Title	HPED 517 Contemporary Issues in School and Community Health
Credits	3
Prerequisite	None
Catalog Description	Provides pedagogical strategies relevant to educators in school and community health education setting. Individual problem solving will assist students in identifying, analyzing, promoting and evaluating recent developments and issues in health.

### 31. Program Revision (Course Prefix Change)

**Department:** Kinesiology, Health, and Sport Science

**Catalog Start Date:** Fall, 2016

### Rationale:

The change in undergraduate and graduate course prefixes from HPED to KHSS is proposed so that course prefixes will match the newly changed department name, Kinesiology, Health, and Sport Science (KHSS). The department name was changed last year from Health and Physical Education (HPED) to KHSS. However, the course prefixes were not changed from HPED. The fact that the course prefixes now do not match the department name has caused confusion among current students, and likely prospective students, as well. Additionally, it is particularly important at this time when the department is trying to recruit new students, that course prefixes and department name are consistent.

### Summary

Current Program Information	Proposed Program Information
Current Undergraduate and Graduate Course Prefixes: HPED	Proposed Undergraduate and Graduate Course Prefixes: KHSS

## 32. Program Revision

**Department:** Music

**Degree Program:** MA in Music Education

**Catalog Start Term:** Fall, 2015

### Rationale

We are revising the program for two reasons. First, the way the program appears in the current catalog is somewhat confusing. The program is actually one degree with two tracks, but appears as two separate degrees. The catalog copy currently listed under “M.A. in Music Education” actually covers both degrees, and then the last two paragraphs are repeated before the requirements for the Performance degree. Changing the heading and deleting the extra copy will hopefully clarify the situation. Please Note: This is not a name change for the program; rather we are just trying to clarify the nomenclature.

The second reason for revision is that our accrediting agency, the National Association of Schools of Music (NASM) has asked that we require a comprehensive final activity for our degree. For Performance students, that activity is either a recital or a thesis. There was no comprehensive final activity for Music Education, so we are adding the requirement of either the thesis or a comprehensive final examination

### Summary

Current Program Information	Proposed Program Information
<b>M.A. in Music Education</b> The graduate program in music provides students with opportunities to improve skills as teachers or performers beyond the Bachelor’s degree, leading to enhanced career opportunities or to	<b>M.A. in Music Education</b> The graduate program in music provides students with opportunities to improve skills as teachers or performers beyond the Bachelor’s degree, leading to enhanced career opportunities or to doctoral study. The



<p>doctoral study. The Department of Music offers the MA in music with two areas of specialization: Music Education or Performance.</p> <p>The Masters of Arts in Music Education offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in music teaching. This degree is designed to meet the needs of practicing teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online.</p> <p>The Masters of Arts in Music Performance is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice. The Performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.</p> <p><b>Admissions Criteria</b></p> <p>In addition to meeting School of Graduate Studies and Research requirements, the applicant must meet Music Department admission requirements. All applicants must have an undergraduate degree with major in music or its demonstrated equivalent. Applicants for the Performance degree must complete a satisfactory audition on their major instrument (specific audition requirements are available upon application). Applicants to the Masters of Arts in Music must demonstrate that they are certified to teach music in the K-12 public schools of a U.S. state, or that they have comparable certification in another country.</p> <p>The department may request additional supporting evidence of adequate preparation in specific concentration areas. Once accepted to a specific program of study, all music graduate students will be required to take a diagnostic exam in music theory and history prior to attending classes, so that advisors may better direct the students in their degree programs.</p>	<p>Department of Music offers the MA in music with two areas of specialization: Music Education or Performance. The Masters of Arts in Music Education offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in music teaching. This degree is designed to meet the needs of practicing teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online.</p> <p>The Masters of Arts in Music Performance is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice. The Performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.</p> <p><b>Admissions Criteria</b></p> <p>In addition to meeting School of Graduate Studies and Research requirements, the applicant must meet Music Department admission requirements. All applicants must have an undergraduate degree with major in music or its demonstrated equivalent. Applicants for the Performance degree must complete a satisfactory audition on their major instrument (specific audition requirements are available upon application). Applicants to the Masters of Arts in Music must demonstrate that they are certified to teach music in the K-12 public schools of a U.S. state, or that they have comparable certification in another country.</p> <p>The department may request additional supporting evidence of adequate preparation in specific concentration areas. Once accepted to a specific program of study, all music graduate students will be required to take a diagnostic exam in music theory and history prior to attending classes, so that advisors may better direct the students in their degree programs.</p>	
<p><b>Program Requirements</b></p> <p>Master of Arts in Music Education (30 cr.)</p> <p><b>I. Core Courses (9 cr.)</b></p> <p><i>LIBR 600</i> Bibliography of Music cr.</p>	<p><b>Program Requirements</b></p> <p>Master of Arts in Music Education (30 cr.)</p> <p><b>I. Core Courses (9 cr.)</b></p> <p><i>LIBR 600</i> Bibliography of Music 3 cr.</p> <p><i>MUSC 516</i> Analytical Techniques 3 cr.</p> <p>And one of the following Music History Courses: MUHI 503, 504, 505, 507, or 521 3 cr.</p>	

<i>MUSC 516</i>	Analytical Techniques cr. And one of the following Music History Courses: MUHI 503, 504, 505, 507, or 521 cr.	3 3	
<b>II. Music Education Courses (9 cr.)</b>			
<i>MUSC 620</i>	Foundations of Music Education cr.	3	
<i>MUSC 631</i>	Administration and Advocacy in Music Education cr.	2	
<i>MUSC 636</i>	Advanced Technology in Music Education cr.	2	
<i>MUSC 640</i>	Formative Assessment and Action Research in Music Education cr.	2	
<b>III. Music Education Courses (6 cr.)</b>			
Students may choose from the following courses:			
<i>EDSP 523</i>	Education Programming: Gifted Learners cr.	3	
<i>EDSP 577</i>	Assessment of Student Learning cr.	3	
<i>EDSP 624</i>	Social, Emotional, and Cultural Factors in the Education of Gifted Learners cr.	3	
<i>EDEX 569</i>	Education of Persons with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury cr.	3	
<i>EDEX 578</i>	Education of Persons w/ Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities cr.	3	
<i>EDSP 704</i>	Advanced Educational Psychology cr.	3	
<b>IV. Electives (6 cr.)</b>			
Students may choose from the following courses:			
<i>MUSC 503</i>	Practicum in String Pedagogy cr.	1	
<i>MUSC 535</i>	Music for the Exceptional Student cr.	2	
<i>MUSC 537</i>	Techniques for the Marching Band cr.	2	
<i>MUSC 540-550</i>	Summer Music Workshop 3 cr.	1-	
<i>MUSC 628</i>	Contemporary International Approaches to Elementary Music Education cr.	2	
<i>MUSC 635</i>	Psychology of Music Education cr.	2	
<i>MUSC 501</i>	Advanced Choral Conducting cr.	2	
<i>MUSC 502</i>	Advanced Instrumental Conducting cr.	2	
<i>MUHI 503</i>	Music of the Baroque Era cr.	3	
<i>MUHI 504</i>	Music of the Classical Era cr.	3	
<b>II. Music Education Courses (9 cr.)</b>			
<i>MUSC 620</i>	Foundations of Music Education 3 cr.		
<i>MUSC 631</i>	Administration and Advocacy in Music Education 2 cr.		
<i>MUSC 636</i>	Advanced Technology in Music Education 2 cr.		
<i>MUSC 640</i>	Formative Assessment and Action Research in Music Education 2 cr.		
<b>III. Music Education Courses (6 cr.)</b>			
Students may choose from the following courses:			
<i>EDSP 523</i>	Education Programming: Gifted Learners 3 cr.		
<i>EDSP 577</i>	Assessment of Student Learning 3 cr.		
<i>EDSP 624</i>	Social, Emotional, and Cultural Factors in the Education of Gifted Learners 3 cr.		
<i>EDEX 569</i>	Education of Persons with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury 3 cr.		
<i>EDEX 578</i>	Education of Persons w/ Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities 3 cr.		
<i>EDSP 704</i>	Advanced Educational Psychology 3 cr.		
<b>IV. Electives (6 cr.)</b>			
Students may choose from the following courses:			
<i>MUSC 503</i>	Practicum in String Pedagogy 1 cr.		
<i>MUSC 535</i>	Music for the Exceptional Student 2 cr.		
<i>MUSC 537</i>	Techniques for the Marching Band 2 cr.		
<i>MUSC 540-550</i>	Summer Music Workshop 1-3 cr.		
<i>MUSC 628</i>	Contemporary International Approaches to Music Education 2 cr.		Elementary
<i>MUSC 635</i>	Psychology of Music Education 2 cr.		
<i>MUSC 501</i>	Advanced Choral Conducting 2 cr.		
<i>MUSC 502</i>	Advanced Instrumental Conducting 2 cr.		
<i>MUHI 503</i>	Music of the Baroque Era 3 cr.		
<i>MUHI 504</i>	Music of the Classical Era 3 cr.		
<i>MUHI 505</i>	Music of the Romantic Era 3 cr.		
<i>MUHI 507</i>	Music of the 20th Century 3 cr.		
<i>MUHI 521</i>	Topics in American Music 3 cr.		

<p><b>MUHI 505</b> Music of the Romantic Era cr. 3</p> <p><b>MUHI 507</b> Music of the 20th Century cr. 3</p> <p><b>MUHI 521</b> Topics in American Music cr. 3</p> <p><b>MUSC 575</b> Music Ensemble 3 cr. 1-</p> <p><b>MUSC 681</b> Special Topics 4 cr. 1-</p> <p><b>APMU 601-771</b> Applied Music lessons cr. 4</p> <p><b>MUSC 795</b> Thesis 4 cr.</p> <p><b>M.A. in Music Performance</b> The Performance degree is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice. The performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.</p> <p><b>Program Requirements</b> Master of Arts in Music Performance (31 cr.)</p> <p><b>I. Core Courses (9 cr.)</b> <b>MUSC 516</b> Analytical Techniques 3 cr. <b>LIBR 600</b> Bibliography of Music 3 cr. <i>And one of the following Graduate Music History Courses:</i> <b>MUHI 503, 504, 505, 507, or 521</b> 3 cr.</p> <p><b>II. Applied Music Courses (12 cr.)</b> <b>APMU 601-771</b> 4 cr. each</p> <p><b>III. Music Ensembles (2 cr.)</b> <b>MUSC 575</b> (must be taken for a minimum of 2 semesters) cr. each 1</p> <p><b>IV. Electives * (4 cr.)</b> APMU, MUSC or MUHI prefix, 500 or above</p> <p><b>V. Culminating project ** (4 cr.)</b> <b>MUSC 795</b> Thesis 4 cr.</p> <p><b>OR</b> <b>APMU 740</b> Graduate Recital 4 cr.</p> <p><b>Total: 31 credits</b> * MUSC 575 may only be taken for a maximum of 2 elective credits.</p>	<p><b>MUSC 575</b> Music Ensemble 1-3 cr.</p> <p><b>MUSC 681</b> Special Topics 1-4 cr.</p> <p><b>APMU 601-771</b> Applied Music lessons 4 cr.</p> <p><b>MUSC 795</b> Thesis 4 cr.</p> <p><b>V. Comprehensive Examination (0 cr.)</b> <u>Required for all music education students except those who complete MUSC 795, Thesis (4 cr.) as part of their electives.</u> <b>M.A. in Music Performance</b> The Performance degree is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice. The performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.</p> <p><b>Program Requirements</b> Master of Arts in Music Performance (31 cr.)</p> <p><b>I. Core Courses (9 cr.)</b> <b>MUSC 516</b> Analytical Techniques 3 cr. <b>LIBR 600</b> Bibliography of Music 3 cr. <i>And one of the following Graduate Music History Courses:</i> <b>MUHI 503, 504, 505, 507, or 521</b> 3 cr.</p> <p><b>II. Applied Music Courses (12 cr.)</b> <b>APMU 601-771</b> 4 cr. each</p> <p><b>III. Music Ensembles (2 cr.)</b> <b>MUSC 575</b> (must be taken for a minimum of 2 semesters) each 1 cr.</p> <p><b>IV. Electives * (4 cr.)</b> APMU, MUSC or MUHI prefix, 500 or above</p> <p><b>V. Culminating project ** (4 cr.)</b> <b>MUSC 795</b> Thesis 4 cr.</p> <p><b>OR</b> <b>APMU 740</b> Graduate Recital</p>
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<p>** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.</p>	<p>4 cr. Total: 31 credits * MUSC 575 may only be taken for a maximum of 2 elective credits. ** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.</p>	

### 33. Program Revision: (Variability of Delivery)

**Department:** Management

**Degree Program:** MBA in India

**Catalog Start Term:** Summer, 2015

#### Rationale:

Peoples Education Society (PES), Bangalore (our partner institution in India since 2003) has now gained the coveted autonomous university status in India. The Government of the State of Karnataka has conferred the official status of private university on the institution and since 2013, PES has been known as PES University. Starting academic year 2014-15, PESSAT was used by PES University for admission into the various programs it offers. Eduquity is the organization that has been monitoring and administering it. This organization also conducts the well-known BITSAT aptitude test in India which was attended by about 160,000 candidates last year. Eduquity is a third party testing organization that is engaged by institutions such as PES University. They design, administer, and conduct the exams and report the scores to the candidates.

option.

The main reasons for adding PESSAT to the list of acceptable tests for admissions to the program in India: a) this is the aptitude test that will be used for admission by PES University, which is one of the country's leading institutions for engineering and business education; b) the test will be conducted across the nation on different dates, making it convenient for the students to participate in more numbers; c) Nearly 10,000 students take this test each time it is administered. These students would be reluctant to spend the extra money and time required to take MAT or GMAT; d) The level of difficulty of the PESSAT will be similar to that of MAT which will test students on verbal, quantitative and analytical capabilities (please see below for more details); e) this would give PES University, which does the promotion and recruiting for IUP's India MBA Program, an edge at short-listing the top scorers and motivating them to seek admissions into PES, which has its own reputed MBA Program OR to its collaborative MBA program with IUP; f) there is excellent coaching available for PESSAT in India; g) it is easier to promote the IUP-PES MBA program to thousands of students through a number of undergraduate colleges and coaching institutes for PESSAT.

### **Summary of changes:**

#### **Use of the PES Scholastic Aptitude Test (PESSAT) as an alternative for admission to the IUP India Flex MBA Program.**

The current proposal is to use PESSAT as one of the alternatives to the list of aptitude tests that the students can take for admission in India. All of the current tests including PESSAT, MAT, CAT, GRE, and GMAT place emphasis on assessing verbal, quantitative and analytical capabilities of students. All three Indian exams—PESSAT, MAT, and CAT average about 150 minutes. Essentially, the structure of the PESSAT and MAT tests is similar with the number of questions and section nomenclature differing marginally for the two tests. They both have four sections of testing: Language Proficiency, Mathematical and Data Interpretation Skills, Logical and Analytical Ability, and General Awareness and Knowledge.

PESSAT provides a total test score of 800 and in addition. Based on the current cut-offs for MAT and GMAT, we propose to use a composite score of 500 in PESSAT as the minimum score to be eligible for admission. This is similar to what is done in MAT. The GMAT minimum requirement is 450 (out of 800).

### **34. Program Revision**

**Department:** Nursing

**Degree Program:** M.S. in Nursing

**Catalog Start Date:** Fall, 2015

#### **Rationale:**

The curriculum has been revised to address the American Association of Colleges of Nursing's (AACN) revised curriculum guidelines *The Essentials of Master's Education in Nursing*. This document contains nine core areas for all master's in nursing programs regardless of the type of program, major, or practice setting (AACN, 2011). The Department of Nursing and Allied Health Professions is accredited by the Commission on Collegiate Nursing Education (CCNE). The master's curriculum must align with these curriculum guidelines for accreditation. .

#### **Summary and Catalog Information**

The Master's Program Committee reviewed all graduate courses in relation to the revised curriculum guidelines to identify areas of content that was missing, outdated, or no longer applicable. Content that was missing from the curriculum was added to existing courses or new courses were identified. Based on this intensive review it was determined that that two new courses need to be added (NURS 629, NURS 721) while one course could be removed (NURS 622). NURS 629 Healthcare Quality and Safety needed to be added to the core curriculum to provide content related to quality management and

safety in healthcare. Students in the nursing education track are also required by the Essential's guidelines to have content in advanced pharmacology, pathophysiology, and physical assessment. This was missing from the previous curriculum so a new course NURS 721 Advanced Clinical Practice for the Nurse Educator was added. In addition, NURS/HSAD 555 Informatics in Healthcare which has been taught in the Health Services Administration Program (HSAD) was also added to the proposed curriculum because informatics content is also included in the nine Essentials. All graduate nursing students will be required to complete this as a core course

There are no changes to the program admission requirements. Currently the program offers 6 credits of electives. The revised curriculum will include 3 credits of electives for education track students and 6 credits of electives for administrative track students. There are no changes to the catalog term.

Current Program Information	Proposed Program Information
<b>Required Core Courses</b>	
NURS 610 Health Promotion and Social Issues	NURS 610 Health Promotion and Social Issues
NURS/HSAD 614 Health Policy	NURS 614 <i>Health Policy and Advocacy</i>
NURS 619 Leadership Strategies in Nursing	NURS 619 <i>Leadership in Health Care</i>
<u>NURS 628 Advanced Professional Role Development</u>	NURS 628 <i>Advanced Professional Role Development</i>
<u>NURS 622 The Practice of Nursing Research I</u>	Content merged with NURS 623 and NURS 629
NURS 623 The Practice of Nursing Research II	NURS 623 <i>Translating Research into Nursing Practice</i>
	<b>NURS 629 Healthcare Quality and Safety</b>
	<b>NURS/HSAD 555 Healthcare Informatics</b>
Elective	

21 Core Credits

<b>Education Track Courses</b>	
NURS 722 Measurement and Evaluation in Nursing Education	NURS 722 Measurement and Evaluation in Nursing Education
NURS 723 Program Development in Nursing Education	NURS 723 Program Development in Nursing Education
NURS 725 Teaching Strategies for Nursing Curricula	NURS 725 Teaching Strategies for Nursing Curricula
	<b><i>NURS 721 Advanced Clinical Practice for the Nurse Educator</i></b>
NURS 743 Nursing Education Capstone	NURS 743 Nursing Education Capstone

15 Education Track Credits	
<b>Administrative Track Courses</b>	
NURS 729 Nursing Administration	NURS 729 Nursing Administration
NURS/HSAD 730 Financial Management in Health Care	NURS 730 Financial Management in Health Care
NURS 731 Nursing Administration Capstone I	NURS 731 Nursing Administration Capstone I
NURS 732 Nursing Administration Capstone II	NURS 732 Nursing Administration Capstone II
	Elective or additional administrative track course
15 Administration Track Credits	

### 35. New Course

**Department:** Nursing

**Degree Program:** M.S. in Nursing

**Course:** NURS 629 Healthcare Quality and Patient Safety

**Catalog Start Date:** Fall, 2015

#### Rationale:

This course content is a requirement of the American Association of Colleges of Nursing's revised version of *The Essentials of Master's Education in Nursing* 2011 curriculum guidelines. The master's in nursing program must align with these curriculum guidelines for continued accreditation.

#### Summary of Course Information

Title	NURS 629 Healthcare Quality and Patient Safety
Credits	3
Prerequisite	None
Catalog Description	This course is designed to teach students to critically evaluate safety and quality in the health care arena. Students will be introduced to the agencies and resources involved with patient safety and health care quality monitoring. Knowledge of the impact of patient safety initiatives, resources, and regulations on practice and the use of benchmarks and quality improvement models to improve practice will be presented. Students will learn to evaluate current practice, identify a safety

	or quality issue, design, and implement a plan of correction.
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### 36. New Course

**Department:** Nursing

**Degree Program:** M.S. in Nursing

**Course:** NURS 721 Advanced Clinical Practice for the Nurse Educator

**Catalog Start Date:** Spring, 2016

**Rationale:**

This course content is a requirement of the American Association of Colleges of Nursing's revised version of *The Essentials of Master's Education in Nursing* 2011 curriculum guidelines. The master's in nursing program must align with these curriculum guidelines for continued accreditation

Title	NURS 721 Advanced Clinical Practice for the Nurse Educator
Credits	3
Prerequisite	NURS 723, NURS 725
Catalog Description	This course will prepare the nurse educator in advanced pharmacology, pathophysiology, and physical assessment. Students will have the opportunity to demonstrate safe quality care based on evidenced based practice. Use of case studies and clinical activities will provide the student with opportunities to apply course content using an inter-professional approach. Students will develop a teaching module as a final project of the course.

### 37. Course Revision

**Department:** Nursing

**Degree Program:** M.S. in Nursing

**Course:** NURS/HSAD 555: Healthcare Infomatics

**Catalog Start Date:** Fall, 2015

**Rationale:**

This course content is a requirement of the American Association of Colleges of Nursing's (AACN) revised version of *The Essentials of Master's Education in Nursing* 2011 curriculum guidelines. The master's in



nursing program must align with these curriculum guidelines for continued accreditation. The course was updated to reflect changes in these curricular guidelines that focus on the nurse's role as an advocate for the patient, the profession, and health-promoting policies (AACN, 2011).

**Summary:**

Current Course Information	Proposed Course Information
NURS/HSAD 555: Health Care Informatics focuses on concepts of health information and ways that technology is used in the delivery of health care. The course integrates multiple information and analytical sciences to identify, define, manage, and communicate informatics into clinical and professional practice.	NURS/HSAD 555 Healthcare Informatics - This course focuses on aspects of acquiring, storing, and retrieving, and effectively utilizing health information in a way that supports decision making, knowledge, and outcomes. The course combines concepts, theory, and practice from the cognitive, computer, and information sciences.

**38. Course Revision**

**Department:** Nursing

**Degree Program:** M.S. in Nursing

**Course:** NURS 610: Health Promotion and Social Issues

**Catalog Start Date:** Fall, 2015

**Rationale:**

This course content is a requirement of the American Association of Colleges of Nursing's (AACN) revised version of *The Essentials of Master's Education in Nursing* 2011 curriculum guidelines. The master's in nursing program must align with these curriculum guidelines for continued accreditation. The course was updated to reflect changes in these curricular guidelines that focus on the nurse's role as an advocate for the patient, the profession, and health-promoting policies (AACN, 2011).

**Summary**

Current Course Information	Proposed Course Information
NURS 610: Health Promotion and Social Issues This course enhances the ability of the student to develop an understanding and appreciation of human diversity and social issues in health and illness. The focus will be on the analysis of the cultural and social issues affecting health including ethnic, racial, gender, age,	NURS 610 Health Promotion and Social Issues - This course introduces students to current social issues, models, and evidence based research in health promotion, disease prevention and population health relevant to individuals and communities. Students will explore individual and population health promotion assessment,

and geographic location. Students will compare health care norms and practices and develop solutions to health care problems.	health behavior interventions, and disease prevention in diverse populations to improve patient and population health outcomes. Students are expected to develop and implement an intervention and prevention plan which addresses individual and population health problems. Critiquing research and evidence based practice relevant to population health will be addressed.
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### 39. Course Revision (Title, Course Description)

**Department:** Nursing

**Degree Program:** M.S. in Nursing

**Course:** NURS/HSAD 614: Health Policy and Advocacy

**Catalog Start Date:** Fall, 2015

#### Rationale:

This course content is a requirement of the American Association of Colleges of Nursing's (AACN) revised version of *The Essentials of Master's Education in Nursing* 2011 curriculum guidelines. The master's in nursing program must align with these curriculum guidelines for continued accreditation. The course was updated to reflect changes in these curricular guidelines that focus on the nurse's role as an advocate for the patient, the profession, and health-promoting policies (AACN, 2011).

#### Summary

Current Course Information	Proposed Course Information
<p>NURS/HSAD 614 Health Policy</p> <p>This course focuses on the legislative, regulatory and political processes that impact the health care delivery services in the United States. Students will examine their role in health policy development at the federal, state, and local levels. Selected policies will be analyzed for their effect on health care delivery. The influence of U.S. policy on the health of those in other countries will be explored.</p>	<p>NURS/HSAD 614 Health Policy and Advocacy</p> <p>This course focuses on the legislative, regulatory, political and advocacy issues including safeguarding autonomy, and promoting social justice process that impacts the health care delivery services in the United States. Students will examine the impact of policy and politics on health care, social equity, accessibility, cost, and affordability. Students will examine their role in health policy development at the federal, state, and local level. Selected policies will be analyzed for their effect on social issues, health care finance and delivery. The influence of global health will be explored.</p>

### 40. Course Revision (Title, Course Description)

**Department:** Nursing

**Degree Program:** M.S. in Nursing

**Course:** NURS 619: Leadership Strategies in Nursing

**Catalog Start Date:** Fall, 2015

**Rationale:**

This course content is a requirement of the American Association of Colleges of Nursing's (AACN) revised version of *The Essentials of Master's Education in Nursing* 2011 curriculum guidelines. The master's in nursing program must align with these curriculum guidelines for continued accreditation. The course was updated to reflect changes in these curricular guidelines that state the master's prepared nurse is expected to be a leader of health care teams across diverse settings (AACN). The course title and content reflect a broader leadership role.

**Summary**

Current Course Information	Proposed Course Information
NURS 619: Leadership Strategies in Nursing This course will provide an overview of the characteristics and quality of leadership in professional nurses. This course will focus on analyzing and synthesizing leadership and management concepts modules and theories. Effective leadership strategies for the nurse administrator and practitioners will be explored.	NURS 619: Leadership in Health Care This course will provide an overview of the characteristics and qualities needed for leadership in health care. Leadership theories and how they apply to health care will be discussed. Career planning, leadership development, and aspects of the leadership role, and gender perspectives will be explored. Strategies for managing leadership challenges will be reviewed including change process.

**41. Course Revision** (Title, Course Description)

**Department:** Nursing

**Degree Program:** M.S. in Nursing

**Course:** NURS 623: Translating Research into Nursing Practice

**Catalog Start Date:** Fall, 2015

**Rationale:**

This course content is a requirement of the American Association of Colleges of Nursing's (AACN) revised version of *The Essentials of Master's Education in Nursing* 2011 curriculum guidelines. The master's in nursing program must align with these curriculum guidelines for continued accreditation. The

course was updated to reflect changes in these curricular guidelines that state that the master's prepared nurse will lead improvement processes related to the implementation of EBP and translational research (AACN, 2011). The old curriculum included two research courses (NURS 622 The Practice of Nursing Research I and NURS 623 The Practice of Nursing Research II), one that focused on research statistics and critique, and one that focused on EBP. Because the focus of research for the master's prepared nurse has changed and students enter the program with undergraduate research and statistics courses, the research content was revised into one research course

## Summary

Current Course Information	Proposed Course Information
NURS 623 The Practice of Nursing II Use of evidence based practice in the advanced practice role. The student will become proficient in the application of research to nursing practice including evaluation of research studies, problem identification within practice settings, and development of practice protocols, relevant to area of expertise	NURS 623 Translating Research into Nursing Practice – The course emphasizes how research can contribute to the improvement of nursing practice. Students will identify nursing problems and questions that can be answered with research evidence. Rigorous appraisal of the evidence will allow students to determine the quality and relevance for integrating findings into practice and assessing implementation potential. Students will develop evidence-based practice protocols that translate research findings into nursing practice

## 42. Department: Nursing (Title and Course Description)

**Degree Program:** M.S. in Nursing

**Course:** NURS 628 Advanced Professional Role

**Catalog Start Date:** Fall, 2015

### Rationale:

This course content is a requirement of the American Association of Colleges of Nursing's (AACN) revised version of *The Essentials of Master's Education in Nursing* 2011 curriculum guidelines. The master's in nursing program must align with these curriculum guidelines for continued accreditation. The course was updated to reflect changes in these curricular guidelines that state that the master's prepared nurse will lead improvement processes related to the implementation of EBP and translational research (AACN, 2011). The old curriculum included two research courses (NURS 622 The Practice of Nursing Research I and NURS 623 The Practice of Nursing Research II), one that focused on research statistics and critique, and one that focused on EBP. Because the focus of research for the master's prepared nurse has changed and students enter the program with undergraduate research and statistics courses, the research content was revised into one research course.

## Summary

Current Course Information	Proposed Course Information
<p>NURS 628 Advanced Professional Role Development</p> <p>Analysis of the current and changing roles of advanced nursing in the current sociopolitical environment. Provides opportunities for reflection upon personal career development. Emphasis is placed on the development of a variety of professional communication and presentation skills needed for the advanced nursing role. Students will prepare an article appropriate for a professional journal and deliver a professional presentation. Skills in resume/vitae writing and grant writing will also be included. Opportunities will be provided for development of skills that enhance the advanced nurse's ability to work collaboratively with others.</p>	<p>NURS 628 Advanced Professional Role Development</p> <p>Analysis of the current and changing roles of advanced nursing in the current healthcare environment. Provides opportunities for reflection upon personal career development. Emphasis is placed on the development of a variety of professional communication and presentation skills needed for the advanced nursing role. Students will prepare an article appropriate for a professional journal and deliver a professional presentation. Skills in resume/vitae writing and grant writing will also be included. Opportunities will be provided for development of skills that enhance the advanced nurse's ability to work collaboratively with others.</p>

### 43. Provisional Admission for International Graduate Applicants

#### Catalog Start Term: Summer 2015

Provisional admission is available for international students who meet all requirements for admission except proof of English language proficiency. However, each academic program may decide whether or not to accept students through provisional admission. In addition, the program decides whether or not to admit each individual candidate, based on the program's standards. Recommended minimum scores for provisional admission consideration are IELTS 5, TOEFL ITP 440, or TOEFL iBT 41. Some programs may have a higher minimum score for provisional admission; please check with the program coordinator.

Once granted, provisional admission is valid for one calendar year. Students who fail to meet the English proficiency requirement within one calendar year will be required to reapply. Provisionally admitted graduate students must enroll in the American Language Institute (ALI), where most students will take full-time English classes. Advanced students may be offered admission to the Graduate Bridge program, in which they may take up to six credits of IUP coursework in addition to ALI classes.

Students will remain in provisional status until they meet one of the following requirements:

1. Retake the TOEFL or IELTS and submit a score that fulfills the minimum program requirement (most programs: IELTS 6, TOEFL ITP 540, TOEFL iBT 76).

***or***

2. Successfully complete the Graduate Bridge program through the ALI. The ALI, along with the academic program, will determine whether a student is qualified to enter the Graduate Bridge program. Once accepted to the Graduate Bridge program, students must continue required coursework at the ALI with a 3.0 GPA or higher AND complete six credit hours of IUP coursework, as approved by the academic program, with a 3.0 GPA or higher.

When a student meets either of these requirements, that student is no longer provisionally admitted and will be transferred to regular graduate student status.

### **FOR INFORMATION:**

The following courses were approved for Distance Education

MKTG 533: Advertising

HPED 681: Curriculum and Assessment

ELR/HSAD 616: Health Law

ELR/HSAD 642: Employment and Labor Relations

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

**FOR ACTION:**

**NEW POLICY – Undergraduate Committee**

**Research Integrity**

IUP is committed to the highest ethical standards with regard to scholarship conducted by all members of the university community, including faculty, managers, administrators, staff, and students (both undergraduate and graduate). Therefore, it is imperative that all those engaged in research—including undergraduate students—be aware of and adhere strictly to established policies and procedures designed to respond to any allegations or apparent instances of fraud or misconduct related to research activities.

IUP will deal forthrightly with allegations of misconduct associated with research. The university will conduct an inquiry and, if warranted, an investigation of any possible misconduct by IUP faculty, managers, administrators, staff, and students conducting research. If misconduct is determined to have taken place, appropriate disciplinary action will be taken.

Additional policies are in place to protect research involving human subjects or animals, and to ensure compliance with state and federal law.

Students engaged in research can find more information about IUP's research policies, procedures, training and other resources at <http://www.iup.edu/research/policies/default.aspx>.

Rationale: This policy is proposed to fill a gap in the Undergraduate Catalog Academic Policy sections. Undergraduate students are increasingly involved in human subjects and animal research and need to be aware that they, too, are subject to following appropriate guidelines and training.

**FOR ACTION:**

**REAPPROVAL of EXISTING POLICIES:**

**AUDIT POLICY**

All audited courses will be identified as such on the student's grade report and transcript. Work taken on an audit basis will not be graded and will not count toward the fulfillment of requirements for a degree to be awarded by IUP. Since credits attempted and quality points will not be awarded for audited courses, they will not

affect the student's grade-point average in any way. Auditors will pay normal tuition and such other fees as may be required for the course.

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

### **DUAL BACCALAUREATE DEGREE**

A student who has earned a minimum of 28 undergraduate credits from IUP and is in good academic standing may apply to pursue a second baccalaureate degree concurrently with the first. This application must be submitted to the dean of the college in which the major program of study for the second baccalaureate degree is housed. If admitted to a second baccalaureate degree program, the student must designate one of the two degree programs to be primary. To receive both degrees at graduation, the student must earn at least 30 credits beyond the requirements of the designated primary program of study. The student must earn a minimum of 150 credits to receive both degrees concurrently. Furthermore:

- a. The student may not be graduated until both the degrees are completed.
- b. All requirements for the curriculum of each degree must be satisfied.
- c. A course required in both degree programs does not have to be repeated for the second degree, but exceptions might apply at the departmental level.
- d. All university requirements, such as a minimum GPA and number of residency credits taken at IUP in the major, must be met for each degree separately.
- e. Should a student elect to discontinue the pursuit of receiving two baccalaureate degrees simultaneously and decide to apply for graduation with one degree, the student will be bound to the Postbaccalaureate Studies requirements if a later return to IUP is desired.

### **FINAL EXAMINATION POLICIES**

The final examination week is part of the regular academic program and must be incorporated into each instructor's course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore, the instructor may choose an appropriate activity that conforms to course objectives.



The terminating activity shall take place only at the time and location assigned by the Office of the Registrar. Unless granted an excused absence, the faculty member responsible for the course must be present to direct the terminating activity. Faculty members may require student participation in the terminating activity.

Faculty members who do not schedule or do not attend the terminating activity for a course may be subject to disciplinary action commensurate with unexcused absences. Once the final examination has been set by the Office of the Registrar, changes and absences must be approved by the instructor's dean.

Faculty members are only obligated to offer a makeup in cases where officially scheduled exams are in conflict. Where such conflicts exist during the examination period, the following general rules apply:

1. The higher-numbered course takes precedence. Thus, a student enrolled in GEOG 102 and ECON 325 would take the ECON 325 exam at the assigned time and the makeup in GEOG 102.
2. If courses in conflict are the same level and number, *an alphabetical determination by full name of the department, not its acronym, will be made*. For example, a student enrolled in MATH (Mathematics) 350 and MGMT (Management) 350 would take the MGMT 350 exam at the assigned time and a makeup in MATH 350.

### **Maximum Number of Exams on One Day/Conflicts**

A student may not be required to take more than three final exams on any one regularly scheduled examination day. For any exam over three, a makeup exam must be scheduled by the instructor for the student, at his or her request, into another mutually agreeable regular final examination period. The rules determining conflict resolution (listed above) will determine which exam or exams a student may request as makeups.

### **COURSE REPEAT POLICY ORIGINAL**

A student may not normally repeat an academic course. Exceptions to this policy are

1. **Repeatable courses:** Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses.
2. **D and F grades:**
  - a. *Repeat with replacement:* Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP and filing a repeat form with the Office of the Registrar. No more than six repeat-with-replacement attempts are permitted for undergraduate students. A single course can be repeated a maximum of two times. Additional course repeats are permitted with approval through the office of the dean of the student's college. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA

calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.

- b. *Course transfers*: Students seeking to replace or average D and F grades must repeat these courses at IUP. If an IUP course in which a student received an F is repeated at another institution, the credit will transfer to IUP, but the original F will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer.

- c. *Postbaccalaureate students (Undergraduate)*: Courses taken during prior undergraduate study at IUP may not be repeated with replacement.

3. **Other grades**: Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned and additional credit will not be awarded.

### **COURSE REPEAT POLICY - REVISION**

A student may not normally repeat an academic course. Exceptions to this policy are

1. **Repeatable courses**: Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses.
2. **D and F grades**:
  - a. *Repeat with replacement*: Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP. No more than six repeat-with-replacement attempts are permitted for undergraduate students. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.
  - b. *Course transfers*: Students seeking to replace or average D and F grades must repeat these courses at IUP. If an IUP course in which a student received an F is repeated at another institution, the credit will transfer to IUP if the course grade is C or better, but the original F will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer.
  - c. *Postbaccalaureate students (Undergraduate)*: Courses taken during prior undergraduate study at IUP may not be repeated with replacement.
3. **Other grades**: Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned and additional credit will not be awarded.

**Rationale**: Points a and b of the D and F grades section were revised to clarify language and more accurately reflect current practice.

**Appendix E**  
**Noncredit Committee**  
**Chair O'Neil**

The non-credit subcommittee met on Thursday, April 16, 2015 at 4 pm in 109 Stouffer hall with Brian Jones discussing the Footlight Players Program.

The Footlight players is a Youth Theater Camp offered out of the Department of Theater and Dance. The camp has been in existence since 2004 and is under the direction of Brian Jones.

This month-long day summer camp is offered for children between the ages of 7 and 12, and there is also a *teen academy* for those 12 and older for deeper study and training. They had 60 participants in summer 2014.

The programs are led by professional theater artists, assisted by advanced IUP theater majors and recent graduates with expertise in youth theaters. Programs include creative workshops in acting, music, dance, playwriting, puppetry, improvisation, costume, technical theater, and more.

The program concludes with public performances by the entire Footlight Company.

Funding for the program is from a variety of resources including the registration fee, the Pennsylvania Partners in the Arts (PPA), the Pennsylvania Council of the Arts and the IUP Co-op.

The Footlight Players Youth Theater Company has a website: [www.iup.edu/theater/footlight-players](http://www.iup.edu/theater/footlight-players)

The committee commends Brian for an excellent fine arts outreach program offered to the community.

Recommendations:

- Track how many students who attended the program became IUP students, in any discipline.
- Reach out to the College of Education and Educational Technology to allow education majors the opportunity to experience working with youth in the fine arts.
- Recruit beyond the surrounding area, possibly into Allegheny County.
- Consider charging a fee for admittance to the final dress rehearsal.

**Appendix F**  
**Library and Educational Services Committee**  
**Chair Ford**

**FOR ACTION:**

The committee has a report that it is a for action item. A portion of the report can be found below and the entire report was sent as a separate pdf file.

[Company name]

# Distance Education “Quality” Report

Libraries and Educational Services Committee  
4-14-2015

## I. Executive Summary

This report describes the components of quality distance education (DE) and their importance for IUP. It also provides recommendations for the enhancement of DE at IUP, specifically to support quality online course development, assessment, and monitoring. Distance education is defined by Middle States and the federal government as education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support synchronous or asynchronous interaction between the students and the instructor. Universities and educational organizations have developed numerous approaches to assuring the quality of distance education. Most discussions can be divided into a course approach (what makes for good teaching and learning in DE courses) or a systemic approach (what factors, including courses, make for a good online experience). The report emphasizes a systemic approach.

The report is based upon published research on this topic as well as the history of DE at IUP. The status of the quality of distance education at IUP was conceptualized using both the Middle States Characteristics of Excellence for Distance Education and the Online Learning Consortium Quality Scorecard. An informal assessment of the status of IUP using both these measures can be found within the full report and within associated appendices of the report. Based upon all of the available information, the key recommendations below should be considered. A more comprehensive list of recommendations is provided within the report.

1. The creation of the Office of Extended Studies is a positive step in centralizing employees tasked with administering the organization and planning of DE at IUP. The Office of Extended Studies should serve as a centralized office responsible for DE data collection and analysis, assessment, planning, compliance, and coordinating student services. As the Office of Extended Studies continues to be established, the part-time assignment to this office of a tenured faculty member with a record of teaching high quality DE courses should be considered. This faculty member could serve as a conduit between the Office of Extended Studies and the faculty teaching DE courses to facilitate quality instruction on a peer-to-peer basis.
2. There is a need to increase faculty support and training for online course delivery. There is a perceived need for an increased number of Online Learning Specialists in IT Services to provide adequate support for the delivery of high quality online courses. Consideration should be given to utilizing IUP colleges, libraries, centers and offices in conjunction with resources available through Quality Matters, the Online Learning Consortium, or a similar organization to provide training, peer review, and professional development opportunities related to teaching online.
3. Other support and feedback mechanisms should also be considered – e.g., establishment of an online instructional delivery mentor program, development of a voluntary peer-review process for DE courses, and/or the creation of an online space where DE information is centrally located. There is a need to improve faculty peer evaluations in a DE environment to support faculty in improving the quality of online instruction. One means to accomplish this is to educate faculty to accurately conduct peer evaluations of online classes, based on both general and discipline-specific best practices. IUP faculty would benefit from an increase in the student completion rate of student evaluations for online courses to better understand what works and does not work for learners in online classes.
4. Lastly, consideration should be given to improving the organization of the online learner support resources at IUP. The majority of the necessary support services are available online; however, they are not always easy to find from a centralized location for DE students. An assessment and revision of the DE website and restructuring the Online Information Literacy Design Concepts will largely address this recommendation.

The prioritization of these recommendations is at the discretion of the Provost and the Director of the Office of Extended Studies; however, LESC recommends that the revision of the DE webpages, assessing mechanisms to maintain course integrity, and identifying a form of faculty support and education (Quality

**Appendix G**  
**Research Committee**  
**Chair Bonach**

**FOR INFORMATION:**

The committee met on April 7, 2015. The first part of the meeting was devoted to reviewing the University Senate Research Committee Small Grant proposals. Overall there were 18 USRC Small Grant proposals and the decision was made to fund 9 proposals totaling \$10,353.62. The second part of the meeting was devoted to reviewing Senate Fellowship Award proposals. The committee reviewed 18 proposals and the decision was made to fund 8 proposals totaling \$23,087. The next meeting will be held on May 5, 2015, at 3:30 pm in 301 Stright Hall.

- Dr. Shundong Bi
- Dr. Paul Nealen
- Dr. Thomas Simmons
- Dr. Linda Jennings
- Dr. Amanda Poole
- Dr. Margaret Reardon
- Dr. Edel Reilly
- Dr. Lydia Rodríguez
- Dr. Teresa Shellenbarger
- Dr. John Bradshaw and Dr. Greg Kenning
- Dr. Zach Collins, Mr. Jacob Ertl, Dr. Heidi Lucas, and Dr. Mark Piwinsky
- Dr. Cuong Diep
- Dr. Avijita Jain
- Dr. Steven Kleinman
- Dr. John McCarthy
- Dr. Jin Su
- Dr. Veronica Watson