

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

September 13, 2016

3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of current agenda items and order

**Reports and Announcements**

**Appendix**

**Page(s)**

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

**Standing Committee Reports**

**Chairperson**

- |   |                  |   |       |
|---|------------------|---|-------|
| A. Rules Committee                                    | Korns            |   |       |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Clewell | A | 2-16  |
| C. University-Wide Graduate Committee                 | Moore/Frenzel    | B | 17-27 |
| D. University Development and Finance Committee       | Wick             |   |       |
| E. Academic Affairs Committee                         | Dugan/ Witthöft  |   |       |
| F. Awards Committee                                   | Lipinski         |   |       |
| G. Noncredit Committee                                | O’Neil           |   |       |
| H. Library and Education Services Committee           | Ford             |   |       |
| I. Research Committee                                 | Gossett          |   |       |
| J. Student Affairs Committee                          | Stocker          |   |       |

**Senate Representative Reports**

**Representative**

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

**New Business**

**Adjournment**

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

**FOR INFORMATION:**

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

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

PHYS 260 Introduction to Nanoscience and Technology

FDNT 422 Public Health Nutrition and Epidemiology

NURS/ELR 314 Health Policy and Law

**FOR ACTION:**

**1. Corrections from 2015-16**

**a. Department of Music—Catalog Description Change and Program Revision**

**1. Catalog Description Change:**

**Current Approved Description:**

**MUHI 425 Nineteenth Century Music** **3c-01-3cr**

**Prerequisites:** MUHI 301, 302

Examines the musical and historical aspects of some representative works in four significant repertoires of nineteenth-century music: songs, characteristic works for piano, opera, and symphonies. Further examines how the works intersect with a number of social, cultural, aesthetic, political and economic themes that pervade the century, such as the rise of the middle class, city cultures, the domestic music market, the invention of “the folk,” nationalism and exoticism, social and political revolutions, idealism and its successors, and

**Proposed Catalog Description:**

**MUHI 425 Nineteenth Century Music** **3c-01-3cr**

**Prerequisites:** MUHI 301, 302

Examines the musical and historical aspects of some representative works in four significant repertoires of nineteenth-century music: songs, characteristic works for piano, opera, and symphonies. Further examines how the works intersect with a number of social, cultural, aesthetic, political and economic themes that pervade the century, such as the rise of the middle class, city cultures, the domestic music market, the invention of “the folk,” nationalism and exoticism, social and political revolutions, idealism and its successors, and the virtuoso.

**Rationale:** In the March 29<sup>th</sup> Senate agenda the last few words of this catalog description were not included.

## 2. Program Revisions:

### Current Program:

#### Bachelor of Arts—Music

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 46  
**Fine Arts:** MUHI 102  
**Humanities Literature:** One course from ENGL 210-214, 225-226, or 340-398  
**Mathematics:** MATH 101 or other Liberal Studies Mathematics  
**Natural Science:** Option II recommended, PHYS 105 recommended  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 3cr, MUHI 301, no courses with MUSC prefix

**Major:** 39  
**Required Courses: (1)**

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 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 180	Technology for General Musicianship	2cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 475	8 semesters of recital attendance	0cr

**Controlled Electives:** 3

Piano proficiency required.  
MUSC 217 (required for piano and organ majors only) 3cr  
MUSC 351/353/354 (required for voice majors only) 3cr  
MUSC 120-136 4 semesters of music ensembles 0-3cr

**Free Electives: (2)** 120

**Total Degree Requirements:**

- (1) Students may satisfy any theory class by passing the final exam before 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.

### Proposed Program:

#### Bachelor of Arts—Music

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 46  
**Fine Arts:** MUHI 102  
**Humanities Literature:** One course from ENGL 210-214, 225-226, or 340-398  
**Mathematics:** MATH 101 or other Liberal Studies Mathematics  
**Natural Science:** Option II recommended, PHYS 105 recommended  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 3cr, MUHI 301, no courses with MUSC prefix

**Major:** 39  
**Required Courses: (1)**

APMU (Primary)	Applied Music I-VI (2cr each)	12cr
APMU 427	Capstone Jury: Primary Instrument	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 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 180	Technology for General Musicianship	2cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 475	8 semesters of recital attendance	0cr

**Controlled Electives:** 3

Piano proficiency required.  
APMU 126 Piano Proficiency Level I 0cr  
MUSC 217 (required for piano and organ majors only) 3cr  
MUSC 351/353/354 (required for voice majors only) 3cr  
MUSC 120-136 4 semesters of music ensembles 0-3cr

**Free Electives: (1)** 32

**Total Degree Requirements:** 120

- (1) Students are encouraged to consider a minor in another department.

## Current Program:

### Bachelor of Fine Arts—Music Performance

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

**Major:** 54-56

**Required Courses:** (1)

APMU (Major)	Applied Music I-VIII (4cr each)(2)	30-32cr
APMU 122	(Major) Applied Jury A	0cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 180	Technology for General Musicianship	2cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	8 semesters of recital attendance	0cr

**Controlled Electives (all concentrations):** 21-23

MUSC 120-136	Music Ensembles (3)	8cr
Electives with APMU, MUSC (but not 120-138), or MUHI prefix		0-11cr

**Controlled Electives (keyboard majors):**

MUSC 217	Keyboard Harmony	3cr
MUSC 405	Piano Pedagogy	3cr

**Controlled Electives (vocal majors):**

APMU 101	Applied Piano I	1cr
APMU 123	Applied Jury B	0cr
APMU 151	Applied Piano II	1cr
MUSC 138	Vocal Repertory Ensemble	1cr
MUSC 351	Italian Diction and Literature	1cr
MUSC 353	French Diction and Literature	1cr
MUSC 354	German Diction and Literature	1cr
MUSC 406	Vocal Pedagogy	3cr
FRNC, GRMN, ITAL 201 or higher		4cr

**Controlled Electives (string majors):**

APMU 124	Applied Jury C	0cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 403	Practicum in String Pedagogy	1cr
MUSC 404	String Pedagogy	2cr

**Controlled Electives (wind and percussion majors):**

APMU 124	Applied Jury C	0cr
APMU 480	Wind and Percussion Pedagogy	2cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr

**Controlled Electives (composition majors):**

MUSC 217	Keyboard Harmony	3cr
MUSC 315	Theory V	3cr
MUSC 417	Orchestration	3cr

**Total Degree Requirements:** 120

## Proposed Program:

### Bachelor of Fine Arts—Music Performance

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

**Major:** 54-56

**Required Courses:**

APMU (Primary)	Applied Music I-VIII (4cr each)(1)	30-32cr
APMU 427	Capstone Jury: Primary Instrument	0cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 180	Technology for General Musicianship	2cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 475	8 semesters of recital attendance	0cr

**Controlled Electives (all concentrations):** 21-23

MUSC 120-136	Music Ensembles (2)	8cr
Electives with APMU, MUSC (but not 120-138), or MUHI prefix		0-11cr

**Controlled Electives (keyboard majors):**

MUSC 217	Keyboard Harmony	3cr
MUSC 405	Piano Pedagogy	3cr

**Controlled Electives (vocal majors):**

APMU 101	Applied Piano I	1cr
APMU 127	Piano Proficiency Level II	0cr
APMU 151	Applied Piano II	1cr
APMU 227	Capstone Jury: Secondary Instrument	0cr
MUSC 138	Vocal Repertory Ensemble	1cr
MUSC 351	Italian Diction and Literature	1cr
MUSC 353	French Diction and Literature	1cr
MUSC 354	German Diction and Literature	1cr
MUSC 406	Vocal Pedagogy	3cr
FRNC, GRMN, ITAL 201 or higher		4cr

**Controlled Electives (string majors):**

APMU 126	Piano Proficiency Level I	0cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 403	Practicum in String Pedagogy	1cr
MUSC 404	String Pedagogy	2cr

**Controlled Electives (wind and percussion majors):**

APMU 126	Piano Proficiency Level I	0cr
APMU 480	Wind and Percussion Pedagogy	2cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr

**Controlled Electives (composition majors):**

MUSC 217	Keyboard Harmony	3cr
MUSC 315	Theory V	3cr
MUSC 417	Orchestration	3cr

**Total Degree Requirements:** 120

- (1) Students may satisfy any theory class by passing the final exam before 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) Vocal, keyboard, and string majors will take eight semesters of 4cr lessons (32cr). Wind and percussion majors will take seven semesters of 4cr lessons and one semester of 2cr lessons (30cr). Composition majors will take up to 16cr of composition lessons.
- (3) Students are required to participate in ensembles for five hours a week each semester for eight semesters.

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

## Bachelor of Science in Education—Music Education (\*)

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**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Fine Arts:** fulfilled by courses in the major  
**Humanities:** MUHI 102  
**Mathematics:** 3cr, MATH 101, 105, 110, or 217  
**Natural Science:** Option II  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 6cr, MUHI 301, 302

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Fine Arts:** Fulfilled by courses in the major  
**Humanities:** MUHI 102  
**Mathematics:** 3cr, MATH 101, 105, 110, or 217  
**Natural Science:** Option II  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 6cr, MUHI 301, 302

**College:** 32

**College:** 32

### Professional Education Sequence:

EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 102	Educational Psychology	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching Elementary Level	6cr
EDUC 441	Student Teaching Secondary Level	6cr
EDUC 442	School Law	1cr
MUSC 240	Technology in the Music Classroom	2cr
MUSC 331	Elementary Methods	2cr
MUSC 333	Instrumental Methods	2cr
MUSC 335	Music for Students with Disabilities in Inclusive Settings	1cr
MUSC 337	General/Choral Methods	2cr
One additional course from MATH 101, 105, 110, or 217		3cr

### Professional Education Sequence:

EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 102	Educational Psychology	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching Elementary Level	6cr
EDUC 441	Student Teaching Secondary Level	6cr
EDUC 442	School Law	1cr
MUSC 240	Technology in the Music Classroom	2cr
MUSC 331	Elementary Methods	2cr
MUSC 333	Instrumental Methods	2cr
MUSC 335	Music for Students with Disabilities in Inclusive Settings	1cr
MUSC 337	General/Choral Methods	2cr
One additional course from MATH 101, 105, 110, or 217		3cr

**Major: (1)** 53

**Major: (1)** 53

### Required Courses:

APMU	(Major) Applied Music I-VII	14cr
APMU 122	(Major) Applied Jury A	0cr
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	7 semesters of music ensembles	0-1cr each
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 312	Choral Conducting <i>or</i>	2cr
<i>or</i> 313	Instrumental Conducting	
MUSC 475	7 semesters of recital attendance	0cr

### Required Courses:

APMU	(Primary) Applied Music I-VII	14cr
APMU 427	Capstone Jury: Primary Instrument	0cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 120-136	7 semesters of music ensembles	0-1cr each
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 312	Choral Conducting <i>or</i>	2cr
<i>or</i> 313	Instrumental Conducting	
MUSC 475	7 semesters of recital attendance	0cr

**Concentration Area Courses:** (select one concentration)  
**Vocal Concentration**  
 APMU Piano (minor) I-IV 4cr  
 APMU 123 Applied Piano Jury B 0cr  
 MUSC 351 Italian Diction and Literature 1cr  
 MUSC 353 French Diction and Literature 1cr  
 MUSC 354 German Diction and Literature 1cr  
 Select two of the following class instrument courses:  
 MUSC 155, 157, 159, 161. 2cr

**Instrumental Concentration**  
 APMU 124 Applied Piano Jury C 0cr  
 MUSC 151 Class Voice I 1cr  
 MUSC 121, 122, or 134 Choral Ensemble 1cr  
 MUSC 153 Class Piano I 1cr  
 MUSC 154 Class Piano II 1cr  
 MUSC 155 Class Strings I 1cr  
 MUSC 157 Class Percussion I 1cr  
 MUSC 159 Class Brass I 1cr  
 MUSC 161 Class Woodwinds I 1cr

**Controlled Electives:**  
 Select courses with MUSC, MUHI, or APMU prefixes to create a total of 53cr in major.

**Concentration Area Courses:** (select one concentration)  
**Vocal Concentration**  
 APMU Piano (minor) I-IV 4cr  
 APMU 127 Piano Proficiency Level II 0cr  
 MUSC 351 Italian Diction and Literature 1cr  
 MUSC 353 French Diction and Literature 1cr  
 MUSC 354 German Diction and Literature 1cr  
 Select two of the following class instrument courses:  
 MUSC 155, 157, 159, 161. 2cr

**Instrumental Concentration**  
 APMU 126 Piano Proficiency Level I 0cr  
 MUSC 151 Class Voice I 1cr  
 MUSC 121, 122, or 134 Choral Ensemble 1cr  
 MUSC 153 Class Piano I 1cr  
 MUSC 154 Class Piano II 1cr  
 MUSC 155 Class Strings I 1cr  
 MUSC 157 Class Percussion I 1cr  
 MUSC 159 Class Brass I 1cr  
 MUSC 161 Class Woodwinds I 1cr

**Controlled Electives:**  
 Select courses with MUSC, MUHI, or APMU prefixes to create a total of 53cr in major.

**Total Degree Requirements:** 128

**Total Degree Requirements:** 128

- (\*) Also 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 may satisfy a class instrument or secondary applied area requirement by passing the appropriate jury, either APMU 227 Capstone Jury: Secondary Instrument, APMU 126 Piano Proficiency Level I, or APMU 127 Piano Proficiency Level II.

- (\*) Also 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 may satisfy a class instrument or secondary applied area requirement by passing the appropriate jury, either APMU 227 Capstone Jury: Secondary Instrument, APMU 126 Piano Proficiency Level I, or APMU 127 Piano Proficiency Level II.

**Rationale:** The APMU course re-numberings were included on the April Senate Agenda but the approved program changes were not.

**b. Department of Anthropology—Program Revision**

<b>Current Approved Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Arts—Anthropology/ Archaeology Track</b>		<b>Bachelor of Arts—Anthropology/ Archaeology Track</b>	
<b>Controlled Electives:</b> Three methods courses: ANTH 320 Archaeological Field School (4, 5) 6cr ANTH 325 Archaeological Lab Methods 3cr ANTH 415 Cultural Resource Management 3cr Two theory courses: ANTH 425 and 480 6cr One archaeology area course, such as ANTH 315, 323, or 333 3cr Any two anthropology courses from the following: 6cr ANTH 250, 271, 272, 273, 274, 310, 314, 318, 370, 420, 484 (5), 485 (5), 486, 487, 488, 490, 491, or 492		<b>Controlled Electives:</b> Three methods courses: ANTH 320 Archaeological Field School (4, 5) 6cr ANTH 325 Archaeological Lab Methods 3cr ANTH 415 Cultural Resource Management 3cr Two theory courses: ANTH 425 and 480 6cr One archaeology area course, such as ANTH 315, 323, or 333 3cr Any two anthropology courses from the following: 6cr ANTH 250, 271, 272, 273, 274, 310, 314, 318, 370, 420, 484 (5), 485 (5), 486, 487, 488, 489, 490, 491, or 492	

**Rationale:** When the Archaeology Track was revised at the April Senate meeting ANTH 489 was accidentally omitted from the list of courses in Controlled Electives under the heading any two anthropology courses from the following.

**c. Department of Chemistry—Catalog Description Change and Program Revision**

**1. Catalog Description Change:**

**Current Approved Description:**

**CHEM 343 Physical Chemistry Laboratory I** **0c-3l-1cr**

**Prerequisites or Corequisite:** CHEM 341

Experiments illustrating application of fundamental laws to actual systems. Carries writing intensive credit.

**CHEM 343 Physical Chemistry Laboratory I** **0c-3l-1cr**

**Prerequisites or Corequisite:** CHEM 341 (may be taken concurrently)

Experiments illustrating application of fundamental laws to actual systems. Carries writing intensive credit.

**Rationale:** (may be taken concurrently) was accidentally left off of this revision.

**2. Program Revision:**

Bachelor of Science—Chemistry/Pre-medical Track			Bachelor of Science—Chemistry/Pre-medical Track		
<b>Other Requirements:</b>		<b>11</b>	<b>Other Requirements:</b>		<b>11</b>
BIOL 202	Principles of Cell and Molecular Biology	4cr	BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 241	Introductory Medical Microbiology	4cr	BIOL 203	Principles of Genetics and Development	4cr
MATH 216	Probability and Statistics for Sciences	3cr	MATH 216	Probability and Statistics for Sciences	3cr

**Rationale:** In the March 1<sup>st</sup> Senate Agenda BIOL 203 was supposed to have replaced BIOL 241 in the other requirements section of the Chemistry/Pre-medical Track.

**d. Department of Information Systems and Decision Sciences—Program Revision**

Bachelor of Science—Management Information Systems/Information Technology Track			Bachelor of Science—Management Information Systems/Information Technology Track		
<b>Major: Information Technology Track</b>		<b>21</b>	<b>Major: Information Technology Track</b>		<b>21</b>
<b>Required courses:</b>			<b>Required courses:</b>		
IFMG 210	Introduction to Front-End Business Applications <i>or</i>	3cr	IFMG 210	Introduction to Front-End Business Applications <i>or</i>	3cr
<i>or</i> 230	Introduction to Back-End Business Applications	3cr	<i>or</i> 230	Introduction to Back-End Business Applications	3cr
IFMG 250	Business Systems Technology	3cr	IFMG 250	Business Systems Technology	3cr
IFMG 254	Computer Technology Virtualization	3cr	IFMG 254	Computer Technology Virtualization	3cr
IFMG 330	Information Storage and Management	3cr	IFMG 352/COSC 352	LAN Design and Installation	3cr
IFMG 352/COSC 352	LAN Design and Installation	3cr	IFMG 360	Information Storage and Management	3cr
IFMG 390	Database Theory and Practice	3cr	IFMG 390	Database Theory and Practice	3cr
IFMG 471	Data Center and Cloud Computing Fundamental	3cr	IFMG 471	Data Center and Cloud Computing	3cr

**Rationale:** When this new program was presented at the March 29<sup>th</sup> Senate meeting it had two errors. The approved number (on 12/1/15) for Information Storage and Management was 360 not 330 and the approved title (on 12/1/15) for IFMG 471 was Data Center and Cloud Computing.

**e. Department of Theater—Program Revision**

<b>Current Approved Program:</b>	<b>Proposed Program:</b>
<b>Bachelor of Arts—Theater</b>	<b>Bachelor of Arts—Theater</b>
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>43-44</b> <b>Fine Arts:</b> Any except THTR 101 <b>Mathematics:</b> 3cr <b>Natural Science:</b> CHEM 101-102 <b>Liberal Studies Electives:</b> 3cr, no course with THTR prefix	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>43-44</b> <b>Fine Arts:</b> Any except THTR 101 <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 3cr, no course with THTR prefix

**Rationale:** When this program was approved by Senate on March 29<sup>th</sup>, the Liberal Studies section incorrectly listed on both the old and new side a Chemistry requirement. This was not in the proposal.

**f. Department of Communication Disorders, Special Education, and Disability Services—Program Revision**

**Current Approved Program:**

**Bachelor of Science—Speech-Language Pathology and Audiology**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **49-50**  
**Mathematics:** 3cr  
**Natural Science:** BIOL 104 required; any PHYS or CHEM; PHYS 105 or SCI 105 recommended  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 9cr, PSYC 310, MATH 217, no courses with SPLP prefix

**Major: 44**

**Required Courses:**

EDEX 111	Introduction to Exceptional Persons	3cr
SPLP 111	Introduction to Communication Disorders	3cr
SPLP 122	Clinical Phonology	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 242	Speech Science I: Theory and Measurement	3cr
SPLP 251	Anatomy and Physiology of Speech and Swallowing	3cr
SPLP 275	Language Science	3cr
SPLP310	Observation in Communication Disorders I (1)	1cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 334	Language Development	3cr

**Proposed Program:**

**Bachelor of Science—Speech-Language Pathology and Audiology**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **49-50**  
**Mathematics:** 3cr  
**Natural Science:** BIOL 104 required; any PHYS or CHEM; PHYS 105 or SCI 105 recommended  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 9cr, PSYC 310, MATH 217, no courses with SPLP prefix

**Major: 44**

**Required Courses:**

EDEX 111	Introduction to Exceptional Persons	3cr
SPLP 111	Introduction to Communication Disorders	3cr
SPLP 122	Clinical Phonology	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 242	Speech Science I: Theory and Measurement	3cr
SPLP 251	Anatomy and Physiology of Speech and Swallowing	3cr
SPLP 275	Language Science	3cr
SPLP310	Observation in Communication Disorders I (1)	1cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 334	Language Development	3cr



SPLP 342	Neuroscience	
SPLP 401	Communication and Social Competence for Children with Autism	3cr
SPLP 406	Clinical Management of Articulation and Language	3cr
SPLP 408	Organic Disorders	
SPLP 410	Observation in Communication Disorders II	1cr
		<b>26-27</b>
<b>Free Electives:</b>		3cr
EDSP 102	Educational Psychology recommended	3cr
SPLP 420	Speech Clinic recommended	
SPLP 422	Central Auditory Processing Disorders in the Educational Setting recommended	3cr
		<b>120</b>
<b>Total Degree Requirements:</b>		

- (1) Junior standing—attainment of a minimum GPA of 3.25 after the completion of 60 credits and verification by the academic advisor that the program's dispositions are met or exceeded—is required to enroll in 300- and 400-level SPLP courses.
- (2) Prior to enrollment in SPLP 310, SPLP 410, and SPLP 420, students must successfully obtain: Act 34 and Act 151 Clearances, Act 24 Arrest or Conviction Report, Act 114 FBI Fingerprinting (continuing enrollment in IUP is required for fingerprinting to remain valid), Title IX mandated reporter training, TB Test (must be renewed annually), speech and hearing screening. For SPLP 420, students must also become a national member of NSSLHA and obtain student clinician professional liability coverage.

**Rationale:** When this program was presented to Senate on March 29<sup>th</sup>, SPLP 412 was accidentally omitted from the list of major requirements.

### g. Department of Nursing and Allied Health—Program Revisions

#### 1. Current Approved Program:

##### Bachelor of Science—Nursing/Licensed Practical Nurse Track (1)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Dimensions of Wellness:** fulfilled by the major  
**Mathematics:** MATH 217  
**Natural Science:** CHEM 101-102 (CHEM 111/112 could fulfill with permission)  
**Social Science:** PSYC 101, SOC 151  
**Liberal Studies Electives:** 5cr, PSYC 310, no course with NURS prefix

**Major:** 49-52  
**Required Courses:**  
 NURS 214 Health Assessment 3cr

SPLP 342	Neuroscience	
SPLP 401	Communication and Social Competence for Children with Autism	3cr
SPLP 406	Clinical Management of Articulation and Language	3cr
SPLP 408	Organic Disorders	
SPLP 410	Observation in Communication Disorders II	1cr
		<b>26-27</b>
SPLP 412	Organization and Administration of Speech, Language, and Hearing Programs	3cr
		<b>26-27</b>
<b>Free Electives:</b>		3cr
EDSP 102	Educational Psychology recommended	3cr
SPLP 420	Speech Clinic recommended	
SPLP 422	Central Auditory Processing Disorders in the Educational Setting recommended	3cr
		<b>120</b>
<b>Total Degree Requirements:</b>		

- (1) Junior standing—attainment of a minimum GPA of 3.25 after the completion of 60 credits and verification by the academic advisor that the program's dispositions are met or exceeded—is required to enroll in 300- and 400-level SPLP courses.
- (2) Prior to enrollment in SPLP 310, SPLP 410, and SPLP 420, students must successfully obtain: Act 34 and Act 151 Clearances, Act 24 Arrest or Conviction Report, Act 114 FBI Fingerprinting (continuing enrollment in IUP is required for fingerprinting to remain valid), Title IX mandated reporter training, TB Test (must be renewed annually), speech and hearing screening. For SPLP 420, students must also become a national member of NSSLHA and obtain student clinician professional liability coverage.

#### Proposed Program:

##### Bachelor of Science—Nursing/Licensed Practical Nurse Track (1)

**Liberal Studies:** As outlined in Liberal studies Section with the following specifications:  
**Dimensions of Wellness:** fulfilled by the major  
**Mathematics:** MATH 217  
**Natural Science:** CHEM 101-102 (CHEM 111/112 could fulfill with permission)  
**Social Science:** PSYC 101, SOC 151  
**Liberal Studies Electives:** 5cr, PSYC 310, no course with NURS prefix

**Major:** 49-52  
**Required Courses:**  
 NURS 214 Health Assessment 3cr

NURS 312	Professional Nursing	2cr	NURS 312	Professional Nursing	2cr
NURS 316	Evidence-Based Practice in Nursing	3cr	NURS 316	Evidence-Based Practice in Nursing	3cr
NURS 334	Transitions in Professional Nursing	3cr	NURS 334	Transitions in Professional Nursing	3cr
NURS 412	Nursing Management	2cr	NURS 412	Nursing Management	2cr
NURS 431	Public/Community Nursing Clinical	2.5cr	NURS 431	Public/Community Nursing Clinical	2.5cr
NURS 432	Psychiatric/Mental Health	2cr	NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric/Mental Health Clinical	2.5cr	NURS 433	Psychiatric/Mental Health Clinical	2.5cr
NURS 434	Public/Community Nursing	2cr	NURS 434	Public/Community Nursing	2cr
NURS 436	Adult Health II	4cr	NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	2.5cr	NURS 437	Adult Health II Clinical	2.5cr
NURS 440	Nursing Management Clinical	2.5cr	NURS 440	Nursing Management Clinical	2.5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr	NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr
<b>Maternal Neonatal Health:</b>			<b>Maternal Neonatal Health:</b>		
NURS 336	Adult Health I <i>and</i>	4cr	NURS 336	Adult Health I <i>and</i>	4cr
NURS 337	Adult Health Clinical I	5cr	NURS 337	Adult Health Clinical I	5cr
<b>OR</b>			<b>OR</b>		
Credits by Exam (3) <i>and</i>		8cr	Credits by Exam (3) <i>and</i>		8cr
NURS 493	Internship	1cr	NURS 493	Internship	1cr
<b>Adult Health:</b>			<b>Adult Health:</b>		
NURS 330	Care of the Child <i>and</i>	2cr	NURS 330	Care of the Child <i>and</i>	2cr
NURS 331	Care of the Child Clinical <i>and</i>	2.5cr	NURS 331	Care of the Child Clinical <i>and</i>	2.5cr
NURS 332	Maternal-Neonatal Health <i>and</i>	2cr	NURS 332	Maternal-Neonatal Health <i>and</i>	2cr
NURS 333	Maternal-Neonatal Health Clinical	2.5cr	NURS 333	Maternal-Neonatal Health Clinical	2.5cr
<b>OR</b>			<b>OR</b>		
Credits by Exam (3) <i>and</i>		8cr	Credits by Exam (3) <i>and</i>		8cr
NURS 493	Internship	1cr	NURS 493	Internship	1cr
<b>Other Requirements: 15</b>			<b>Other Requirements: 15</b>		
BIOL 150	Human Anatomy	4cr	BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr	BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr	BIOL 241	Introductory Medical Microbiology	4cr
FDNT 212	Nutrition	3cr	FDNT 212	Nutrition	3cr
<b>Free Electives:</b>		<b>8-11</b>	<b>Free Electives:</b>		<b>10-13</b>
<b>Total Degree Requirements:</b>		<b>120</b>	<b>Total Degree Requirements:</b>		<b>120</b>

- (1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.
- (2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 11 credits of free electives.
- (3) Students have the option of earning up to 16cr via examination and NURS 493 (up to 2cr) or completing NURS 330, 331, 332, 333, 336, and 337 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.

- (1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.
- (2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 13 credits of free electives.
- (3) Students have the option of earning up to 16cr via examination and NURS 493 (up to 2cr) or completing NURS 330, 331, 332, 333, 336, and 337 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.

**Rationale:** On the April 26<sup>th</sup> Senate agenda, the free elective credits were incorrect. Additionally in footnote 2 the correct number for the number of credits should be 13 not 11.

## 2. Current Approved Program:

**Gerontology Certificate Program**

**21**

## Proposed Program:

**Gerontology Certificate Program**

**21**

<b>Core Courses:</b>	9	<b>Core Courses:</b>	9
HPED 350 Health Aspects of Aging	3cr	HPED 350 Health Aspects of Aging	3cr
PSYC 312 Adult Development and Aging	3cr	PSYC 312 Adult Development and Aging	3cr
SOC 357 Sociology of Aging	3cr	SOC 357 Sociology of Aging	3cr
<b>Controlled Electives:</b>	9	<b>Controlled Electives:</b>	9
Select 9cr from the following:		Select 9cr from the following:	
ANTH 340, 444, CDFR 428, FCSE 315, GERN 281, 481,	9cr	ANTH 340, 444, CDFR 428, FCSE 315, GERN 281,	9cr
482, HPED 413, MGMT 300, 311, PHIL 400, 405, PSYC	3	481, 482, HPED 413, MGMT 300, 311, PHIL 122,	
376, 378, RHAB 312, SAFE 380, SOC 336, 342, 345	3cr	240, PSYC 376, 378, RHAB 312, SAFE 380, SOC	3
<b>Other Requirements:</b>		336, 342, 345, 452, FDNT 410	3cr
Internship (GERN 493 or internship in student's major)		<b>Other Requirements:</b>	
		Internship (GERN 493 or internship in student's major)	

**Rationale:** SOC 452 was accidentally omitted from the list of course options in the Dec. 1<sup>st</sup> Senate Agenda.

## 2. Department of Biology—Course Revision and Number Change

### **BIOL 301 Fundamentals of Epidemiology** **3c-01-3cr**

**Prerequisite:** BIOL 104 and 119, or 203; and MATH 216 or 217; or instructor permission  
Introduces epidemiologic principles, concepts and methods used to study the distribution and determinants of diseases in populations. Includes public health and clinical applications. Covers the history of epidemiology, dynamics of disease transmission, measures of disease frequency and association, study designs, causation and also considers ethics and public policy issues in epidemiology.

**Rationale:** BIOL 460 Fundamentals of Environmental Epidemiology was originally proposed as a core course for a revised BS in Environmental Health Science to meet National Environmental Health Science and Protection Accreditation Council (EHAC) requirements, and for a new minor in Environmental Health. Secondly it was created as a biology elective for undergraduate and graduate biology majors. The course focused on the health consequences of exposure to harmful biological and chemical agents in the environment, with applications to public health and environmental science. The B.S. in Environmental Health Science program was converted to a B.S. in Biology/Environmental Health Track and is no longer accredited, although BIOL 460 is still a core course for the track.

The proposed course revision will broaden its scope to focus primarily on public health in general and secondly on clinical practice. The revised course is designed as a core offering for the new B.S. in Public Health and to meet the Association of Schools of Public Health competencies and Council on Education for Public Health (CEPH) accreditation expectations, and to serve our large population of biology and natural science pre-professional majors. The new undergraduate 300 level listing is necessary because this course will be a prerequisite for some 400 level undergraduate public health program courses, and so that it can remain dual-listed as a 500 level course to continue serving our graduate biology majors.

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

### **FDNT 422 Public Health Nutrition and Epidemiology** **3c-01-3cr**

**Prerequisites:** FDNT 145 or 212 and MATH 214 or 216 or 217, or department permission  
Identifies population-based needs and approaches for prevention and alleviation of diet-related conditions. Explores methodological issues involved in the design, conduct, analysis

and interpretation of studies investigating the relationship between nutritional status, diet and disease. Examines the application of nutrition research related to nutrition assessment and program and policy design and evaluation to improve the nutritional status and health of diverse population groups.

**Rationale:** This course provides undergraduate and graduate students with an introduction to the distribution, determinants, and impacts of nutrition-related health and disease in national/global and rural/urban populations and provides a framework to address nutrition-related diseases/conditions through culturally-sensitive primary, secondary, and tertiary prevention interventions. There is a heightened need and interest for population-level disease prevention particularly with the global increase in obesity and chronic disease, continued challenges of undernutrition, and a worldwide emphasis of preventative health care that includes behavioral, environmental, and policy interventions. Public health professionals are needed in all sectors, including healthcare, education, government, non-profits, and industry. Understanding the complex factors that influence population and individual health, especially nutrition, is important in order to promote health equity and disease prevention. (Bruening et al., 2015)

In addition to serving as an elective course for Nutrition and Dietetics majors, "Public Health Nutrition and Epidemiology" will also be one of the courses offered for the "Global and Rural Communities" and "Epidemiology and Biostatistics" Tracks of the interdisciplinary proposed Public Health major.

#### **4. Department of Kinesiology, Health, and Sport Science—New Course**

##### **KHSS 472 Epidemiology of Physical Activity**

**3c-01-3cr**

**Prerequisite:** BIOL 301

Covers physical activity epidemiology from the evidence of the relationship between physical activity and chronic disease and the assessment of physical activity and/or sedentary behavior. Explores individual and population-based lifestyle intervention efforts to enhance health behavior and promote disease prevention in diverse populations.

**Rationale:** The proposed undergraduate course is going to be dual listed with an already existing course in the KHSS graduate curriculum. The undergraduate course is required for the newly proposed Bachelor of Science in Public Health epidemiology and biostatistics track.

#### **5. Departments of Nursing and Allied Health and Employment and Labor Relations—New Course**

##### **NURS/ELR 314 Health Policy and Law**

**3c-01-3cr**

Focuses on understanding the evolution of health care policy, health law and federal and state regulation of health care financing programs. Introduces health care policy making; critical health policy issues; legislative, regulatory and legal challenges; and legislative and political processes that impact the health care delivery system in the United States.

**Rationale:** This course is being proposed as a required course for the B.S. in Public Health. The course will address the Council on Education for Public Health (CEPH) accreditation criteria item 4.2 Public Health Curriculum. Specifically, CEPH requires that the curriculum address these domain items: 1) the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries, 2) basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government. The proposed NURS/ELR 314 Health Policy and Law course will address all elements of these CEPH domain items.

## 6. Department of Nursing and Allied Health—Course Revisions to add Dual Level

### a. NURS 410 Health Promotion and Social Issues 3c-01-3cr

**Prerequisites:** ANTH 211, PHIL 122, and SOC 151

Introduces students to current social issues, models, and evidence based research in health promotion, disease prevention and population health relevant to individuals and communities. Explores individual and population health promotion assessment, health behavior interventions, and disease prevention in diverse populations to improve patient and population health outcomes. Develops and implements an intervention and prevention plan which addresses individual and population health problems. Critiques research and evidence-based practice relevant to population health.

### b. NURS 455 Health Care Informatics 3c-01-3cr

Focuses on aspects of acquiring, storing, retrieving, and effectively utilizing health information to support decision making, knowledge, and outcomes. Combines concepts, theory, and practice from the cognitive, computer, and information sciences.

**Rationale:** These graduate courses are being dual listed for the Bachelor of Science in Public Health and the Bachelor of Science/Registered Nurse Track that is being revised.

## 7. Colleges of Health and Human Services, Natural Science and Mathematics, and Humanities and Social Sciences—New Courses and New Program

### a. New Courses

#### 1) PUBH 122 Foundations of Public Health 3c-01-3cr

Defines public health, and its origins and foundations as a field of inquiry. Covers major approaches to evaluating and analyzing human health patterns, and the function and structure of the modern public health system in the United States. Explains the context of modern public health systems, major approaches to analyzing and understanding human health patterns, and the structure of public health systems in the United States.

**Rationale:** The proposed course would provide an introduction to the foundations of the field of public health. It is intended provide students the knowledge base and context for their further studies in the Public Health degree program.

**2) PUBH 306 Research Design and Analysis in Public Health** **3c-0l-3cr**

**Prerequisites:** BIOL 301; MATH 216 or 217; PUBH 122

Introduces methodological and ethical research principles in public health. Includes study designs, data collection, human subjects protection, quantitative and qualitative approaches, program evaluation, and community-based participatory research applications. Applies relevant case studies to emphasize research methods used, such as hypothesis generation and testing, study design, data collection and analysis, searching and critically evaluating research literature, identifying strengths and weaknesses of research studies and drawing conclusions from research evidence.

**Rationale:** PUBH 306 is proposed as part of IUP's proposed Bachelor of Science in Public Health program and addresses core learning outcomes required to seek accreditation. It will be a required core methods course. As a PUBH course, this course is being proposed outside a single department or college. Faculty from departments (e.g., Sociology, Psychology, or Nursing) across colleges are equipped to teach the course, but no single existing course provides the breadth of material within the public health context.

**3) PUBH 493 Internship in Public Health** **var-3-6cr**

**Prerequisites:** PUBH 122, 306; BIOL 301; SOC 442; ECON 360; GEOG 316; NURS 410; NURS/ELR 314; NURS 444; Senior level status

Provides a capstone opportunity for students to analyze and apply public health theories/models and research into their specific concentrations and experience the role of the public health professional. Consists of weekly one-hour seminar and weekly mentorship experience with public health professional 120-240 hours.

**Rationale:** Public Health degree needs to have practice hours through an internship.

**b. New Program:**

**Bachelor of Science in Public Health**

The Bachelor of Science in Public Health will graduate students who will help meet Pennsylvania's workforce needs in public health and health care related fields, and will help meet the strong demand for trained public health professionals projected by national and regional studies. This degree will prepare students for jobs in health administration, community health, and health education. Upon completion of the program, students will understand the science of human physical and mental health, the epidemiology of infectious and chronic diseases as well as the complications of the US and global health care systems with regard to access and ethics of the disparities in health care delivery. The program will provide students with options to focus in three academic areas: Environmental and Occupational Health, Behavioral and Mental Health, and Epidemiology and Biostatistics.

**Bachelor of Science—Public Health**

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

**46-47**

**Humanities:** PHIL 122 or 130  
**Mathematics:** MATH 121(1) or 217 (2)  
**Natural Science:** BIOL 104, 119  
**Social Science:** ANTH 110, PSYC 101, SOC 151  
**Liberal Studies Electives:** ECON 122, FDNT 145

**Public Health Core: 30-33**

BIOL 301	Fundamentals of Epidemiology	3cr
ECON 360	Health Economics	3cr
GEOG/RGPL 316	Introduction to Geographic Information Systems	3cr
NURS 410	Health Promotion and Social Issues	3cr
NURS 455	Health Care Informatics	3cr
NURS/ELR 314	Health Policy and Law	3cr
PUBH 122	Foundations of Public Health	3cr
PUBH 306	Research Design and Analysis in Public Health	3cr
PUBH 493	Internship in Public Health	3-6cr
SOC 442	Medical Sociology	3cr

**One of Three Specialization Tracks: 18-23**

**Environmental and Occupational Health 23cr**

BIOL 221, 323; CHEM 101, 102; SAFE 330 or 430, 335, 361

**Behavioral and Mental Health: 18cr**

PSYC 332 and 374; SOC 361 or 362 or 363; SOC 448 and 2 electives

**Epidemiology and Biostatistics: 23cr**

CHEM 101, 102; FDNT 422; KHSS 472; MATH 216, 411, 412

**Free Electives: (3) 17-26**

**Total Degree Requirements: 120**

- (1) MATH 121 required for Epidemiology and Biostatistics track.
- (2) MATH 217 required for Behavioral and Mental Health track and the Environmental and Occupational Health track.
- (3) Minor or certificate recommended.

**Rationale:** The Bachelor of Science in Public Health will help increase the number of STEM graduates while meeting the strong demand for trained public health professionals projected by national and regional studies such as the Bureau of Labor Statistics and the PA Workforce Characteristics Technical Report. Upon completing the program, students will understand the science of human health, the epidemiology of infectious and chronic diseases as well as the complications of the U.S. and global health care systems with regard to access and ethics of the disparities in health care delivery. The program will provide students with options to focus in three academic areas: Environmental and Occupational Health, Behavioral and Mental Health, and Epidemiology and Biostatistics. It will also strengthen IUP's collaboration with the local and regional community as the program develops field placements for the students, and career placements for its graduates.

This degree program involves close collaboration with colleges and departments across the IUP campus. The Academic Deans from the three colleges have worked together to coordinate the program development and plan for the needed resources. Faculty members in twenty departments across campus contributed to the program goals, curriculum, development of student learning outcomes, the nature of the field experiences, and the assessment plan. The invitation to participate in this new academic program proposal was met with enthusiasm from all quarters. This wide participation supports the sustainability of this program at IUP.

**8. The Liberal Studies Committee and UWUCC approved:**

- IFMG 110 Business Spreadsheet Computing as a Liberal Studies Elective— Information Literacy course.
- BFA Music change in Liberal Studies Natural Science category.



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

**FOR ACTION:**

**1. DEPARTMENT OF COUNSELING**

**A. New Course**

**Course:** COUN 860: Counselor Education and Supervision Professional Identity

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 860: Counselor Education and Supervision Professional Identity
Credits	3
Prerequisite	Restricted to students admitted to the Counselor Education Doctoral Program
Description	Examination of the professional identity of a Counselor Educator and Supervisor, current issues and trends in the field, involvement in scholarly activities, professional service, and responsibilities of the doctoral degree. The professional roles in five doctoral core areas are explored: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

**B. New Course**

**Course:** COUN 870: Advanced Counseling

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 870: Advanced Counseling
Credits	3
Prerequisite	Restricted to students admitted to the Counselor Education Doctoral Program

Description	Explores major counseling theories in depth and through analysis of their utility within multiple contexts; lesser known ones and contemporary applications are also covered. Content includes critical evaluation of applicability to multicultural populations, evidence based practices, and integration of theories. Use of theories in measuring counselor effectiveness, clinical instruction of theories, and the professional development of students is emphasized.
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**C. New Course**

**Course:** COUN 880: Preparation for the Professoriate: Leadership and Advocacy in the Counseling Profession

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 880: Preparation for the Professoriate: Leadership and Advocacy in the Counseling Profession
Credits	3
Prerequisite	Restricted to students admitted to the Counselor Education Doctoral Program
Description	Prepares students for entering the professoriate through study and application of the principles and practices of leadership, advocacy, and service in professional counseling. Exploration of current topical and political issues in counseling and how these issues affect the counseling profession and faculty role. Students use contemporary research to analyze the current trends and issues of the counseling profession. The course also includes practice in developing leadership and advocacy skills.

**D. New Course**

**Course:** COUN 890: Quantitative Research and Statistical Analysis in Counselor Education

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 890: Quantitative Research and Statistical Analysis in Counselor Education
Credits	3
Prerequisite	This course is limited to doctoral students in the Department of Counseling.

Description	Prepares students for basic quantitative research in counseling. Research design, statistics, data analysis, and institutional review board preparation for doctoral-level research projects, scholarly publications and grant proposals in Counselor Education and Supervision will be emphasized.
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**E. New Course**

**Course:** COUN 900: Preparation for the Professoriate: Teaching in Counseling

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 900: Preparation for the Professoriate: Teaching in Counseling
Credits	3
Prerequisite	Restricted to students admitted to the Counselor Education Doctoral Program
Description	Focuses on the development of university-level teaching in counselor education. Course development, syllabi construction, course evaluation, and class implementation will be highlighted. Students will explore multiple strategies for classroom teaching to create interactive learning environments for students. Students will also develop teaching philosophies that will be demonstrated in constructing, teaching and evaluating at least 3 graduate counseling courses. Ethical guidelines for teaching in counselor education will also be covered in this course.

**F. New Course**

**Course:** COUN 910: Counseling Supervision and Consultation

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 910: Counseling Supervision and Consultation
Credits	3
Prerequisite	Restricted to students admitted to the Counselor Education Doctoral Program

Description	Examination of supervision and consultation practices within clinical mental health and professional school counseling settings, as well as the supervisory responsibilities of counselor educators. Exploration of the ways in which clinical supervision parallels the therapeutic process, including requisite roles and responsibilities, varying theoretical orientations, and strategies for implementation, reflection on relevant legal and ethical considerations, and assessment of current field-specific issues and trends.
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**G. New Course**

**Course:** COUN 920: Qualitative Methodology in Counselor Education

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 920: Qualitative Methodology in Counselor Education
Credits	3
Prerequisite	Restricted to students admitted to the Counselor Education Doctoral Program
Description	Introduces students to qualitative research and will prepare them for basic qualitative research inquiry relevant to counseling and counselor education. Qualitative research theory, design, data collection, data analysis and representation, validity, reliability, and ethical considerations in Counselor Education and Supervision will all be emphasized.

**H. New Course**

**Course:** COUN 930: Doctoral Practicum in Counseling

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 930: Doctoral Practicum in Counseling
Credits	3
Prerequisite	Restricted to students admitted to the Counselor Education Doctoral Program
Description	Participates in a 100 hour (40 direct hours) doctoral level, supervised counseling practicum in an agency or school setting. Emphasis will be placed on applying counseling theories and techniques in a clinical setting customized to the student's learning goals. Focus on theoretical integration, diagnostic evaluation, and accountability under intensive supervision.

**I. New Course**

**Course:** COUN 940: Preparation for the Professoriate: Research in Counselor Education and Supervision

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 940: Preparation for the Professoriate: Research in Counselor Education and Supervision
Credits	3
Prerequisite	Restricted to students admitted to the Counselor Education Doctoral Program
Description	Examines the status of current research in various domains in counseling and the academics role of scholarly inquiry. Students will articulate their role as researcher/scholar as future faculty in institutions of higher education. Students are expected to more fully develop their dissertation proposal through course content and have completed the initial chapters of this project.

**J. New Course**

**Course:** COUN 950: Research Specialty: Advanced Research in Counselor Education

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 950: Research Specialty: Advanced Research in Counselor Education
Credits	3
Prerequisite	COUN 890 COUN 920
Description	Provides a deeper understanding of methods of research in educational settings. Students will choose either an advanced quantitative or advanced qualitative research project relevant to the profession of Counselor Education and Supervision. Exploration of advanced methodological principles within theoretical frameworks and procedures will provide the framework for this course.

**K. New Course**

**Course:** COUN 960: Doctoral Field Experience in Counselor Education

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 960: Doctoral Field Experience in Counselor Education
Credits	3
Prerequisite	COUN 860  COUN 870  COUN 880  COUN 890  COUN 900  COUN 910  COUN 920  COUN 930  COUN 940
Description	Apply counselor education knowledge and skills in a 300-hour intensive capstone field experience in three of the following five areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Under supervision, experience is gained in a customized field setting relevant to student's professional goals. Repeated for a maximum of 6 credits.

**L. New Course**

**Course:** COUN 995: Dissertation in Counselor Education and Supervision

**Rationale:**

This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.

**Summary:**

Course	<b>Course:</b> COUN 995: Dissertation in Counselor Education and Supervision
Credits	6
Prerequisite	COUN: 860,870,880,890,900,910,920,930,940,950,960

Description	Provides an opportunity for students to successfully propose, complete, defend, and submit the dissertation. Students must demonstrate doctoral level scholarship in counselor education and supervision by conducting a research investigation in the principal field of study and making an original contribution to knowledge in the field.
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### **New Degree Program**

Degree Program Title: Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision

Department: Counseling

#### Rationale:

#### **Sustainable Needs Analysis**

The proposed Ph.D. in CES would provide advanced training for professional counselors beyond the entry-level master’s degree. It would enable graduates to have preparation in research, scholarship, counselor supervision, and college level teaching. In the counseling profession, the doctoral level practitioners are the scholars, researchers, and supervisors trainers. At the master’s level, many practitioners are licensed by the state as professional counselors and provide direct service to clients. To date, all 50 states have licensure for professional counselors. The US Department of Labor and Statistics (2014) is predicting that by 2016 the need for counselors and those who train them (Ph.D. Counselor Educators) will increase by 34% and 23% respectively (<http://www.dol.gov/dol/topic/statistics/>).

#### **Profession, Labor, and Employment Trends**

With only five CACREP accredited Counselor Education doctoral programs in the North Atlantic Region, the need for additional program choice for students is paramount. Two of these programs are private institutions and none of the programs listed can match IUP in terms of affordability, particularly for Pennsylvania residents. According to the Occupational Information Network (O\*NET), Clinical Mental Health Counselors and School Counselors are classified as Bright Outlook Occupations. More specifically, employment in these occupations is projected to grow much faster than average with 100,000 or more job openings over the period of 2010-2020. This directly impacts doctoral level Counselor Educators as they will be called on to respond to the increase in program enrollment. Past president of the North Atlantic Region of the Association for Counselor Education and Supervision (NARACES), Dr. Holly Branthoover, stated, “The Association for Counselor Education and Supervision (ACES) is divided into five regions and NARACES has the least number of CACREP accredited doctoral programs of any region (only five). With almost 160 master’s level counselor training programs within NARACES alone, there is certainly a need for trained Counselor Educator’s in the North Atlantic Region. It is important to increase the number of accredited doctoral training programs in order to attract and retain counselor educators and supervisors to the North Atlantic region. Such an increase would benefit all stakeholders through representation and advocacy.” IUP would be positioned to meet this demand.

With the implementation of the Affordable Care Act, millions of Americans who were previously uninsured now have access to mental health services. Thus, the need for mental health service providers is projected to increase by 29% or more (O\*NET data). Doctoral graduates from CACREP programs will be needed to train Master's degree students to respond to the projected increased counseling needs. In a five year analysis of job postings in Counselor Education (Bodenhorn, et al., 2014) found 424 faculty openings in Counselor Education. Sixty one of these positions were in the North Atlantic region. In addition, the Mental Health America (MHA) Association (2015) reported nationally, there is only 1 mental health provider for every 790 individuals indicating a significant lack of availability of mental health service providers. *Meeting the 2013 Standard: An Initial Look at the Demand for Counselor Educators* (Minton, et.al, 2012) identified an expanding market for Counselor Educators noting that "there will be a need for more counselor educators as there will be more positions." In part, this can be attributed to an increase in individuals accessing mental health services.

### **Student Demand**

The profession of Counselor Education has changed dramatically in the past fifteen years, with the most recent changes taking place at the national accreditation level. CACREP has become a powerful defining force in the content and delivery of licensable school and clinical mental health counseling professionals at the master's level and academic positions in Counselor Education and Supervision at the doctoral level.

Beginning in 2013, masters' and doctoral counseling programs that are accredited by CACREP are required to hire faculty who have earned a doctoral degree in counselor education and supervision, preferably from a CACREP-accredited program. This has increased the marketability of graduates of CACREP accredited doctoral programs. Thus, the need for Ph.D. level graduates from a CACREP accredited doctoral program in Counselor Education and Supervision will continue to grow for many years to come.

Additionally, preliminary data from a survey of IUP students, students enrolled at other universities, counseling professionals, and IUP alumni (n=228) revealed a strong interest (71.5%) in applying for a doctoral program in Counselor Education and Supervision at IUP. In addition, 61% identified a need for more competently trained doctoral level counselors and professors in the region.

### **Program Student Learning Outcomes:**

The outcomes to be developed for the proposed program will be consistent with CACREP standards for doctoral programs in Counselor Education. The focus of the training program will be to prepare educators and practitioners through rigorous coursework, relevant practica, well-planned internships, and research-based empirical dissertations. CACREP identifies 5 key areas and corresponding objectives in doctoral level preparation: Counseling, Supervision, Teaching, Research and Scholarship, Leadership and Advocacy. These standards are provided in Table 2 below.

Table 2.

<b>Area</b>	<b>knowledge/outcome objective</b>
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- Advanced study in counseling theories
  - Integration of counseling theories
  - Conceptualization of clients from multiple theoretical perspectives
  - Evidence-based counseling practices
  - Methods for evaluating counseling effectiveness
  - Ethically and culturally relevant counseling in multiple settings
- Counseling
- Purposes of clinical supervision
  - Theoretical frameworks and models of clinical supervision
  - Roles and relationships related to clinical supervision
  - Skills of clinical supervision
  - Opportunities for developing a personal style of clinical supervision
  - Assessment of supervisees' developmental level and other relevant characteristics
  - Modalities of supervision and the use of technology
  - Administrative procedures and responsibilities related to supervision
  - Evaluation, remediation, and gatekeeping in supervision
  - Legal issues and responsibilities in supervision
  - Ethically and culturally relevant strategies for conducting supervision
- Supervision
- Roles and responsibilities related to educating counselors
  - Pedagogy and methods relevant to counselor education
  - Models of adult development and learning
  - Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
  - Effective approaches for online instruction
  - Screening, remediation and gatekeeping functions relevant to teaching
  - Assessment of learning
  - Ethical and culturally relevant strategies used in counselor preparation
  - The role of mentoring in counselor education
- Teaching
- Research designs appropriate to quantitative and qualitative research questions
  - Univariate and multivariate research designs and data analysis methods
  - Qualitative designs and approaches to qualitative data analysis
  - Emergent research practices and processes
  - Models and methods of instrument design
  - Models and methods of Program evaluation
  - Research questions appropriate for professional research and publication
  - Professional writing for journal and newsletter publication
  - Professional conference proposal preparation
  - Design and evaluation of research proposals for a human subjects/institutional review board review
  - Funding and grant proposals
  - Ethically and culturally relevant strategies for conducting research
- Research and Scholarship

Leadership and  
Advocacy

- Theories and skills of leadership
- Leadership and leadership development in professional organizations
- Leadership in counselor education programs
- Knowledge of accreditation standards and processes
- Leadership, management, and administration in counseling organizations and other institutions
- Leadership roles and strategies for responding to crises and disasters
- Strategies of leadership in consultation

A full listing of the 2016 doctoral CACREP standards can be found at: <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

### **Catalog Description and Summary**

The Ph.D. program in Counselor Education and Supervision is designed to be completed in 2-3 years of study beyond the 60 credit Master's degree in counseling. This Ph.D. program is designed for a full time residential cohort with coursework in the fall, spring, and summer semesters. The curriculum requires a minimum of 48 semester hours of acceptable graduate credit beyond the Master's degree. Each student must complete the following 1) all required and elective course work 2) comprehensive examinations 3) dissertation proposal and its defense 4) dissertation and its defense.

#### **Coursework**

#### **Credits**

#### **CACREP Core w/o Research & Scholarship**

COUN 860 Counselor Education and Supervision Professional Identity – 3 credits

COUN 870 Advanced Counseling – 3 credits

COUN 880 Preparation for the Professoriate: Leadership and Advocacy in the Counseling Profession – 3 credits

**15 cr.**

COUN 900 Preparation for the Professoriate: Teaching in Counseling – 3 credits

COUN 910 Counseling Supervision and Consultation – 3 credits

#### **Research & Scholarship**

COUN 890 Quantitative Research and Statistical Analysis in Counselor – 3 credits

COUN 920 Qualitative Methodology in Counselor Education – 3 credits

**12 cr.**

COUN 940 Preparation for the Professoriate: Conducting Research in Counselor Education and Supervision – 3credits

COUN 950 Research Specialty: Advanced Research in Counselor Education– 3 credits  
**Clinical – Practicum & Internship**

COUN 930 Doctoral Practicum in Counseling – 3 credits **9 cr.**

COUN 960 Doctoral Field Experience in Counselor Education – 6 credits  
**Dissertation**

COUN 995 Dissertation in Counselor Education and Supervision - 12 credits **12 cr.**

**Total 48 cr**

### **Entrance Requirements**

Program Entrance Requirements

Students seeking admission to the program must meet the following criteria:

1. Have earned a master’s degree in counseling from a CACREP accredited institution OR

Have earned a master’s degree in counseling or a closely related field. Students whose master’s degree is NOT from a CACREP accredited program must complete the additional coursework necessary to meet CACREP 2016 standards under Section 2 Professional Counseling Identity as well as Section 3 Professional Practice. In addition, Section 5 Entry Level Specialty Areas for either Clinical Mental Health Counseling or School Counseling standards must be met.

2. Have a minimum graduate grade point average of 3.5

The doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria will be reviewed:

- All official college/university transcripts
- Two letters of academic or professional recommendation
- Goal Statement: A summary of relevant educational/work experience; reasons for wanting to earn a Ph.D. in CES (career goals); reasons interested in IUPs Ph.D. program (no more than 2-3 pages)
- Resume/Vita
- GRE
- Example of written work (optional)

COMPLETE PROGRAM PROPOSAL IS LOCATED IN THE PUBLIC FOLDER ON THE ECR. ATTACHMENT AT THE BOTTOM OF THE PROPOSAL ENTITLED: “Doctorate in Counselor Education and Supervision Proposal 9-2-16”