

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

May 2, 2017
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from the April 4, 2017 Senate Meeting.
- B. 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 Nicholas

Standing Committee Reports

Chairperson

- | | | | |
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| A. Rules Committee | Korns | A | 2 |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Clewell | B | 3-59 |
| C. University-Wide Graduate Committee | Moore/Frenzel | C | 60-117 |
| D. University Development and Finance Committee | Wick | | |
| E. Academic Affairs Committee | Dugan/ Witthöft | D | 118-130 |
| F. Awards Committee | Lipinski | | |
| G. Noncredit Committee | O'Neil | E | 131-132 |
| H. Library and Education Services Committee | McLaughlin | F | 133 |
| I. Research Committee | Sciulli | G | 134-135 |
| J. Student Affairs | Stocker | | |

Senate Representative Reports

Representative

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

New Business

Adjournment

**Appendix A
Rules Committee
Chair Korn**

FOR INFORMATION:

Senate Bylaws Change Request

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

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

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

FOR INFORMATION:

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

- **EDSP 468 Current Topics in Educational Psychology**
- **COMM 207 Online Media Production**
- **THTR 281 Special Topics: Applied Theater for Youth**
- **MUSC 481 The Composer, the Conductor and the Recording Process**
- **ENGL 426 ESL Methods and Materials**
- **EDHL 308 Language for Deaf and Hard-of-Hearing Persons and English Language Learners**
- **RLST 380 Islam**

FOR ACTION:

1. Corrections from Previous Minutes

a. B.S. Management Information System/Information Systems Track Program Revision

Controlled Electives: (3)

Two courses from the following:

Information Technology: IFMG 360, 414, 470

Controlled Electives: (3)

Two courses from the following:

Information Technology: IFMG 360, 414, **471**

Rationale: When this program was presented in December 2016 one course number was incorrect: IFMG 470 should be 471.

b. COMM 143 Media Wellness Catalog Description Revision

Current Approved Description:

COMM 143 Media Wellness

3c-0l-3cr

Designed to help students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content.

Proposed Description:

COMM 143 Media Wellness

3c-0l-3cr

Designed to help students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

Rationale: When this course was approved in March 2017 it did not include the last sentences that are in all of the other 143 courses.

c. BIOL 431/531 Ichthyology—Class Hour, Lab Hour Correction

Current Approved Title and Credits:		Proposed Title and Credits:	
BIOL 431/531 Ichthyology	3c-3l-3cr	BIOL 431/531 Ichthyology	2c-2l-3cr

Rationale: In the March 2017 Senate Agenda the class hours and lab hours were presented incorrectly.

2. Academic Affairs—University Libraries—New Course

LIBR 152 Information Issues and Resources for the Health Sciences 1c-0l-1cr

Prerequisite: Students must be enrolled in one of the following programs: Nursing and Allied Health Professions; Food and Nutrition; Kinesiology, Health, and Sport Science; or Public Health

Provides an in-depth look at how information is located and used in the health sciences, including a variety of traditional and non-traditional resources, as well as the cost of that information, the availability of misinformation, evaluation techniques for evidence-based practice, and the role of the Institutional Review Board (IRB) in health sciences research.

Rationale: This course is intended to provide health sciences students with the tools they will need to be successful in their health sciences research-based courses and as health sciences practitioners. The already existing LIBR 151 course is a general course designed to examine information topics in a way that could be applied to all majors, but it does not focus on the specific information needs of health sciences students. For instance, the Council of Education for Public Health lists "the ability to locate, use, and synthesize public health information" in their accreditation standards. Similarly, the ACEND Core Competencies for the Registered Dietitian lists specific health sciences databases such as the Cochrane Database of Systematic Reviews, the Agency for healthcare Research and Quality, and the National Guideline Clearinghouse that dietitians should be able to use which are not covered specifically in LIBR 151. Additionally, health sciences students often receive only one class session of information literacy instruction that is health-focused which does not allow them to learn much more than the practicalities of using IUP subscription databases. Information Issues and Resources for the Health Sciences will allow students to explore these subscription resources, publicly available resources, and other issues that are unique to the health sciences such as PICO searching, the role of the IRB, the hierarchy of evidence, and health sciences citation formats

such as AMA. Health sciences students should take LIBR 152 as an alternative to the more general LIBR 151 course.

3. Department of Physics—New Courses and New Program

a. New Courses:

i. ENVE 101 Introduction to Environmental Engineering 3c-0l-3cr

Introduces the principles of environmental engineering with specific focus on water pollution and control, hazardous substances and risk assessment, water and wastewater treatment systems, air-pollution and emission control, solid wastes, and global warming.

Rationale: ENVE 101 is a core course in the environmental engineering program, providing the basis for more advanced courses in the program. Students will learn about the different types of problems they may face as environmental engineers. This course will provide knowledge that will assist in the selection of elective areas of water pollution, air pollution, or climate change.

ii. ENVE 201 Fluid Mechanics 3c-0l-3cr

Prerequisites: ENVE 101, MATH 125, PHYS 131

Applies basic laws of fluid mechanics with applications to engineering problems, hydrostatic pressure, buoyancy, open systems and control volume analysis, mass conservation and momentum conservation for moving fluids, viscous fluid flows, flow through pipes, and dimensional analysis.

Rationale: ENVE 201 is a basic subject for variety of engineering programs including environmental engineering. It provides knowledge necessary for an environmental engineer to understand pollution transportation in water and air, to be able to design components of water distribution systems, and water and wastewater treatment systems. Students will learn what they need in higher level courses such as ENVE 311 Water Resources Engineering and ENVE 461 Water and Wastewater Systems.

iii. ENVE 211 Statics and Solid Mechanics 3c-0l-3cr

Prerequisites: ENVE 101, MATH 125, PHYS 131

Examines principles of mechanics, force systems, equilibrium structures, distributed forces, centroids, stress and strain, torsion, bending of beams, shearing stress in beams, combined stresses, principal stresses, deflections of beams, and statically indeterminate members and columns.

Rationale: ENVE 211 introduces the concepts of engineering based on forces in equilibrium. Students will learn to apply basic engineering mechanics principles to find forces and stresses in simple elements and members. Statics is an essential prerequisite for many branches of engineering, such as mechanical, civil, aeronautical, environmental, and bioengineering, which address the various consequences of forces.

iv. ENVE 301 Environmental Aquatic Chemistry 3c-3l-4cr

Prerequisites: ENVE 101, CHEM 112 or 114

Examines fundamental principles of general, analytical, physical, and equilibrium chemistry applicable to water and wastewater treatment systems. Topics include thermodynamics and kinetics of acids and base reactions, carbonate chemistry (alkalinity), air-water exchange, precipitation and dissolution, oxidation-reduction, and chemical analysis of water and wastewater in a laboratory.

Rationale: Environmental engineers need to know the fundamental principles of chemistry to gain an understanding of the source, fate, and reactivity of compounds in natural and polluted environments. The goal of this course is to gain an understanding of the fundamental chemical processes that are necessary to understand important environmental problems and to utilize this knowledge in evaluations of these problems.

v. ENVE 311 Water Resources Engineering

3c-3l-4cr

Prerequisites: ENVE 201

Explores hydrologic engineering, including fundamentals of hydrology, rainfall-runoff modeling, hydraulic processes (including both pressurized pipe flow and open channel flow), and hydrologic frequency analysis. These fundamentals are then applied in the computation of design flows and in the analysis and design of hydraulic systems such as pipe networks and storm water management systems.

Rationale: ENVE 311 provides a basis for environmental engineers to have knowledge about water distribution systems, to analyze natural water circulation in the environment, to calculate run off, to examine pollution transportation in natural water resources, and how to design water and waste water conduits.

vi. ENVE 461 Water and Wastewater Treatment

3c-0l-3cr

Prerequisites: BIOL 202, ENVE 301

Provides an overview of engineering approaches to protecting water quality with an emphasis on fundamental principles. Explores design of systems for treating municipal wastewater and drinking water as well as physical, chemical, and biological processes, including sedimentation, filtration, biological treatment, disinfection, and sludge processing.

Rationale: This course addresses the need of students to acquire knowledge and skills in design and operation of water and wastewater treatment plants that will help them in their career as environmental engineers.

vii. ENVE 471 Solid and Hazardous Waste Management

3c-0l-3cr

Prerequisites: BIOL 202, ENVE 311

Examines the principles of integrated solid waste management. Provides an overview of municipal solid waste (MSW), industrial waste and hazardous waste management, including design and economic analysis. Explores the planning and engineering principles needed to address the growing and increasingly intricate problem of controlling and processing the refuse (solid waste) created by urban societies. Discusses options such as landfilling, composting and incineration from engineering, social, and regulatory perspectives. Reviews physical, chemical, and biological treatment of hazardous waste. Covers federal regulations,

permitting and public participation processes and innovative management practices associated with solid and hazardous waste.

Rationale: This course provides necessary knowledge to the fundamental principles and key technologies that are used to manage municipal, commercial, and industrial solid waste. In order to manage waste economically and comply with environmental regulations, environmental engineers would require specialized training and experience. All civil, environmental, chemical, and agricultural engineers can benefit from this course.

viii. ENVE 498 Environmental Engineering

3c-01-3cr

Prerequisites: senior standing (90 or more credits) or instructor permission.

Capstone design experience involving an interdisciplinary environmental engineering project incorporating real-world clients. Includes visits and tour field sites as well as interaction with professional engineers. Focuses on water treatment alternatives, regulatory operational needs, sustainability; and implementation of a realistic schedule and project budget.

Rationale: This course is required by the Environmental Engineering curricula to fulfill an ABET requirement of a Capstone Design experience in the senior year. This course provides the students with a broad spectrum of open-ended design of environmental processes including development of process flow diagrams, control strategies, process simulators, and financial analysis of processes. This course will be presented through a series of lectures, intensive reading, field tour, project report and presentation. Completion of this course will prepare environmental engineering seniors for fulfillment of program objectives.

b. New Program Description:

Bachelor of Science in Environmental Engineering

Environmental Engineering is a multi-disciplinary program that prepares students to work to minimize the impact of human development and technology on the natural world. Their interests include water purification, pollution control, public health, recycling, waste disposal, and sustainable design and manufacturing. Graduates trained in basic sciences and mathematics will use the principles of engineering, geosciences, chemistry, biology, and physics to develop solutions to environmental problems. The proposed degree program combines a solid grounding in college level basic sciences and mathematics with environmental engineering and technical courses.

Graduates of the B.S. in Environmental Engineering will be qualified to enter the workforce immediately or to further their educations in master's or doctoral programs. The degree program will prepare students to apply mathematical and scientific principles to the design, development and operational evaluation of systems for controlling contained living environments and for monitoring and controlling factors in the external natural environment, including pollution control, waste and hazardous material disposal, health and safety protection, conservation, life support, and requirements for protection of special materials and related work environments.

Graduates of this program will possess the technical expertise required to maintain a healthy balance between societal welfare, economic growth and the environment surrounding us, and will be in demand in the Pennsylvania workforce where the need for Environmental Engineers is projected to grow faster than other occupations.

c. New Program

B.S. Environmental Engineering

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

Humanities: PHIL 122

Mathematics: MATH 125

Natural Science: CHEM 111-112 or CHEM 113-114

Social Science: ECON 101 or 121; RGPL103 or GEOG 104

Liberal Studies Electives: 3cr, MATH 126

Major: **58**

Required Courses:

BIOL 202	Principles of Cell and Molecular Biology	4cr
GEOS 201	Foundations of Geology	4cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Sciences	3cr
MATH 225	Calculus III/Physics, Chemistry, Mathematics	3cr
MATH 341	Differential Equations	3cr
PHYS 131	Physics I-C Lecture	3cr
PHYS 132	Physics II-C Lecture	3cr
PHYS 141	Physics I-C Lab	1cr
PHYS 142	Physics II-C Lab	1cr

Environmental Engineering Core:

ECON 361	Environmental Economics	3cr
ENVE 101	Introduction to Environmental Engineering	3cr
ENVE 201	Fluid Mechanics	3cr

ENVE 211	Statics and Solid Mechanics	3cr
ENVE 301	Environmental Aquatic Chemistry	4cr
ENVE 311	Water Resources Engineering	4cr
ENVE 461	Water and Wastewater Treatment	3cr
ENVE 471	Solid and Hazardous Waste Management	3cr
ENVE 498	Environmental Engineering Design	3cr
SAFE 435	Ethics and Professionalism	1cr

Free Electives: **18**

BIOL 221, 250, 323, 401, CHEM 231, 325, 351, COSC 110, 250, GEOG 316, 415, 419, GEOS 312, IFMG 110, 250, MATH 342, SAFE 310, 361 and foreign language intermediate sequence (6cr) are recommended.

Total Degree Requirements: **120**

Rationale: Indiana University of Pennsylvania (IUP) proposes a Bachelor of Science in Environmental Engineering. This degree program draws on existing strengths and expertise within IUP's Departments of Chemistry, Geoscience, and Physics in the College of Natural Sciences and Mathematics. Environmental engineers work to minimize the impact of human development and technology on the natural world. Their interests include water purification, pollution control, public health, recycling, waste disposal, and sustainable design and manufacturing. Graduates of the B.S. in Environmental Engineering will be qualified to enter the workforce immediately. Nationally, the demand for environmental engineers is projected to grow 12% by 2024, which is faster than the national average (7%) for other professions. The 2022 employment projections from the Pennsylvania Center for Workforce Information and Analysis indicate the labor market for environmental engineers is growing and that the demand is greater than the supply. Industries hiring individuals with environmental engineering training will grow over 20% during this same period. The forecasted demands in the various workforce regions throughout the Commonwealth for environmental engineers, provides IUP the opportunity to meet these needs through the implementation of the BS Environmental Engineering program.

4. Department of Biology—New Course, Program Revision and Program Catalog Description Change

BIOL 409 Pharmacology Principles and Applications **3c-0l-3cr**

Prerequisites: BIOL 106 or 202 or 240

Explores the principles of the interactions of chemicals with biological systems in the context of human diseases of varied etiology (e.g. genetic, environmental) and clinical presentation. Introduces the general principles of pharmacokinetics and pharmacodynamics, integrating analysis at multiple biological levels (molecular, cellular, systems, organismal) to

develop a broad view of the interaction of drugs with biological systems. Develops skills in pharmacological analysis through examination of actual and simulated sets of data. Examines applications of principles to specific fields of pharmacology (e.g. neuro-, cardiovascular, immuno-, endocrine, cancer) and explores the discovery and development of new medications using examples from recent scientific and clinical trial literature.

Rationale: BIOL 409/509 has been offered as a Special Topics course for three semesters and is immensely popular with both undergraduate and graduate Biology students as a controlled elective. Dr. Widzowski has relied on his extensive expertise in the pharmaceutical industry to develop a practical course introducing students to key concepts related to pharmacology. This course will serve the Biology Department as a controlled elective for the Biology BS, BA, Cell and Molecular, Pre-Medical, and Pre-Veterinary tracks as well as the Biology Minor and Biomedical Science Minor. Also, this course would be an excellent controlled elective for students enrolled in NSM degree programs including Pre-Chiropractic, Pre-Dentistry, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Physician Assistant, and Pre-Podiatry. As such, we expect that this course will continue to be highly populated by students interested in professional schools following their undergraduate educations.

b. Program Revision:

Current Program Description:

B.S. Biology/Ecology, Conservation, and Environmental Biology Track

Liberal Studies: As outlined in Liberal Studies 45
section with the following specifications:
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-114
Liberal Studies Electives: 3cr, MATH 216 or 217

Major: 36-37

Required Core Courses:

BIOL 201	Principles of Ecology and Evolution	
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 203	Principles of Genetics and Development	

Required Biology Courses:	4cr
BIOL 210	Principles of Plant Biology

Purposed Program Description:

B.S. Biology/Ecology, Conservation, and Environmental Biology Track

Liberal Studies: As outlined in Liberal Studies 45
section with the following specifications:
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-114
Liberal Studies Electives: 3cr, MATH 216 or 217

Major: 39-40

Required Core Courses:

BIOL 201	Principles of Ecology and Evolution	
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 203	Principles of Genetics and Development	

Required Biology Courses:	4cr
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BIOL 220	General Zoology		BIOL 205	Ecological Methods	
BIOL 272	Conservation of Plant and Animal Resources	4cr	BIOL 210	Botany	4cr
BIOL 362	Ecology		BIOL 220	General Zoology	4cr
BIOL 451	Evolutionary Biology		BIOL 272	Conservation of Plant and Animal Resources	
BIOL 450	Field Studies in Biology (Field	3cr	BIOL 362	Ecology	3cr
or 490	Research Methods section only) or		BIOL 451	Evolution	3cr
	Field Biology Pymatuning	3cr	BIOL 490	Field Studies in Biology or	3cr
	Laboratory of Ecology (Field		or 450	Field Biology at Pymatuning	
	Methods in Ecology and			Laboratory	3cr
	Conservation section only)				
		3cr			
		3cr			3cr
		3cr			3cr
		3-4cr			3cr
					3-4cr
Controlled Biology Electives:		6cr	Controlled Biology Electives:		6cr
Biology electives (major courses only) (1)			Biology major courses only (1)		
Other Science Requirements:			Other Science Requirements:		
GEOS 201	Foundations of Geology		GEOS 201	Foundations of Geology	
PHYS 111	Physics I Lecture		PHYS 111	Physics I Lecture	
PHYS 121	Physics I Lab	23	PHYS 121	Physics I Lab	20
		4cr			4cr
		3cr			3cr
		1cr			1cr
Controlled Electives:		15cr	Controlled Electives: 12cr (2)		
Select 15cr from the following: (2)			Select 12cr from the following (cannot include		
ANTH 420; BIOC 301, 302, 311, 312, 401, 480, 490;			liberal studies elective, or courses counting		
CHEM 231, 232, 321, 323, 351; COSC 105, 110; ECON 361;			toward Other Requirements):		
GEOG 343, 345, 419; GEOG/RGPL 213, 314, 316, 415, 417,			ANTH 222, 250, 420; BIOC: 301, 302, 311, 312;		
440, 464; GEOS 202, 203, 303, 310, 311, 312, 313, 351, 352,			BIOL (Majors Courses Only); CHEM: 231, 232, 325,		
353, 354, 362, 370, 371; MATH 122, 417, 418; PHYS 112, 122,			326, 351; COSC 105, 110, 210, 310, 341; CRIM 374;		
151, 161; PSYC 290, 291, 315, 331, 341, 342 or 345, 350, 355,			ECON 122, 361; GEOG 331, 419, 425, 435		
356, 359, 372; RGPL 350, 458			GEOG/RGPL 213, 231, 313, 314, 316, 341, 342, 343,		
Other Requirements:		0-6	345, 415, 420, 440, 464; GEOS 202, 203, 302, 303,		
Foreign Language Intermediate Level (3) 0-6cr			310, 311, 312, 324, 352, 353, 370, 371; MATH 122,		
Exit survey for assessment purposes			171, 309, 341, 342, 363, 411, 412; PHIL 270, 330;		
Free Electives:		9-16	PHYS 112, 122, 231; PSYC 330, 331; RGPL 350,		
			426; SAFE 310; SUST 201		
Total Degree Requirements:		120	Other Requirements:		0-6
			Course sequence in one of the following areas (may		
			not be counted toward Ancillary Courses):		
			1) Foreign Language: 1 course at Intermediate Level		
			or 2 semesters beyond placement.		
			2) Computer Science: Choose two from the following:		

COSC 105, 110, 210
 3) Geography/Regional Planning: Choose two from the following: GEOG/RGPL 213, 314, 415, 420

Free Electives:

9-16

Total Degree Requirements:

120

- | | |
|--|--|
| <p>(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.</p> <p>(2) Other appropriate major courses at 200 level and above (excluding Liberal Studies courses) in the above departments may be substituted with permission of the advisor and the Biology Department chairperson in advance of taking the course.</p> <p>(3) (a) Two courses in one language, including the placement course; or (b) intermediate level. In lieu of a foreign language the students may elect to take a sequence of two courses in either computer science (exclusive of COSC/IFMG 101; COSC 110 and 210 recommended), or two courses in geography/regional planning (from the following: GEOG/RGPL 213, 314, 316, 415, 417).</p> | <p>(1) No more than 6cr total from Independent Study, Special Topics, or Internship applies to major; excess applied as free electives.</p> <p>(2) Other appropriate BIOL major courses at 200-level and above (excluding liberal studies courses) or courses in the above departments may be substituted with permission of the advisor and the biology department chairperson in advance of taking the course.</p> |
|--|--|

Rationale: 1. The experimental design course (BIOL 205) is critical for training our students to understand how to effectively plan a typical study in ecology and handle the resulting data. 2. Expanding the options for Ancillary Courses provides additional flexibility for our students to fulfill the requirements for their degree. 3. Changes to Ancillary courses also help encourage our students to pursue minors in two newer IUP minors (Applied Statistics, and Sustainability) in addition to existing minors in Geography, Geoscience, and Regional Planning. 4. Deletions to Ancillary Course options also help direct our students to related courses in other departments. These deletions were made for three reasons: a) Many of the courses previously listed as options under Ancillary Courses were no longer being offered due to past curriculum revisions, b) Some courses had layers of prerequisites that were otherwise not required as part of our track, c) Some courses were removed because they are only distantly related to the focus of our track. 5. The wording for the “Other Requirements” along with the use of a footnote was confusing for both students and advisors.

c. Program Catalog Description Revision:

Current Catalog Description:

BS—Biology/Ecology, Conservation, and Environmental Biology Track

The Ecology, Conservation, and Environmental Biology (ECEB) Track includes all core biology courses and a selection of related courses that focus on ecological and environmental sciences. To

achieve an environmental focus, the student must complete broad training in the sciences and mathematics. The track is designed to provide flexibility to allow pursuit of specialized interests within ECEB, including minors in other environmental disciplines (e.g., environmental geology, geography, regional planning, law, etc.). Course requirements for professional certification by the Ecological Society of America (Certified Associate Ecologist) and/or the Wildlife Society (Certified Wildlife Biologist) can be met within this track. This track prepares students for pursuing advanced degrees or employment in areas related to ecology and environmental sciences at universities, government, and private companies.

Proposed Catalog Description:

BS—Biology/Ecology, Conservation, and Environmental Biology Track

The Ecology, Conservation, and Environmental Biology (ECEB) Track includes all core biology courses and a selection of related courses that focus on ecological and environmental sciences.

To achieve an environmental focus, the student must complete broad training in the sciences and mathematics. The track is designed to provide flexibility to allow pursuit of specialized interests within ECEB, including minors in other related disciplines (**Applied Statistics, Geology, Geography, Regional Planning, and Sustainability**). Course requirements for professional certification by the Ecological Society of America (Certified Associate Ecologist) and/or the Wildlife Society (Certified Wildlife Biologist) can be met within this track. This track prepares students for pursuing advanced degrees or employment in areas related to ecology and environmental sciences at universities, government, and private companies.

5. Department for Disability Access and Advising—Department Name Change

Current Department Name:

Proposed Department Name:

The Advising and Testing Center

Department for Disability Access and Advising

Rationale: Due to recent restructuring, the functions of the Advising and Testing Center have changed. The proposed new name better reflects the revised functions of the restructured center.

6. Department of Kinesiology, Health, and Sport Science—Course Revisions, Course Title Change, Modify Prerequisites, Class Hour and Credit Changes, Program Revision, Program Catalog Description Change, and New Program

a. Course Revisions and Other Changes to Catalog Descriptions

i. Current Catalog Description:

KHSS 376 Athletic Training Clinical Practicum I

0c-2l-1cr

Prerequisites: HPED 345, 346

Develops and demonstrates proficient psychomotor skills within the domains of athletic injury prevention and acute care, in coordination with a one-semester clinical field

experience. Allows an opportunity to practice and apply skills taught under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to safety/risk management, conditioning, equipment fitting, taping and wrapping, acute care, and transportation/transfer of the injured athlete. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Proposed Catalog Description:

KHSS 376 Athletic Training Clinical Practicum I

0c-3l-3cr

Prerequisites: HPED 345, 346

Develops and demonstrates proficient psychomotor skills within the domains of athletic injury prevention and acute care, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills taught under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to safety/risk management, conditioning, equipment fitting, taping and wrapping, acute care, and transportation/transfer of the injured athlete. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Rationale: The Athletic Training program had a site visit by the Commission on Accreditation of Athletic Training Education (CAATE) in November 2015. Our program was found to be in non-compliance with CAATE standard 56: *Course credit must be consistent with institutional policy or institutional practice*. Students currently receive 1 credit for this course which currently requires an average of 225-300 hours of clinical experiences with the IUP Dept. of Athletics and/or an affiliated clinical site. Site visitors concluded that this ratio is not consistent with institutional practice. In order to come into compliance with CAATE accreditation standard 56, we must both decrease the number of clinical experience hours required, and increase the credits assigned. We will come into compliance by increasing the credits to three (3), and decreasing the clinical experience hours to an average of 120-150 hours.

ii. Current Catalog Description:

KHSS 377 Athletic Training Clinical Practicum I

0c-2l-1cr

Develops and demonstrates proficient psychomotor skills within the domain of athletic injury assessment, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills taught under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to anatomical landmarks' identification, orthopedic and neurological evaluation, and general medical examination. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Proposed Catalog Description:

KHSS 377 Athletic Training Clinical Practicum II

0c-3l-3cr

Prerequisite: KHSS 365

Develops and demonstrates proficient psychomotor skills within the domain of athletic injury assessment, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills taught under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to anatomical landmarks' identification, orthopedic **evaluations, and neurological evaluations**. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Rationale: This course is also changing the lab hours and credits for the reasons stated above. The sequencing of skill instruction, practice and testing has been modified due to academic/lecture course sequence changes, and to have a more even distribution of skills throughout the four clinical practicum courses required (in this case, the general medical clinical practice has been moved to a different practicum). There was also a typographical error in the latest catalog. This course is Practicum II, not Practicum I, and should be corrected. Lastly, the prerequisite being added is simply to better delineate program progression. KHSS 365 has always preceded this clinical practicum in the past, the prerequisite has not been stated when it should have been all along.

iii. Current Catalog Description:

KHSS 476 Athletic Training Clinical Practicum III

0c-2l-1cr

Develops and demonstrates proficient psychomotor skills within the domains of athletic training organization/administration and education/guidance, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to communication, recordkeeping, planning, budgeting and purchasing, facility design, policies/procedures, and other athletic health care managerial/administrative duties. Athletic training instruction and guidance skills are also addressed. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Proposed Catalog Description:

KHSS 476 Athletic Training Clinical Practicum III

0c-3l-3cr

Prerequisites: KHSS 365, 385, 446

Develops and demonstrates proficient psychomotor skills within the domains of athletic training therapeutic interventions and general medical conditions, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to therapeutic modalities, manual muscle testing, and general medical examinations and management. Healthcare administration skills are also addressed. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) Athletic Trainer examination.

Rationale: In addition to the changes in the lab and credit hours, the sequencing of skill instruction, practice and testing has been modified due to academic/lecture course

sequence changes, and to have a more even distribution of skills throughout the four clinical practicum courses required. Prerequisites are being added to demonstrate the existing course sequencing. These prerequisites have simply been omitted from previous catalogs.

iv. Current Catalog Description:

KHSS 477 Athletic Training Clinical Practicum IV

0c-2l-1cr

Develops and demonstrates proficient psychomotor skills within the domain of athletic injury rehabilitation, in coordination with a one-semester clinical field experience.

Allows an opportunity to practice and apply skills under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as exercise, manual therapy, and other advanced musculoskeletal screening and therapeutic intervention techniques. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Proposed Catalog Description:

KHSS 477 Athletic Training Clinical Practicum IV

0c-3l-3cr

Prerequisites: KHSS 446, 448

Develops and demonstrates proficient psychomotor skills within the domain of athletic injury rehabilitation, in coordination with a one-semester clinical field experience.

Allows an opportunity to practice and apply skills under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as exercise, manual therapy, and other advanced musculoskeletal screening and therapeutic intervention techniques. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) for the Athletic Trainer examination.

Rationale: In addition to the changes in the lab and credit hours, the prerequisites being added is simply to better delineate program progression. The prerequisites have not been stated when they should have been all along.

v. Current Catalog Description:

KHSS 375 Physiological Basis of Strength Training

3c-0l-3cr

Prerequisite: C or higher in KHSS 221 or C or higher in BIOL 150

Provides the anatomical and physiological basis of muscle function. Students also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment are available.

KHSS 375 Physiological Basis of Strength Training and Conditioning

3c-0l-3cr

Prerequisite: C or higher in KHSS 221 or C or higher in BIOL 150

Provides the anatomical and physiological basis of muscle function. Students also gain an understanding of changes that can be made through **strength training and**

conditioning, along with knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment are available.

Rationale: The course in its current state, based on new and old syllabi of record, includes content related to the field of strength training and conditioning. The name of the course will be changed to "Physiological Basis of Strength Training and Conditioning" to more accurately reflect the scope of the content that has been instructed in this course in recent years. The course description will also be adjusted to include "and Conditioning." A new course objective will be added as well, and this objective directly relates to the necessity of providing our undergraduate students with the foundational knowledge necessary to potentially pursue national certification in the field of strength training and conditioning. The scope of the course is not being modified, rather the clarity of the scope will be more clearly defined.

b. Program Catalog Description Change:

Current 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 PESP 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 PESP. 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 preprofessional 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.

Exercise Science

IUP's Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences under the auspices of the Commission on Accreditation of Allied Health Education Programs. This program provides students with the knowledge, skills, and abilities to seek employment in private and commercial fitness clubs, medical fitness facilities, sportspecific and conditioning facilities, and clinical settings such as cardiac and pulmonary rehabilitation programs. This program has an academic core, specialty classes in exercise assessment, programming, and prescription, and opportunities for work-site experience. While students may select Exercise Science as one of several tracks in the Kinesiology, Health, and Sport Science Department, students must demonstrate above-average academic performance by maintaining

programmatic standards including (1) minimum 2.5 cumulative GPA for transfer students outside and within IUP; (2) a minimum of a “C” grade in major/core exercise science classes, including KHSS 285, 286, 343, 347, 375, 410, 411, 414, 492, and 493; and (3) before graduation, successful completion of an NCCA (National Commission for Certifying Agencies) approved health and fitness certification. Student transcripts will be reviewed each semester by the individual academic advisor and reported to the Exercise Science program coordinator for compliance with the academic requirements. Specific work-site experiences may be contingent upon students’ obtaining student liability insurance and selected health clearances such as physical, TB, and drug screening. Purchase of small equipment such as stethoscopes and digital heart rate monitors will be required.

Sport Administration

This program prepares students to use a variety of skills to function in a management capacity within the sport industry. Graduates of this program can seek employment in such areas as school and college athletic departments, coaching, community recreation organizations, minor and major league sports franchises, commercial sport facilities, and golf courses, as well as other athletic and sports-related industries. Students acquire management skills that can be used in multiple career tracks. A minor that will enhance their career objectives is encouraged.

Proposed Program 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 PESP 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.

Four specialty programs of study have been developed for the degree program in PESP. These programs consist of (1) Physical Education and Sport, (2) Physical Education and Sport–Exercise Science and (3) **Physical Education and Sport-Pre-Athletic Training** and (4) 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 preprofessional 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.

Exercise Science

IUP’s Exercise Science program is accredited by the Committee on Accreditation for the Exercise Sciences under the auspices of the Commission on Accreditation of Allied Health Education Programs. This program provides students with the knowledge, skills, and abilities to seek employment in private and commercial fitness clubs, medical fitness facilities, sport-specific and conditioning facilities, and clinical settings such as cardiac and pulmonary rehabilitation programs.

This program has an academic core, specialty classes in exercise assessment, programming, and prescription, and opportunities for work-site experience.

While students may select Exercise Science as one of several tracks in the Kinesiology, Health, and Sport Science Department, students must demonstrate above-average academic performance by maintaining programmatic standards including (1) minimum 2.5 cumulative GPA for transfer students outside and within IUP; (2) a minimum of a “C” grade in major/core exercise science classes, including KHSS 285, 286, 343, 347, 375, 410, 411, 414, 492, and 493; and (3) before graduation, successful completion of an NCCA (National Commission for Certifying Agencies) approved health and fitness certification. Student transcripts will be reviewed each semester by the individual academic advisor and reported to the Exercise Science program coordinator for compliance with the academic requirements. Specific work-site experiences may be contingent upon students’ obtaining student liability insurance and selected health clearances such as physical, TB, and drug screening. Purchase of small equipment such as stethoscopes and digital heart rate monitors will be required.

Pre-Athletic Training

The Pre-Athletic Training track prepares students for admission into a professional-level masters degree program in Athletic Training. Accelerated program progression allows students who meet eligibility requirements to apply for early admission into IUP’s Master of Science in Athletic Training program. Students will work closely with an advisor to ascertain the likelihood of early admission into graduate school and will be advised to switch into another PESP track if appropriate. The first four semesters of the Pre-Athletic Training Track aligns closely with the Exercise Science Track and allows for seamless transition into Exercise Science if early admission requirements are not likely to be met by the end of the sixth semester.

Sport Administration

This program prepares students to use a variety of skills to function in a management capacity within the sport industry. Graduates of this program can seek employment in such areas as school and college athletic departments, coaching, community recreation organizations, minor and major league sports franchises, commercial sport facilities, and golf courses, as well as other athletic and sports-related industries. Students acquire management skills that can be used in multiple career tracks. A minor that will enhance their career objectives is encouraged.

c. New Program:

Bachelor of Science—Physical Education and Sport—Pre-Athletic Training

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

Mathematics: MATH 217

Natural Science: BIOL 104 and 106

Social Science: PSYC 101

Liberal Studies Elective: 3cr, FDNT 145

Major: **21**

Core Requirements:

KHSS 143	Careers in Kinesiology, Health and Sports Science	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr

KHSS 209	Motor Behavior	3cr
KHSS 221	Human Structure and Function	3cr
KHSS 341	Evaluations in Health and Physical Education	3cr
KHSS 343	Physiology of Exercise	3cr
KHSS 344	Adapted Physical Activity and Sport	3cr
KHSS 441	Psychosocial Implications for Health and Physical Education	3cr

Pre-Athletic Training

Requirements:

28

BIOL 150	Human Anatomy	4cr
BIOL 200	Medical Terminology	2cr
BIOL 240	Human Physiology	4cr
CHEM 101	College Chemistry I	4cr
KHSS 286	Strength/Personal Training Practicum	3cr
KHSS 315	Biomechanics	3cr
KHSS 347	Physiology of Exercise Laboratory	1cr
KHSS 375	Physiological Basis of Strength Training	3cr
PHYS 111	Physics I Lecture <i>or</i>	
<i>or</i> 151	Medical Physics Lecture	3cr
PHYS 121	Physics I Lab <i>or</i>	
<i>or</i> 161	Medical Physics Lab	1cr

Free Electives: (1)

27

Total Degree Requirements:

120

(1) Some elective credits can be used towards the MS in Athletic Training if eligible for early admission.

Rationale: With the Board of Governor's recent approval of IUP's MS in Athletic Training, this track will serve as one feeder source by allowing students who are interested in becoming an athletic trainer to enroll as freshmen. The program will also provide an opportunity for early admission into the MS in Athletic Training program.

d. Program Revision:

Current Program Requirements:

Proposed Program Requirements:

Bachelor of Science—Athletic Training

Bachelor of Science—Athletic Training

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Dimensions of Wellness: KHSS/FDNT/NURS 143
Mathematics: MATH 217
Natural Science: BIOL 104 and 106
Social Science: PSYC 101
Liberal Studies Electives: 3cr, FDNT 145, no course with KHSS prefix

44 **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:
Dimensions of Wellness: KHSS/FDNT/NURS 143
Mathematics: MATH 217
Natural Science: BIOL 104 and 106
Social Science: PSYC 101
Liberal Studies Electives: 3cr, FDNT 145, no course with KHSS prefix

12-13

13-14

Major:		
Core Requirements:		
KHSS 209	Motor Behavior	3cr
KHSS 221	Human Structure and Function <i>or</i>	3-4cr
<i>or</i> BIOL 150	Human Anatomy	3cr
KHSS 343	Physiology of Exercise	
KHSS 441	Psychosocial Implications for Health and Physical Education	3cr
Athletic Training Requirements:		
KHSS 185	Introduction to Athletic Training	3cr
KHSS 286	Strength/Personal Training Practicum	2cr
KHSS 315	Biomechanics	3cr
KHSS 344	Adapted Physical Activity and Sport	
KHSS 345	Survey of Orthopedic Injuries in Sport and Exercise	3cr
KHSS 346	Preventive and Acute Care Skills in Athletic Training	3cr
KHSS 347	Physiology of Exercise Laboratory	1cr
KHSS 365	Orthopedic Injury Assessment in Athletic Training	1cr
KHSS 375	Physiological Basis of Strength Training	3cr
KHSS 376	Athletic Training Clinical Practicum I	1cr
KHSS 377	Athletic Training Clinical Practicum II	1cr
KHSS 380	Organization and Administration in Athletic Training	3cr
KHSS 385	General Medical Conditions in Athletic Training	3cr
KHSS 411	Physical Fitness Appraisal	3cr
KHSS 415	Lifestyle Behavior Management for Physical Activity	3cr
KHSS 446	Therapeutic Modalities	4cr
KHSS 448	Therapeutic Exercise for Athletic Injury Management	4cr
KHSS 476	Athletic Training Clinical Practicum III	1cr
KHSS 477	Athletic Training Clinical Practicum IV	1cr
KHSS 480	Professional Issues in Athletic Training	3cr
Free Electives:		
		13-14
Total Degree Requirements:		120

Note: All students must obtain an Athletic Training Program Overview, available from the KHSS office or the office of the curriculum coordinator, for full details on admission, retention, and program completion requirements.

Major:		
Core Requirements:		
KHSS 135	Careers in Kinesiology, Health and Sport	1cr
KHSS 209	Motor Behavior	3cr
KHSS 221	Human Structure and Function <i>or</i>	3-4cr
<i>or</i> BIOL 150	Human Anatomy	3cr
KHSS 343	Physiology of Exercise	
KHSS 441	Psychosocial Implications for Health and Physical Education	3cr
Athletic Training Requirements:		
KHSS 185	Introduction to Athletic Training	3cr
KHSS 286	Strength/Personal Training Practicum	3cr
KHSS 315	Biomechanics	3cr
KHSS 344	Adapted Physical Activity and Sport	
KHSS 345	Survey of Orthopedic Injuries in Sport and Exercise	3cr
KHSS 346	Preventive and Acute Care Skills in Athletic Training	3cr
KHSS 347	Physiology of Exercise Laboratory	1cr
KHSS 365	Orthopedic Injury Assessment in Athletic Training	1cr
KHSS 375	Physiological Basis of Strength Training	3cr
KHSS 376	Athletic Training Clinical Practicum I	3cr
KHSS 377	Athletic Training Clinical Practicum II	3cr
KHSS 380	Organization and Administration in Athletic Training	3cr
KHSS 385	General Medical Conditions in Athletic Training	3cr
KHSS 411	Physical Fitness Appraisal	3cr
KHSS 415	Lifestyle Behavior Management for Physical Activity	3cr
KHSS 446	Therapeutic Modalities	4cr
KHSS 448	Therapeutic Exercise for Athletic Injury Management	4cr
KHSS 476	Athletic Training Clinical Practicum III	3cr
KHSS 477	Athletic Training Clinical Practicum IV	3cr
KHSS 480	Professional Issues in Athletic Training	3cr
Free Electives:		
		3-4
Total Degree Requirements:		120

Note: All students must obtain an Athletic Training Program Overview, available from the KHSS office or the office of the curriculum coordinator, for full details on admission, retention, and program completion requirements.

e. Program Catalog Description Change:

Bachelor of Science Degree—Athletic Training

IUP's Athletic Training program ~~is accredited by the Commission on Accreditation of Athletic Training Education. This program~~ prepares students with the knowledge, skills, and experience to provide prevention, evaluation, acute management, and rehabilitation and/or reconditioning services to professional and amateur athletes and other individuals involved in sports, exercise, and physical activity in general. The program has an academic and a clinical education component. The clinical education component entails a series of sequential laboratory courses and a minimum of four semesters of supervised field experience with the IUP Department of Athletics and affiliated clinical sites (sports medicine clinics, physicians' offices/hospitals,

high schools, and additional collegiate settings). Students must file an application for admission into the program during their third semester at IUP (fall of their sophomore year).

Formal admission into the program is a prerequisite for assignment to clinical field experiences and enrollment in upper-level courses. Admission into the program is competitive, and fulfillment of the minimum eligibility requirements does not guarantee admission. Each year, the program will select a predetermined number of students from the eligible candidate pool based on demonstrated academic achievement and the evaluation of other criteria (letters of recommendation, essay, etc.). The number of candidates admitted each year may vary with the quality of the candidate pool, available clinical experience sites, and available supervision. Students not admitted initially may reapply the following year. The minimum requirements for eligibility are (1) sophomore status (minimum of 36 credits), (2) minimum 2.8 cumulative and major GPA (major GPA for admission is calculated from the courses KHSS 185, 221, 345, and 346), (3) minimum of a “C” grade in KHSS 185, 221, 345, and 346, and (4) a completed application for admission. Additional details and required documentation that must accompany the application (clearances, screenings, directed observation, ~~letters of recommendation~~, CPR certification, etc.) are outlined in the Athletic Training Program Overview and the Athletic Training program admissions packet. Both documents are readily available from the department office upon request. Once admitted, students must continue to demonstrate above-average academic and clinical performance in order to remain in good standing. Specific program progression and completion standards apply. Students must maintain a minimum 2.8 cumulative and major GPA, obtain a C grade or better in all required major courses, and pass a series of comprehensive examinations, ~~including a mock/practice certification exam~~. Program retention, completion, and Board of Certification examination endorsement are contingent upon ~~meeting these stated minimum fulfillment of all~~ **program** requirements. Students must obtain the Athletic Training Program Overview document from the department for full details regarding program progression, retention, and Board of Certification examination endorsement.

Rationale: The Athletic Training program had a site visit during fall 2015. The program was cited by the Commission on Accreditation of Athletic Training Education (CAATE) for non-compliance with several accreditation standards. Two of these standards require revision of the number of credits assigned to all four of our clinical practicum courses, and revision of some wording within the program description on the university catalog. In addition, the program is temporarily on probation status and this must be stated anywhere the accrediting body is mentioned. Because we anticipate for the program to be removed from probation prior to the printing of next year's catalog, we have chosen to remove reference to the CAATE until the program's probation status is removed. Also, the Exercise Science program has submitted a proposal that increases the credits for one course that is also required of Athletic Training students, KHSS 286. Lastly, the KHSS department implemented a new introductory/foundations course for freshman, KHSS 135 Careers in Kinesiology, Exercise and Sport. All programs within the KHSS dept. have agreed to require this course in order to provide all students with a good foundation on the interrelationship of all majors within the department, as well as assistance when choosing their preferred major.

7. Department of Educational Psychology—New Course

EDSP 468 Current Topics in Educational Psychology

3c-01-3cr

Prerequisite: EDSP 102

Enables students to participate in advanced study of current topics at the interface between issues in education and the theories that drive the field. Investigates topics as they apply to specific aspects of

teaching and learning. Investigates current academic considerations with a variety of perspectives being integrated to prepare students for addressing the needs of students.

Rationale: EDSP 468 is being proposed to fulfill Educational Psychology Minor requirements which recently moved from a 15 to 18 credit program. Students will have an opportunity to investigate topics that are peripheral to their chosen field of study. This wider content focus will have students better prepared to address the needs of their students in the classroom and apply educational concepts more broadly across disciplines and general life skills. Some suggested topics can be PSSA testing, disproportionate discipline, bullying, social emotional learning, high stakes testing, and diverse learning and school culture.

8. Department of Communication Disorders, Special Education, and Disability Services— New Courses, Course Revision and Catalog Description Change

a. New Courses:

i. EDUC 221 Seminar in Essential Skills in Peer Mentoring 1c-0l-1cr

Focuses on the critical peer mentoring skills including leadership, professionalism, and interpersonal communication. Instructs students in comprehensive preparation for working one-on-one with mentees, while maintaining confidentiality and respecting appropriate boundaries in the relationship. Demonstrates mentoring skills and proper accountability in supervised field experiences.

Rationale: The Labyrinth Center for IUP students with high functioning autism uses a four component approach to supporting students registered for Labyrinth. One of those four components is the connection with a peer mentor. It is important for students taking the peer mentoring course to have the background and skills to be an effective peer mentor. Mentors must understand the ethical requirements of confidentiality, maintaining appropriate boundaries, accountability, handling difficult issues and the essential skills for facilitating peer to peer relationship. Before students can become a peer mentor for the Labyrinth students it is essential to be appropriately trained. In addition, the skills taught in this class are transferable to any peer mentoring opportunities of which there are many on the IUP campus. Therefore, this course will be open to all IUP students interested in serving as a peer mentor. Through this course the students will also apply learned skills in an authentic mentoring field experience.

ii. EDUC 250 Labyrinth Seminar 1c-0l-1cr

Focuses on the communication, executive functioning, and inter/intrapersonal demands of college life. Designed to build the necessary skills to navigate the social and academic environment to succeed in the college experience. The seminar includes both teacher and student directed topics. This course can be repeated every semester that the student elects to participate in the Labyrinth Center.

Rationale: This course is proposed as a component of the Labyrinth Center, a support program for IUP undergraduates who are on the Autism Spectrum. This program has been developed through an initiative of the State System of Higher Education and the PA Department of Education. The course is one of four components of the IUP program and

has been piloted for three semesters, beginning in Spring 2016. The course can be repeated each semester that the student participates in the Labyrinth Center.

b. Course Revision:

Current Catalog Description:

SPLP 412 Organization and Administration of Speech, Language, and Hearing Programs **3c-0l-3cr**

Prerequisites: SPLP 111, speech-language pathology and audiology major, admission to teacher certification

Establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in the public schools and health care settings. Techniques of client identification, scheduling, recordkeeping, appropriate referral, material and equipment selection, counseling, and the development of coordinated professional and interdisciplinary procedures are covered. Emphasis is given to issues of ethical practice and cultural diversity.

Proposed Catalog Description:

SPLP 412 Organization and Administration of Speech, Language, and Hearing Programs **3c-0l-3cr**

Prerequisites: SPLP111; Junior Status 60+ credits, 3.25 GPA

Establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in the public schools and health care settings. Techniques of client identification, scheduling, recordkeeping, appropriate referral, material and equipment selection, counseling, and the development of coordinated professional and interdisciplinary procedures are covered. Emphasis is given to issues of ethical practice and cultural diversity.

Rationale: The prerequisite of Teacher Education Candidacy needs to be removed for SPLP 412, as the three step process for teacher certification is no longer applicable to undergraduate students pursuing the B.S. in Speech-Language Pathology and Audiology. It was replaced last year by a junior standing requirement for 300 and 400 level SPLP courses. The GPA requirement is now in the catalog for all 300 and 400 level classes.

9. Department of Human Development, Fashion and Interior Design—Program Revisions, Program Catalog Description Change, New Courses, Course Number Change, Catalog Description Changes, Modifying Prerequisites, Course Title Change, and Course Revisions

a. Course Revision and Title Change:

Current Catalog Description:

FSMR 480 Seminar in Fashion Merchandising **3c-0l-3cr**

Prerequisite: Senior standing

Knowledge gained in major and additional requirement courses is applied to individual career goals. Students have the opportunity to pursue related areas not directly covered in previous course work, with emphasis on independent research, analytical thinking, and communication skills.

Proposed Catalog Description:**FSMR 480 Professional Development in the Fashion Industry****3c-0l-3cr****Prerequisite:** Senior standing

Knowledge gained in major and additional requirement courses is applied to individual career goals. Students have the opportunity to pursue related areas not directly covered in previous course work, with emphasis on independent research, analytical thinking, and communication skills.

Rationale: It was recommended by our 5-year program external reviewer to revise the title of class to match with our students' outcomes. This course covers how to write professional cover letters, resumes, and prepare for job interviews. And it also helps students to effectively present and discuss issues and trends in the fashion industry. This course is helping students to develop professionally in the fashion industry.

b. Current Catalog Description:**Proposed Catalog Description:****B.S.—Fashion Merchandising****B.S.—Fashion Merchandising**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 101 or higher level MATH course
Natural Science: CHEM 101-102 or SCI 105-106
Social Science: ECON 121, PSYC 101, GEOG 104 or ANTH 110 or 211
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 or 217, no course with FSMR prefix

50-51

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 105 or 217 (1)
Social Science: ECON 121, PSYC 101, GEOG 104 or ANTH 110 or 211
Liberal Studies Electives: 6cr, COSC/IFMG 101 or IFMG 110, ECON 122, no course with FSMR prefix

46-48**Major:****27****Major:****30****Required Courses:****Required Courses:**

FSMR 112	Fundamentals of Clothing Construction	3cr
FSMR 180	Introduction to Fashion	3cr
FSMR 215	Textiles	3cr
FSMR 280	Introduction to Apparel Buying	3cr
FSMR 380	Applications in Apparel Buying	3cr
FSMR 385	Ready-to-Wear Analysis	3cr
FSMR 434	Quality Control in Textiles	3cr
FSMR 456	Historic Costume	3cr
FSMR 480	Seminar in Fashion Merchandising	3cr
Controlled Electives: Three courses from the following: FSMR 212, 252, 281, 303, 356, 357, 433, 453, 454, 455, 481, 482, INDS 205		9cr

FSMR 112	Fundamentals of Clothing Construction	3cr
FSMR 180	Introduction to Fashion	3cr
FSMR 215	Textiles	3cr
FSMR 280	Introduction to Apparel Buying	3cr
FSMR 357	Global Issues in Textiles and Apparel	3cr
FSMR 380	Applications in Apparel Buying	3cr
FSMR 385	Ready-to-Wear Analysis	3cr
FSMR 434	Quality Control in Textiles	3cr
FSMR 456	Historic Costume	3cr
FSMR 480	Professional Development in the Fashion Industry	3cr
Controlled Electives: Three courses from the following: FSMR 158, 212, 252, 258, 262, 281, 303, 468, 481, 482		9cr

Additional Requirements:**21-24**

Additional Requirements:

Additional Requirements:

Required Courses:

ACCT 201	Accounting Principles I	3cr
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JRNL 120 <i>or</i> Journalistic Techniques for Professional Writing <i>or</i>	3cr
ENGL 310 Writing Public Speaking	3cr
MKTG 320 Principles of Marketing	3cr
Complete courses in one of the following options:	12-15cr
<i>Option 1: Business Administration Minor</i> (15cr)	
ACCT 202, FIN 310, MGMT 310, two courses from BCOM 321, BLAW 235, IFMG 300 (Note: Students must meet all minor requirements listed in catalog.)	
<i>Option 2: Marketing</i> (12cr)	
MKTG 321, three 3cr 400-level MKTG courses	
<i>Option 3: Small Business Management</i> (12cr)	
MGMT 275, 325 (1), two courses from MGMT 300, 310, 350, 403 (2)	

Free Electives:	9-13
Total Degree Requirements:	120

- (1) Prerequisites to be waived.
(2) Student will need to take ACCT 202 and 300.

Required Courses:

Complete courses in one of the following options:

Option 1: Business Administration Minor (24cr)
JRNL 120 or ENGL 310 and the following Business Administration Minor Requirements (21cr): ACCT 201, ACCT 202, FIN 310, MGMT 310, MKTG 320, and two courses from BCOM 321, BLAW 235, IFMG 300, **MGMT 330 (2)** (Note: Students must meet all minor requirements listed in catalog.)
Option 2: Marketing Track (21cr) *or Marketing Minor* (24cr)
ACCT 201 and JRNL 120, BCOM 321, or ENGL 310, and the following Marketing Track Requirements (15cr): MKTG 320, MKTG 321, three 3cr 400-level MKTG courses
Marketing Minor (24cr): ACCT 201 and JRNL 120, BCOM 321, or ENGL 310, and the following Marketing Minor Requirements (18cr): MKTG 320, MKTG 321, four 3cr 400-level MKTG courses
Option 3: Small Business Management Track (21cr)
ACCT 201 and JRNL 120, BCOM 321, or ENGL 310, and MKTG 320, and the following Small Business Management Requirements: MGMT 275, 325 (3), two courses from MGMT 300, 310, 350, 403 (4)

Free Electives:	9-14
Total Degree Requirements:	120

- (1) Student should take Math 105 (the prerequisite for MATH 115) instead of MATH 217 for their LS requirement if they wish to pursue a double major in a business subject or take MGMT 330 for a Business Administration minor.
(2) Student will need to take MATH 115, 214, and be junior standing to take MGMT 330.
(3) Prerequisites to be waived.
(4) Student will need to take ACCT 202 and 300 **in order to take MGMT 403.**

Rationale: The program is being revised to accommodate recent curriculum additions and changes. These include organizing newly created courses and re-organizing existing courses within our program, giving our students more choices for their Liberal Studies Science requirement and compensating for the reduction of our Liberal Studies requirements from 50-51 credit hours to 46-48, and augmenting our current Marketing curriculum option with a minor in Marketing option.

c. Program Catalog Description Change:

Current Program Catalog Description:

Fashion Merchandising

The Fashion Merchandising program provides course emphasis in clothing and human behavior, apparel production and analysis, textiles and quality control, apparel distribution, merchandising and promotion, global diversity, historic textiles and apparel, color and aesthetics, and apparel construction. Communications, problem solving, group project organization, professional presentation, and analytical and critical thinking skills are incorporated in course content. The Eberly College of Business and Information

Technology complements this major by providing study in one of three options: business administration, marketing, and small business management.

A cooperative program between IUP and the Fashion Institute of Technology in New York City allows students to study one of seven majors: accessories design, advertising and communications, advertising design, fashion design, manufacturing management, textile/surface design, and textile development and marketing.

Graduates of this program are being prepared for entry-level positions such as a manufacturer's sales representative, production assistant, ready-to-wear quality control analyst, textile testing laboratory technician, management trainee leading to position of store manager, executive/merchandising trainee leading toward position of buyer/merchandise manager, museum curator assistant, personal color consultant, and personalized shopping specialist for an upscale retail firm.

Proposed Program Catalog Description:

Fashion Merchandising

The Fashion Merchandising program provides course emphasis in clothing and human behavior, apparel production and analysis, textiles and quality control, apparel distribution, merchandising and promotion, global diversity, historic textiles and apparel, color and aesthetics, and apparel construction. Communications, problem solving, group project organization, professional presentation, and analytical and critical thinking skills are incorporated in course content. The Eberly College of Business and Information Technology complements this major by providing study in one of three options: business administration, marketing, and small business management. **A cooperative program between IUP and the Fashion Institute of Technology in New York City allows students to study either Fashion or Accessories Design.**

Graduates of this program are being prepared for entry-level positions such as a manufacturer's sales representative, production assistant, ready-to-wear quality control analyst, textile testing laboratory technician, management trainee leading to position of store manager, executive/merchandising trainee leading toward position of buyer/merchandise manager, museum curator assistant, personal color consultant, and personalized shopping specialist for an upscale retail firm.

d. Current Catalog Description:		Proposed Catalog Description:	
B.S.—Child Development and Family Relations		B.S.— Child Development and Family Relations	
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	46-47	Liberal Studies: As outlined in Liberal Studies section with the following specifications:	46-47
Mathematics: 3cr		Mathematics: 3cr	
Social Science: ANTH 110 or any global or multicultural social science course, PSYC 101, SOC 151		Social Science: ANTH 110 or any global or multicultural social science course, PSYC 101, SOC 151	
Liberal Studies Electives: 6cr, CNSV 315 and FDNT 145, no courses with CDFR prefix		Liberal Studies Electives: 6cr, FCSE 315 and FDNT 145, no courses with CDFR prefix	
Major:	46-47	Major:	46-47
	3cr		3cr

Required Courses:	3cr	Required Courses:	3cr
CDFR 218 Child Development	3cr	CDFR 218 Child Development	3cr
CDFR 224 Marriage and Family Relations	3cr	CDFR 224 Marriage and Family Relations	3cr
CDFR 310 Childhood Observation and Assessment	3cr	CDFR 310 Childhood Observation and Assessment	3cr
CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices	3cr	CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices	3cr
CDFR 322 Early Care and Education	3cr	CDFR 322 Early Care and Education <i>or</i>	3cr
CDFR 323 Family Issues	4cr	CDFR 420 Infant/Toddler Mental Health (2) <i>or</i>	3cr
CDFR 410 Infant and Toddler Development	3cr	CDFR 481 Special Topics	3cr
CDFR 411 Family and Community		CDFR 323 Family Issues	
CDFR 425 Adolescence: Risk and Resiliency		CDFR 410 Infant and Toddler Development	
CDFR 426 Techniques of Parent Education		CDFR 411 Family and Community	
CDFR 427 Administration of Human Service Programs		CDFR 425 Adolescence: Risk and Resiliency	
CDFR 428 Family Dynamics		CDFR 426 Techniques of Parent Education	
CDFR 429 Teaching in Child Development Centers		CDFR 427 Administration of Human Service Programs	
SOC 428 Child Abuse		CDFR 428 Family Dynamics	
Other Requirements:	3-4	CDFR 429 Teaching in Child Development Centers	4cr
Outside Courses:		SOC 428 Child Abuse	3cr
NURS 202 Foundations of Child Health <i>or</i>	3cr	Other Requirements:	3-4cr
<i>or</i> BIOL 150 Human Anatomy	4cr	Outside Courses:	
		NURS 202 Foundations of Child Health <i>or</i>	3cr
		<i>or</i> BIOL 150 Human Anatomy	4cr
Free Electives: (1)	26-28	Free Electives: (1)	26-28
Three optional concentrations:		Three optional concentrations:	
Early Intervention	18cr	Early Intervention	18cr
CDFR 315 Introduction to Early Intervention		CDFR 315 Introduction to Early Intervention	
EDEX 111 Introduction to Exceptional Persons		EDEX 111 Introduction to Exceptional Persons	
EDEX 415 Preschool Education for Children with Disabilities		EDEX 415 Preschool Education for Children with Disabilities	
EDEX 460 Family Perspectives on Disability	15cr	EDEX 460 Family Perspectives on Disability	15cr
HPED 209 Motor Behavior		KHSS 209 Motor Behavior	
HPED 370 Adapted Health and Physical Education	15cr	KHSS 370 Adapted Health and Physical Education	
Infant/Toddler Mental Health			15cr

CDFR 281	Special Topics		<i>Infant/Toddler Mental Health</i>	
CDFR 315	Introduction to Early Intervention		CDFR 315	Introduction to Early Intervention
CDFR 420	Infant Toddler Mental Health		CDFR 420	Infant Toddler Mental Health (2)
EDEX 111	Introduction to Exceptional Persons	120	CDFR 481	Special Topics
EDEX 460	Family Perspectives on Disability		EDEX 111	Introduction to Exceptional Persons
<i>Youth and Families</i>			EDEX 460	Family Perspectives on Disability
CDFR 481	Special Topics		<i>Youth and Families</i>	
EDEX 460	Family Perspectives on Disability		CDFR 481	Special Topics
FCSE 350	Teaching Family Life Education		EDEX 460	Family Perspectives on Disability
HPED 450	Curriculum and Programming in Sexuality Education		FCSE 350	Teaching Family Life Education
PSYC 312	Adult Development and Aging		HPED 450	Curriculum and Programming in Sexuality Education
			PSYC 312	Adult Development and Aging

Total Degree Requirements:

(1) Students are encouraged to declare a minor *or* complete one of three concentrations or fulfill the requirements for National Council for Family Relations Certificate Family Life Educator certificate. An internship can be completed with any one of the above options.

Total Degree Requirements:

(1) Students are encouraged to declare a minor *or* complete one of three concentrations or fulfill the requirements for National Council for Family Relations Certificate Family Life Educator certificate. An internship can be completed with any one of the above options.
(2) CDFR 420 can count as either a core course or as part of the concentration, but not in both places.

Rationale: We are revising this program to accommodate recent curriculum additions and changes. These include: (1) changing the HPED to KHSS and CNSV to FCSE, (2) increasing the options for students with the *or* statement in the core classes, and (3) fixing an error in a concentration special topics course number from 281 to 481.

e. New Courses

i. INDS 110 Color and Light 3c-0l-3cr

Focuses on color and lighting fundamentals applicable to the environmental design of commercial and residential spaces. Includes general color and lighting terminology, theory of color visibility and perception, and how color and light work together to create functional, aesthetic, and sustainable interior environments.

Rationale: It is necessary to offer additional courses to better meet the standards as established by the Council for Interior Design Accreditation (CIDA). The combination of such closely related material ~ the topics of both color and light are currently covered in BOTH existing courses, redundant in nature. Combining these courses allows for the creation of an additional, upper level course that provides in-depth study of each topic as is required by CIDA.

ii. INDS 323 Building Systems II: Mechanicals

3c-0l-3cr

Prerequisite: INDS 313

Provides a broad overview of the various architectural building systems (mechanical, lighting, electrical, plumbing, acoustic, thermal, communications, security, and conveyance) as they affect the responsibilities and decision making of interior designers. Addresses relevant building and fire codes, vocabulary, and environmental concerns.

Rationale: The creation of this course provides a much needed technical and architectural aspect of the study of interior design that was previously missing in the curriculum. This course is needed to fulfill the interior design educational standards as required by the main interior design accreditation body, the Council for Interior Design Accreditation (CIDA).

iii. INDS 460 Portfolio

1c-2l-3cr

Prerequisite: Senior Standing

Focuses on professionalism in the preparation of an interior design portfolio. Concentrates on traditional portfolio composition with an emphasis on the ability to transition to digital portfolio as necessary.

Rationale: This is a senior level course culminating in a creation of a professional design portfolio, both tactile and digital. This course fulfills a requirement as outlined by interior design's main accrediting body, the Council for Interior Design Accreditation (CIDA).

f. Course Revisions, Catalog Description Changes, and One Course Title Change:

i. Current Catalog Description:

INDS 105 Introduction to Interior Design

3c-0l-3cr

Presents an overview of interior design, including introduction to design and selection and application of components in the interior environment. Emphasizes development of effective design problem solving skills.

Proposed Catalog Description:

INDS 105 Introduction to Interior Design

3c-0l-3cr

Presents an overview of the interior design profession. Emphasizes the responsibilities of the interior designer and the many career opportunities available.

Rationale: It is necessary to update the course description as well as the course objectives to better meet the standards as established by CIDA. The course description is more specific regarding the purpose of the course in relation to the interior design industry; what is listed in the original catalog description does not accurately reflect what happens in the course. Components of the interior environment are neither selected nor applied, and design problem solving skills are implemented in studio courses based on the information received in the lecture courses. Course objectives were streamlined and revised to be more focused on issues that are current within interior design and interior design education.

ii. Course Number and Catalog Description:

INDS 319 Kitchen and Bath Design

1c-3l-3cr

Prerequisite: Junior standing

Design elements are applied to kitchen and bath areas of the residence to provide design solutions supporting the needs of individuals as well as special populations and changing lifestyles. Current national standards are addressed.

Proposed Course Number and Catalog Description:

INDS 219 Kitchen and Bath Design

1c-3l-3cr

Explores many facets of the kitchen and bath design industry. Analyzes kitchen and bathroom spaces according to the National Kitchen and Bath Association (NKBA) standards. Utilizes current design software.

iii. Current Catalog Description:

INDS 230 Presentation for Interior Design

1c-3l-3cr

Prerequisite: INDS 118

A studio, project-based, course introducing visualization approaches used for design criticism and professional presentations of interior design. Focuses on three-dimensional drawing, including perspective, isometric, and section drawings as well as the use of color to create depth and understanding of two-dimensional drawings.

Proposed Catalog Description:

INDS 230 Presentation for Interior Design

1c-3l-3cr

Prerequisite: INDS 118

Introduces visualization approaches used for professional presentations of interior design concepts. As a project based course, the focus is on both two- and three-dimensional drawings and the use of color to create depth and enhance the quality of both traditional and digital drawings used to present interior design solutions.

Rationale: It is necessary to update these two course descriptions as well as the course objectives to better meet the standards as established by the Council for Interior Design Accreditation (CIDA).

10. Department of Journalism and Public Relations—Program Catalog Description Change

Current Program Catalog Description:

A bachelor of arts degree with a major in journalism and public relations at IUP prepares students to thrive in a wide variety of career fields, such as news media, public relations, entertainment, magazines, advertising, visual journalism, online journalism, web design, marketing, and social media.

In addition to these traditional, journalistic career fields, department graduates combine their outstanding communication skills with other fields about which they are passionate and land jobs in hospitals, hotels, politics, advocacy, sports, and planning, just to name a few, where strategic communication is essential.

This major's curriculum is flexible enough to allow students to pick up a second major, or a minor or two, and still graduate within four years. This is how journalism and public relations majors differentiate themselves in the workforce.

With six required courses (18 credits), students are empowered to individualize their degrees specifically in line with their interests and passions. Students choose six more major electives (18 additional credits), out of the 24 (72 credits) the department offers, to complete the major requirements.

Students in the College of Humanities and Social Sciences are also required to reach the intermediate level of a foreign language, which typically translates to three semesters (12 credits) of the student's choice of a foreign language. This requirement also makes journalism and public relations graduates more marketable.

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

The many successful alumni of this program, scattered throughout a plethora of fields across the world, provide internships, which are plentiful and strongly encouraged. In fact, these experiences often lead to job opportunities.

Employers know, if students can communicate, they can succeed. Students who choose to study journalism and public relations at IUP graduate as accomplished communicators. Study with the Journalism and Public Relations Department, and you will learn to change the world with your words.

Proposed Program Catalog Description:

A bachelor of arts degree with a major in journalism and public relations at IUP prepares students to thrive in a wide variety of career fields, such as news media, public relations, entertainment, magazines, advertising, visual journalism, online journalism, web design, marketing, and social media.

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With six required courses (18 credits), students are empowered to individualize their degrees specifically in line with their interests and passions. Students choose six more major electives (18 additional credits), out of the 24 (72 credits) the department offers, to complete the major requirements.

All journalism and public relations students are required to pass a basic-writing-skills test before completing the degree. Students may make as many scheduled attempts as needed to pass the test with a grade of 70 percent or better.

Students in the College of Humanities and Social Sciences are also required to reach the intermediate level of a foreign language, which typically translates to three semesters (12 credits) of the student's choice of a foreign language. These requirements make journalism and public relations graduates more marketable.

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Students who choose to study journalism and public relations at IUP graduate as accomplished communicators. Study with the Journalism and Public Relations Department, and you will learn to change the world with your words.

Rationale: Objective measures of IUP journalism and public relations students' writing skills in three JRNL courses designed to improve those skills have in recent semesters shown declines in basic skills, such as grammar, spelling, punctuation, Standard English usage and Associated Press style -- the model for the discipline. Indirect departmental measures also suggest a need for added rigor in teaching these basic skills. The program's alumni, for example, have stressed in anecdotal and survey responses the value of these essential writing skills in their workplaces and careers. More broadly, recent academic literature reports that as communication disciplines have embraced technological innovations in their curricula, the innovations have distracted faculty and students from core writing skills.

Finally, the IUP journalism and public relations program in spring 2016 took two preliminary steps toward this program revision. First, it instituted a supplementary extracurricular writing-skills program in which a Writing Center-certified journalism student led series of evening sessions for new majors seeking assistance with writing skills. Preliminary results showed significant improvement in course grades among students who sought the extracurricular help. Second, the department undertook a trial run of a proprietary, standardized, online assessment tool called, Newsroom 101. It was administered in the spring 2016 JRNL 328 News Reporting course. The online assessment went smoothly. The mean score among 23 students was 67 percent. Department faculty later voted to adopt the assessment and the graduation requirement for the Journalism and Public Relations Department by the fall 2017 semester. Students will be permitted to take the test as many times as need to pass it with a minimum score of 70 percent.

11. Department of Foreign Languages—New Courses

a. KORE 102 Elementary Korean II **Prerequisite: KORE 101**

4c-01-4cr

A continuation of KORE 101. Focuses on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write Korean characters. Builds on the three modes of communication--interpretive, interpersonal, and presentational--to build proficiency in using the Korean language in real-life situations. Also imparts knowledge of Korean culture and society. May not register for or take a D/F repeat in KORE 102 when credit has already been received for a higher-numbered KORE course.

b. KORE 201 Intermediate Korean

4c-0l-4cr

Prerequisite: KORE 102

A continuation of KORE 102. Focuses on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write complicated Korean vowels and consonants. Builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Korean language in real-life situations. Also imparts knowledge of Korean culture and society. Attendance is required. Students may not register for or take a D/F repeat in KORE 201 when credit has already been received for a higher-numbered KORE course.

Rationale: KORE 102 and 201 are part of a new sequence of three 4-credit beginning Korean courses, KORE 101, 102, and 201. KORE 101 has already been approved. These courses will replace the four 3-credit Critical Languages courses in Korean.

12. Academic Affairs—Military Science—New Minor

Minor in Military Leadership

The Military Leadership minor prepares ROTC cadets to execute the duties of a commissioned officer in the United States Army. Includes 12 credits of applied military science focusing on military teamwork, leadership, management, and physical preparedness and 6 credits of foundational material including interpersonal self-awareness and the social construction of difference that are the basis for shared organizational objectives. Advances life-long learning and leader development utilizing the U.S. Army Chief of Staff's Professional Reading List. The minor is only available for students enrolled in the Reserve Officer Training Corps (ROTC) and has been designed to connect the principles of teamwork and military leadership, allowing students to take both the minor in Military Leadership and Effective Teamwork and Communication.

Minor--Military Leadership

18

Required Courses:

Foundational:

6

SOC 161	Foundations of Sociology: Social Relations in Groups and Organizations (1)	3cr
THTR 161	Introduction to Theater: Interpersonal Practices (2)	3cr

Military Science: (3)

12

MLSC 305	Fundamentals of Leadership and Modern Learning/Teaching Relationship	3cr
MLSC 306	Study of Advance Leader Planning and Execution of Modern Combat Operations	3cr
MLSC 407	Management of the Military Complex to Include Fundamentals of Military and	

International Law	3cr	
MLSC 408 Seminar in Military Analysis and Management	3cr	
Practical Applications in Military Leadership:		0
Leadership Laboratory	0cr	

- (1) SOC 161 counts toward the liberal studies social science requirement. SOC 161 and SOC 151 are interchangeable for D/F repeat. SOC 161 is required for the Military Leadership minor.
- (2) THTR 161 counts toward the liberal studies fine arts requirement. THTR 161 and THTR 101 are interchangeable for D/F repeat. THTR 161 is required for the Military Leadership minor.
- (3) Students taking 300- and 400-level MLSC courses must be under contract with the Military Science Department to become an U.S. Army officer.
- (4) The Leadership Laboratory, a 0cr course, provides the practical application of military leadership through scenario based tactics.

Rationale: Recognized leadership minors are a “multiplier” when communicating with industry, academia and government. This proposal is for the creation of a new academic minor in Military Leadership awarded by the Department of Military Science. It is proposed in order to fill the gap in credentialing students who graduate from IUP and complete IUP's Army ROTC program. This additional credential supports the U.S. Army's goal to provide soldiers, including officers, with marketable skills and endorsements that lead to post-military service employment. This minor would be supported by United States Army Cadet Command (USACC) and leaders throughout the Army. The IUP Army ROTC Battalion is jointly comprised of the IUP Army ROTC Program and the Saint Francis University (SFU) Army ROTC Program. SFU currently offers its ROTC program’s graduates a minor in Leadership. A Military Leadership minor at IUP will add to IUP’s competitive program to recruit students while further developing our students for a futures as U.S. Army officers.

Leadership minors are valuable to Junior Army Officers who must often rapidly form new cohesive teams and lead them into complex and chaotic operational environments where character, competence and commitment as an Army Professional is unquestionable. Military leadership minors offered by ROTC programs around the nation are integral to achieving the inter-disciplinary effects required to produce agile and adaptive Junior Army Leaders for the Nation.

13. Department of Theater and Dance—New Course and Catalog Description Change

a. New Course:

THTR 313 American Theater Between the Wars

3c-0l-3cr

Surveys popular and significant American plays written and produced in the 1920s and 1930s. Examines theatrical styles, trends, and themes that reflect the era's values and the challenges and threats to those values. Analyzes and compares the work of playwrights, directors, performers, and designers within the historical and social contexts of the past Great War and the impending Second World War, as well as formulates comparisons to the world of the 21st century.

Rationale: The plays under study constitute an important chapter in American theater history and greatly inform current American entertainment and popular culture. Students will gain a greater understanding and appreciation of American attitudes between the world wars, and by extension

perhaps gain a greater understanding of current disparate American attitudes and values. The course provides performance as well as research tools that will enrich students' presentation, research writing, and scholarly presentation skills.

b. Catalog Description Change:

Current Catalog Description:

THTR 101 Introduction to Theater

3c-01-3cr

An exploration of the theater arts, examining its major conceptual and aesthetic underpinnings, major periods of theater history, selected works of dramatic literature, and the primary theater arts of acting, directing, design, and technical theater. Class experience includes the analysis of at least two major works of drama, attending two live productions, and viewing of selected televised plays and musicals.

Proposed Catalog Description:

THTR 101 Introduction to Theater

3c-01-3cr

An exploration of the theater arts, examining its major conceptual and aesthetic underpinnings, major periods of theater history, selected works of dramatic literature, and the primary theater arts of acting, directing, design, and technical theater. Class experience includes the analysis of at least two major works of drama, attending two live productions, and viewing of selected televised plays and musicals. Meets Fine Arts requirement for Liberal Studies. THTR 101 and 161 may be substituted interchangeably for D/F repeats. THTR 101 and THTR 161 may not be used for duplicate credit. THTR 161 is required for the Effective Teamwork and Communication minor.

Rationale: Differentiates THTR 101 from 161. THTR 101 and THTR 161 are now D/F repeatable for each other and cannot be used as duplicate credit.

14. Academic Affairs—Global Health Program—New Minor

Global Health Minor

Global health is “an area for study, research, and practice that places a priority on improving health and achieving health equity for all people worldwide.” The Global Health Minor will equip students interested in health and medicine with the analytical and critical-thinking skills needed to understand, explain, and critique health inequalities. They will recognize how these health disparities result from globalization and the need for promoting health equity in areas of the world with under-resourced and constrained health care. The minor is organized around six global health pathways: (1) food, nutrition, and hunger; (2) environmental justice; (3) law, ethics, and policy; (4) disaster, conflict, and displacement; (5) gender, sexuality, and reproductive health; and (6) aging. Students will select one of the six pathways and will complete 12 credits in the selected pathway, in addition to Introduction to Global Health and either Medical Anthropology or Medical Sociology. Health topics, theories, and research methods as addressed in the social sciences will advance students’ interdisciplinary understandings of health disparities, with a corresponding awareness of health equity. Practicums, through field school participation, internships, and other experiential learning opportunities, will merge course material with real world praxis, and will provide students with greater insights into global health and its contributions. The Global Health Minor will prepare students for graduate studies in health-related fields and careers in health-promoting governmental agencies and non-governmental organizations (NGOs).

Students will work closely with the global health coordinator or global health committee members to select a global health pathway and to identify courses in the selected pathway to fit their interests. They must complete 18 credits to earn a minor in global health. The program is structured as follows:

1. All students must take two core courses: ANTH 240 Introduction to Global Health and either ANTH 444 Medical Anthropology or SOC 442 Medical Sociology.
2. All students must complete 12 credits in one of the six available “Global Health Pathways.”
3. At least six credits in the selected pathway must be at the 300 level or above.
4. Only one 100-level course may count in the selected pathway.
5. Only two courses in the selected pathway may come from the student’s major.
6. With the exception of GLOB courses, no course prefix may be used more than twice without written permission from the program director.
7. Ethnographic field school, independent study courses, and internship courses may be applied to each global health pathway with the approval of the Global Health Minor committee.
8. Students should consult with the program coordinator to determine if there are any prerequisites for the courses listed below. The program coordinator will work with individual departments to determine if students may qualify for prerequisite exemptions.
9. Course substitutions will be permitted with the approval of the Global Health Minor committee.

Global Health Minor 18

Core Courses: 6

ANTH 240	Introduction to Global Health	3cr
ANTH 444	Medical Anthropology <i>or</i>	3cr
	<i>or</i> SOC 442 Medical Sociology	3cr

Select one Global Health Pathway 12

Food, Nutrition, and Hunger (8 courses, choose 4)

The courses in this pathway offer the students an interdisciplinary perspective that will provide them with the analytical tools to examine world needs associated with food, nutrition, and health.

ANTH 430	Anthropology of Food	3cr
ECON 360	Health Economics	3cr
ECON 362	Global Poverty and Health	3cr
FDNT 143	Current Issues in Nutrition and Wellness	3cr
FDNT 415	Sustainable Nutrition	3cr
FDNT 470	Human Food Consumption Patterns	3cr
NURS 143	Healthy People–Promoting Wellness	3cr
SOC 337	Society, Globalization, and Risk	3cr

Environmental Justice (8 courses, choose 4)

The courses in this pathway offer the students an interdisciplinary perspective that will provide them with the analytical tools to examine the linkages between environmental issues in the world and health.

ANTH 420	Environmental Anthropology	3cr
BIOL 221	Environmental Health and Protection	3cr
ECON 362	Global Poverty and Health	3cr
FDNT 415	Sustainable Nutrition	3cr
GEOG/RGPL 343	Geography of Fresh Water Resources	3cr
PHIL 270	Ethics and Environment	3cr
SOC 417	Global Service Learning	3cr

Law, Ethics, and Policy (9 courses, choose 4)

The courses in this pathway will allow students to learn about using law and ethics to develop and advocate for legislation and policies designed to address social injustice and improve health in the world.

ANTH 352	The Anthropology of Human Rights	3cr
ANTH 360	Applied Anthropology	3cr
ECON 360	Health Economics	3cr

ECON 362	Global Poverty and Health	3cr
NURS/ELR 314	Health Policy and Law	3cr
PHIL 130	Introduction to Biomedical Ethics	3cr
PLSC 405	Sexuality and Law	3cr
SOC 362	Racial and Ethnic Minorities	3cr
SOC 452	Disability and Society	3cr

Disasters, Conflicts, and Displacement (6 courses, choose 4)

The courses in this pathway will offer the students an interdisciplinary perspective to examine natural disasters and armed conflicts that result in displacement and poor health in many parts of the globe.

ANTH 352	The Anthropology of Human Rights	3cr
ANTH 370	Latinos and Diasporas	3cr
NURS 102	Disaster Preparedness and Related Health Issues	3cr
PSYC 378	Psychology of Death and Dying	3cr
RGPL 103	Global Cities: Issues in Planning and Development	3cr
SOC 337	Society, Globalization, and Risk	3cr

Gender, Sexuality, and Reproductive Health (10 courses, choose 4)

The courses in this pathway will offer the students an interdisciplinary perspective that will provide them with the analytical tools to examine gender, sexuality and related health issues as well as reproductive health knowledge and services in the world.

ANTH 250	Anthropology of Gender	3cr
BIOL 117	Understanding HIV Biology and AIDS	3cr
ENGL 336	Language, Gender, and Society	3cr
KHSS 143	Contemporary Women's Wellness	3cr
LGBT 200	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3cr
PLSC 405	Sexuality and the Law	3cr
PSYC 379	Psychology of Human Sexuality	3cr
SOC 251	Sociology of Human Sexuality	3cr
SOC 363	Sociology of Gender	3cr
SOC 410	Men and Masculinities	3cr

Aging (8 courses, choose 4)

The courses in this pathway will offer the students an interdisciplinary perspective that will provide them with the analytical tools to examine fundamentals of global aging and health.

ANTH 340	Anthropology of Aging	3cr
ECON 362	Global Poverty and Health	3cr
FDNT 410	Food, Nutrition and Aging	3cr
KHSS 350	Health Aspects of Aging	3cr
PSYC 312	Adult Development and Aging	3cr
PSYC 378	Psychology of Death and Dying	3cr
SOC 357	Sociology of Aging and the Lifecourse	3cr
SOC 452	Disability and Society	3cr

Rationale: There is an urgent need for a Global Health Minor if IUP is going to be a leader in the development of a broad program in the study of health. It complements the health initiatives on campus well, including the Public Health major under development. The Global Health Minor will be the first in the Pennsylvania State System of Higher Education (PASSHE) and second in Western Pennsylvania. There are only six colleges and universities with a Global Health minor in the commonwealth: Allegheny University: Global Health and Development, Arcadia University: Global Public Health, Cedar Crest College: Global Diseases Minor, The University of Pennsylvania: Multicultural/ Global Health Care Minor, Penn State University: Global Health Minor, and Villanova: Global Health Minor.

A Global Health Minor will position IUP to capitalize immediately on an important new field in the study of health. Global health's unique intellectual value lies in its objective to create connections between global and local health issues and problems and solutions in economically disadvantaged countries and regions, especially those in the southern hemisphere. The transnational perspective of global health establishes a comparative and cross-cultural point of view that differentiates it from that of public health. In fact, global health emerged as a response to public health's limitations in approaching health from a constrained geographic focus emphasizing health care systems and strategies originating in western nations, such as the United States and a number of Western European countries. Because global health critically examines the ways in which Western medicine and attitudes toward health are disseminated on a global scale, and the tensions generated in local cultures as a result, it provides students with the opportunity to study non-Western and culturally-based health systems and to learn about different health models and delivery systems for providing health care.

15. Department of Nursing and Allied Health—Program Catalog Description Change and Program Footnote Changes

a. Current Program Description:

Respiratory Care

The bachelor of science degree program in respiratory care prepares the graduate for a career as a registered respiratory care practitioner. Respiratory care practitioners evaluate, treat, and care for people with breathing problems. They assist physicians in the evaluation and treatment of heart and lung disorders. Respiratory care practitioners are experts in the therapeutic use of medical gases, oxygen administration, pulmonary resuscitation, and artificial airways. They are employed in hospitals, extended care facilities, clinics, rehabilitation centers, physicians' offices, private companies providing home care services, and municipal organizations.

IUP and the Western Pennsylvania Hospital in Pittsburgh jointly offer this program. The program is accredited by the Commission on Accreditation for Respiratory Care. The program consists of two academic years of preclinical studies (61 credits) on the Indiana campus at IUP and two academic years (59 credits) of clinical study at the Western Pennsylvania Hospital School of Respiratory Care, Pittsburgh. Students are expected to earn a GPA of at least 2.25 in the required Natural Sciences and Mathematics courses and an overall GPA of at least 2.0 to be considered for admission into the clinical years in respiratory care. However, since admission to the clinical years is competitive, IUP cannot guarantee admission. Upon graduation, graduates are eligible for certification (CRT) and registration (RRT) in respiratory care. The granting of the degree is not contingent upon passing the examinations. Graduates are prepared for graduate degrees that may lead to careers in administration, education, and medicine.

The bachelor of science degree program in respiratory care is offered for certified respiratory therapists (CRTs) who are graduates of an accredited certificate or associate degree respiratory care program. CRT students may be awarded advanced standing (33 credits) based on prior academic work completed in a respiratory care program. Students fulfill degree requirements set by the university. This track is designed to prepare the CRT to function in an advanced practice role.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, and professional uniforms.

Proposed Program Catalog Description:

Respiratory Care

The bachelor of science degree program in respiratory care prepares the graduate for a career as a registered respiratory care practitioner. Respiratory care practitioners evaluate, treat, and care for people with breathing problems. They assist physicians in the evaluation and treatment of heart and lung disorders. Respiratory care practitioners are experts in the therapeutic use of medical gases, oxygen administration, pulmonary resuscitation, and artificial airways. They are employed in hospitals, extended care facilities, clinics, rehabilitation centers, physicians' offices, private companies providing home care services, and municipal organizations.

The program is accredited by the Commission on Accreditation for Respiratory Care. The program consists of two academic years of preclinical studies (61 credits) on the Indiana campus at IUP and two academic years (59 credits) of clinical study at the IUP Northpointe Campus. Students are expected to earn a GPA of at least 2.25 in the required Natural Sciences and Mathematics courses and an overall GPA of at least 2.0 to be considered for admission into the clinical years in respiratory care. However, since admission to the clinical years is competitive, IUP cannot guarantee admission. Upon graduation,

graduates are eligible for certification (CRT) and registration (RRT) in respiratory care. The granting of the degree is not contingent upon passing the examinations. Graduates are prepared for graduate degrees that may lead to careers in administration, education, and medicine.

The bachelor of science degree program in respiratory care is offered for certified respiratory therapists (CRTs) who are graduates of an accredited certificate or associate degree respiratory care program. CRT students may be awarded advanced standing (33 credits) based on prior academic work completed in a respiratory care program. Students fulfill degree requirements set by the university. This track is designed to prepare the CRT to function in an advanced practice role.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, and professional uniforms.

b. Program Footnote Revisions

i. B.S. Respiratory Care/Certified Respiratory Therapist Track

Current Footnotes:	Proposed Footnotes:
(1) Students in this track may be exempt from the 100- and 300-level courses in the Respiratory Care program and may receive 33cr via articulation. (2) RESP 400-level courses are completed at Western Pennsylvania Hospital School of Respiratory Care in Pittsburgh.	(1) Students in this track may be exempt from the 100-and 300 level course in the Respiratory Care program and may receive 33cr via articulation. (2) RESP 400- level courses are completed at IUP Northpointe Campus.

ii. B.S. Respiratory Care

Current Footnote:	Proposed Footnote:
(1) RESP 300- and 400- level courses are completed at Western Pennsylvania Hospital School of Respiratory Care in Pittsburgh.	(1) RESP 300- and 400- level courses are completed at IUP Northpointe Campus.

Rationale: IUP no longer has a contract with Western Pennsylvania Hospital to provide the clinical studies in respiratory care. Students will no longer be attending West Penn School of Respiratory Care for the didactic portion of the clinical phase of the program; they will be taking the didactic courses at IUP Northpointe Campus. Students will continue to attend the same clinical sites for the clinical portion of the program.

16. Department of Hospitality Management—New Course, Course Revisions, Catalog Description Changes, Title and Number Changes

a. New Course:

HOSP 326 Theme Park and Attraction Management

3c-0l-3cr

Prerequisite: HOSP 235

Provides a comprehensive view and an in-depth understanding about the various operational areas and managerial issues in theme parks and attractions.

Rationale: This course is being proposed to fulfill an unmet need within the special event/tourism concentration/minor that is being proposed. Theme parks and attractions represent a large segment of the hospitality industry. This course will contribute to the current course offerings surrounding events and tourism, with a focus on the unique aspects of managing and marketing a theme park or attraction.

b. Catalog Description Changes:

i. Current Catalog Description:

HOSP 101 Introduction to the Hospitality Industry

3c-0l-3cr

A study of the development and current status of the hospitality industry. Major hotel, restaurant, and related area employers are profiled. Career opportunities are discussed. Guest speakers from various hospitality industry segments are featured.

Proposed Catalog Description:

HOSP 101 Introduction to the Hospitality Industry

3c-0l-3cr

Examines the development and current status of the hospitality industry. Major hotel, restaurant, and related area employers are profiled. Career opportunities are discussed. Guest speakers from various hospitality industry segments are featured. Students are required to complete 10 hours of service learning.

ii. Current Catalog Description

HOSP 256 Human Resources in the Hospitality Industry

3c-0l-3cr

Prerequisite: ENGL 101

Examines human resource management in the hospitality industry. Topics include cultural diversity, legal requirements, job analysis, recruitment and selection, training and development, performance appraisal, compensation, and benefits administration.

Proposed Catalog Description:

HOSP 256 Human Resources in the Hospitality Industry

3c-0l-3cr

Prerequisite: ENGL 101

Examines human resource management in the hospitality industry. Topics include cultural diversity, legal requirements, job analysis, recruitment and selection, training and development, performance appraisal, compensation, and benefits administration. Students are required to complete 10 hours of service learning.

Rationale: The department has identified the benefits of including service learning in course requirements. Volunteer hours will require students to find an experiential learning opportunity to give back to their community. Students will also be able to gain valuable experience in areas of hospitality, make connections, and develop relationships through volunteer work.

c. Modification of Prerequisites:

i. Current Catalog Description

HOSP 335 Legal Issues in Hospitality

3c-0l-3cr

Examines the concepts and issues pertaining to hotel and restaurant law, government regulations, and their impact on the hospitality industry. A special emphasis is on innkeeper-guest relationship, employee relations, food laws and liability, liquor law and liability, and guest rights.

Proposed Catalog Description:

HOSP 335 Legal Issues in Hospitality

3c-0l-3cr

Prerequisite: HOSP 256

Examines the concepts and issues pertaining to hotel and restaurant law, government regulations, and their impact on the hospitality industry. A special emphasis is on innkeeper-guest relationship, employee relations, food laws and liability, liquor law and liability, and guest rights.

Rationale: This course is being revised to include a prerequisite of HOSP 256. HOSP 256 introduces students to human resources and employment law related topics in reference to hospitality operations. HOSP 335 builds upon these concepts.

ii. Current Catalog Description:

HOSP 343 Fund-Raising for Special Events

3c-0l-3cr

Relevant management tools, techniques, and strategies used for acquiring event revenue through fund-raising and special event management are explored. Evolving legislation affecting sponsor and donor relationships is examined. The contemporary concept of sponsorship is benchmarked against a historical review to frame an understanding of how sponsor and organizational needs change.

Proposed Catalog Description:

HOSP 343 Fund-Raising for Special Events

3c-0l-3cr

Prerequisite: HOSP 280

Relevant management tools, techniques, and strategies used for acquiring event revenue through fund-raising and special event management are explored. Evolving legislation affecting sponsor and donor relationships is examined. The contemporary concept of sponsorship is benchmarked against a historical review to frame an understanding of how sponsor and organizational needs change.

Rationale: A prerequisite is being added to the course to meet the need of HOSP program revision and minor requirements.

d. Course Number and Title Change:

Current Number and Title:

HOSP 115 Introduction to Tourism

3c-0l-3cr

Proposed Number and Title:

HOSP 235 Tourism Management

3c-0l-3cr

Rationale: A course number and title change are being made in order to reflect the needs of a program revision and minor development.

e. Course Title Change

Current Course Number and Title:

HOSP 280 Introduction to Special Events Management

3c-0l-3cr

Proposed Course Number and Title:

HOSP 280 Special Event Management

3c-0l-3cr

Rationale: The course title is being revised to reflect program/minor needs.

f. Course Number Change and Addition of Prerequisite:

Current Course Number and Title:

HOSP 275 Festival Management **3c-0l-3cr**

Proposed Course Number, Title and Prerequisite:

HOSP 367 Festival Management **3c-0l-3cr**

Prerequisite: HOSP 280

Rationale: This course is being revised to reflect a course number change and prerequisite to meet the needs of the new program revision.

17. Department of English—Modify Prerequisites, Program Deletions and a New Track

a. Program Deletions

Bachelor of Arts English/Film Studies Track

Bachelor of Arts English/Literary, Textual, and Cultural Studies Track

Rationale: These tracks are being deleted because they are being combined with other tracks.

b. Modify Prerequisites:

i. Current Course Title and Prerequisites:

ENGL 210 British Literature to 1660 **3c-0l-3cr**

Prerequisites: ENGL 101, 122, or permission

Proposed Course Title and Prerequisites:

ENGL 210 British Literature to 1660 **3c-0l-3cr**

Prerequisites: ENGL 101, and 121 or 122

ii. Current Course Title and Prerequisites

ENGL 211 British Literature 1660-1900 **3c-0l-3cr**

Prerequisites: ENGL 101, 122, or permission

Proposed Course Title and Prerequisites:

ENGL 211 British Literature to 1660-1900 **3c-0l-3cr**

Prerequisites: ENGL 101, and 121 or 122

iii. Current Course Title and Prerequisites:

ENGL 212 American Literature: Beginnings to 1900 **3c-0l-3cr**
Prerequisites: ENGL 101, 122, or permission

Proposed Course Title and Prerequisites:

ENGL 212 American Literature: Beginnings to 1900 **3c-0l-3cr**
Prerequisites: ENGL 101, and 121 or 122

iv. Current Course Title and Prerequisites:

ENGL 213 British and American Literature Since 1900 **3c-0l-3cr**
Prerequisites: ENGL 101, 122, or permission

Proposed Course Title and Prerequisites:

ENGL 213 British and American Literature Since 1900 **3c-0l-3cr**
Prerequisites: ENGL 101, and 121 or 122

v. Current Course Title and Prerequisites:

ENGL 226 Survey of Global Literature since 1900 **3c-0l-3cr**
Prerequisites: ENGL 122, 202

Proposed Course Title and Prerequisites:

ENGL 226 Survey of Global literature since 1900 **3c-0l-3cr**
Prerequisites: ENGL 101, and 121 or 122

vi. Current Course Title and Prerequisites:

ENGL 337 Myth **3c-0l-3cr**
Prerequisites: ENGL 202; at least two from ENGL 210, 211, 212, 213
Additional prerequisites for BA English majors: ENGL 210, 211, 212, 213

Proposed Course Title and Prerequisites:

ENGL 337 Myth **3c-0l-3cr**
Prerequisites: ENGL 202, and 121 or 122

vii. Current Course Title and Prerequisites

ENGL 340 The Novel **3c-0l-3cr**
Prerequisites: ENGL 101, 122, or permission

Proposed Course Title and Prerequisites:

ENGL 340 The Novel **3c-0l-3cr**
Prerequisites: ENGL 101, and 121 or 122

viii. Current Course Title and Prerequisites:

ENGL 341 Poetry **3c-0l-3cr**
Prerequisites: ENGL 101, 122, or permission

Proposed Course Title and Prerequisites:

ENGL 341 Poetry **3c-0l-3cr**
Prerequisites: ENGL 101, and 121 or 122

ix. Current Course Title and Prerequisites:

ENGL 342 Short Fiction **3c-01-3cr**
Prerequisites: ENGL 101, 122, or permission

Proposed Course Title and Prerequisites:

ENGL 342 Short Fiction **3c-01-3cr**
Prerequisites: ENGL 101, and 121 or 122

x. Current Course Title and Prerequisites:

ENGL 343 Drama **3c-01-3cr**
Prerequisites: ENGL 101, 122, or permission

Proposed Course Title and Prerequisites:

ENGL 343 Drama **3c-01-3cr**
Prerequisites: ENGL 101, and 121 or 122

xi. Current Course title and prerequisites:

ENGL 344 Ethnic American Literature **3c-01-3cr**
Prerequisites: ENGL 122 and 202 or permission

Proposed Course Title and Prerequisites:

ENGL 344 Ethnic American Literature **3c-01-3cr**
Prerequisites: ENGL 101, and 121 or 122

xii. Current Course Title and Prerequisites:

ENGL 354 Classical Literature in Translation **3c-01-3cr**
Prerequisites: ENGL 122, 202

Proposed Course Title and Prerequisites:

ENGL 354 Classical Literature in Translation **3c-01-3cr**
Prerequisites: ENGL 202, and 121 or 122

xiii. Current Course Title and Prerequisites:

ENGL 386 Regional Literature in English **3c-01-3cr**
Prerequisites: ENGL 122 and 202 or permission

Proposed Course Title and Prerequisites:

ENGL 386 Regional Literature in English **3c-01-3cr**
Prerequisites: ENGL 202, and 121 or 122

Rationale: We are registering an increasing number of minors in our program. Having ENGL 122 as a prerequisite for our 200 and 300-level courses makes it hard for these students to enroll in these classes, as they can substitute ENGL 121 for ENGL 122 in the minor.

c. New Program

B.A. English/Literature/Culture Track

The Literature/Culture Track enables students to design a course of study in the history, meaning, function, and aesthetics of texts of all kinds. A student who completes this major will be able to identify the unique material, symbolic, formal, and aesthetic qualities of texts; apply the analytical skills and methods best suited to comprehend the significance of texts; analyze the ways that texts interact with audience, culture, medium, and ideology; evaluate the role of theory—its methods, history, politics, and functions—in textual analysis; and examine the ways in which questions of race, gender, sexual orientation, and identity affect interactions with both traditional and nontraditional texts and theory. The Literature/Culture Track prepares students for any profession that requires strong analytic, communication, cultural, and aesthetic skills and for academic study in literary and cultural studies.

Bachelor of Arts—English/Literature/Culture Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46

Humanities-Literature: ENGL 122

Mathematics: 3cr

Liberal Studies Electives: 6cr, no courses with ENGL prefix

College:

Foreign Language Intermediate Level (1) 0-6

Major:

Required Courses:

Two literary survey courses from the following: ENGL 210, 211, 212, 213, 226 6cr
 One writing course from the following: ENGL 220, 221, 222 3cr
 One literacies course from the following: ENGL 208, 308, 313 3cr
 Capstone course: ENGL 484 3cr

Controlled Electives: (2, 3)

Four courses from the following: ENGL 203, 208, 210, 211, 212, 213, 225, 226, 265, 308, 310, 313, 328, 329, 330, 332, 333, 335, 336, 337, 340, 341, 342, 343, 344, 348, 349, 350, 354, 361, 385, 386, 387, 390, 396, 398, 430, 434, 436, 440, 450, 460, 461, 462, 463, 493 12cr
 Three courses with ENGL prefix except ENGL 100, 101, 121, 122, and 202 9cr

Free Electives: 31-38

Total Degree Requirements: 120

- (1) Intermediate-level foreign language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the BA degree recipient much more employable by providing job experience. Students should see the English BA internship director for advice about available openings.
- (3) Courses used to fulfill core requirements cannot also be used to fulfill track requirements.

Rationale: This track will replace the previously separated English/Literary, Textual, and Cultural Studies Track and the English/Film Studies Track. A survey of similar programs taken in 2009 indicated that separating programs into tracks was the way to revitalize programs, and at that time the English BA program was split into several separate tracks. While some of the new tracks are self-sustaining, for example the English/Writing Studies Track, others have been weakened by being separated. After giving the strategy of having many tracks in our department a chance, only to see decreased enrollments and increased student confusion, we are moving to re-combine our Literature, Cultural Studies and Film subject areas into one track.

18. Department of Music—Modify Prerequisites, Program Revisions, Program Catalog Description Change

a. Course Prerequisite Modifications:

i. Current Title and Prerequisite:

APMU 126 Piano Proficiency Level I 0c-0l-0cr
Prerequisite: MUSC 154 or APMU 151

Proposed Title and Prerequisite:

APMU 126 Piano Proficiency Level I 0c-0l-0cr
Corequisite: MUSC 154 or APMU 151

ii. Current Title and Prerequisite:

APMU 127 Piano Proficiency Level II 0c-0l-0cr
Prerequisite: APMU 251

Proposed Title and Prerequisite:

APMU 127 Piano Proficiency Level II

0c-0l-0cr

Corequisite: APMU 251

Rationale: These courses are being revised in order to change the listed prerequisites to corequisites. Music students complete APMU 126 Piano Proficiency Level I in conjunction with the second semester of class or applied piano. Therefore, MUSC 154 Class Piano II and APMU 151 Applied Piano II should be listed as corequisites for APMU 126 rather than prerequisites. APMU 127 Piano Proficiency Level II is taken in conjunction with the fourth semester of applied piano. Therefore, APMU 251 should be listed as a corequisite. The current prerequisites were added by mistake when the courses were updated during the 2015 academic year.

b. Program Catalog Description Change:

Current Catalog Description:

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.
3. Students must register for MUSC 475 (Music Lab) and attend four departmental meetings and eight campus performances such as recitals, concerts, art exhibits, and theater productions each semester as required by the degree program (seven semesters for the BSEd program and eight semesters for the BA and BFA programs).
4. In addition to a successful audition for entrance into the Department of Music, prospective students are required to complete a theory placement exam. Those who score below 70 percent on the exam must take MUSC 113 concurrently with MUSC 115. Students may attempt the placement exam twice.

Proposed Catalog Description:

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. Students who matriculate with keyboard skills beyond those covered in class piano must substitute, at the discretion of the keyboard area, APMU 101 Applied Piano I and/or APMU 151 Applied Piano II for a total of 2cr.**

2. Each semester, students must participate in at least one large ensemble on their primary instrument. They must also participate in at least one small ensemble each semester, to be selected by their advisor. The large ensembles include MUSC 122 University Chorale, MUSC 123 Symphony Band, MUSC 124 Concert Band, MUSC 125 Marching Band, MUSC 129 University Symphony Orchestra, MUSC 131 University Wind Ensemble, MUSC 132 Men's or Women's Chorus, and MUSC 134 University Chorus. For pianists, guitarists, and other students whose primary instrument does not regularly feature in large ensembles, the department chair will assign suitable alternatives. Students may satisfy the ensemble requirement by enrolling in either 1cr or 0cr ensembles so long as they accrue the total number of ensemble credits required by their degree program.
3. Students must register for MUSC 475 **Music Lab** and attend four departmental meetings and eight campus performances **each semester, as required by their degree program** (seven semesters for the BSEd program, eight for the BA and BFA programs). **Campus performances may include recitals, concerts, art exhibitions, theater productions, and so on.**
4. In addition to a successful audition for entrance into the Department of Music, prospective students are required to complete a **diagnostic music** theory exam. Those who score below 70 percent on the exam must take MUSC 113 **Theory I Practicum** concurrently with MUSC 115. Students may attempt the **diagnostic** exam twice.

Rationale: The catalog description is being revised in order to update the **Special Requirements for All Music Majors**. The revisions pertain chiefly to the first and second requirements. The appended text formalizes longstanding departmental policy: music students receive, at a minimum, two semesters of piano instruction. Those who bypass MUSC 153 Class Piano I or MUSC 154 Class Piano II because of previous training receive individual (applied) instruction instead. The particular courses students take to satisfy the basic proficiency requirement does not impact the number of credits they must complete. In the second point, the new language updates the large-ensemble opportunities available to students, stipulates that small-ensemble placement is at the discretion of advisers, and clarifies the 0-credit/1-credit enrollment option. It does not represent a deviation from past department practice.

c. Program Revisions

i. Current Program:

B.A. 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 Mathematics
Natural Science: Option II recommended, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MUHI 301, no courses with MUSC prefix

Proposed Program:

B.A. 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 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	Major:	39
Required Courses:		Required Courses:	
APMU (Primary) Applied Music I-VI (2cr each)	12cr	APMU (Primary) Applied Music I-VI (2cr each)	12cr
APMU 427 Capstone Jury: Primary Instrument	0cr	APMU 427 Capstone Jury: Primary Instrument	0cr
MUHI 302 Music History II	3cr	MUHI 302 Music History II	3cr
MUSC 111 Theory Skills I	2cr	MUSC 111 Theory Skills I	2cr
MUSC 112 Theory Skills II	2cr	MUSC 112 Theory Skills II	2cr
MUSC 115 Theory I	3cr	MUSC 115 Theory I	3cr
MUSC 116 Theory II	3cr	MUSC 116 Theory II	3cr
MUSC 153 Class Piano I	1cr	MUSC 153 Class Piano I	1cr
MUSC 154 Class Piano II	1cr	MUSC 154 Class Piano II	1cr
MUSC 180 Technology for General Musicianship	2cr	MUSC 180 Technology for General Musicianship	2cr
MUSC 211 Theory Skills III	2cr	MUSC 211 Theory Skills III	2cr
MUSC 212 Theory Skills IV	2cr	MUSC 212 Theory Skills IV	2cr
MUSC 215 Theory III	3cr	MUSC 215 Theory III	3cr
MUSC 216 Theory IV	3cr	MUSC 216 Theory IV	3cr
MUSC 475 8 semesters of recital attendance	0cr	MUSC 475 Music Lab (8 semesters of recital attendance)	0cr
Controlled Electives:	3	Controlled Electives:	3
Piano proficiency required.			
APMU 126 Piano Proficiency Level I	0cr	APMU 126 Piano Proficiency Level I	0cr
MUSC 217 (required for piano and organ majors only)	3cr	MUSC 217 Keyboard Harmony (required for piano and organ majors only)	3cr
MUSC 351/353/354 (required for voice majors only)	3cr	MUSC 351 Italian Diction and Literature	1cr
MUSC 120-136 4 semesters of music ensembles	0-3cr	MUSC 353 French Diction and Literature	1cr
		MUSC 354 German Diction and Literature	1cr
		(required for voice majors only)	
Free Electives:	32	MUSC 120-140 4 semesters of music ensembles	0-3cr
Total Degree Requirements: (1)	120	Free Electives: (1)	32
		Total Degree Requirements:	120

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

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

Rationale: The program is being revised in order to neaten its appearance, remove unnecessary text, and update the listed ensemble courses to include MUSC 137 Piano Accompanying, MUSC 138 Vocal Repertory Ensemble, MUSC 139 Piano Ensemble, and MUSC 140 Popular Music Ensemble. The proposal is to remove "Piano Proficiency required." from the **Controlled Electives**. That provision is made clear by the first of the **Special Requirements for All Music Majors**. The course and jury requirements of the program (i.e., MUSC 154, MUSC 154, and APMU 126) ensure that students undertake appropriate keyboard instruction. Second, under **Controlled Electives**, the proposal is to change the listed ensemble courses from "MUSC 120-136" to "MUSC 120-140" so that all current options are included. Finally, also under **Controlled Electives**, proposal calls for MUSC 217 Keyboard Harmony, MUSC 351 Italian Diction and Literature, MUSC 353 French Diction and Literature, and MUSC 354 German Diction and Literature to be listed separately and with their titles, as is the case in other music programs.

ii. Current Program:

Proposed Program:

B.F.A. 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: 30-32cr

APMU (Primary) Applied Music I-VIII (4cr each) (1) 0cr

APMU 427 Capstone Jury: Primary Instrument 2cr

MUSC 111 Theory Skills I 2cr

MUSC 112 Theory Skills II

MUSC 115 Theory I 3cr

MUSC 116 Theory II 3cr

MUSC 180 Technology for General Musicianship 2cr

MUSC 211 Theory Skills III 3cr

MUSC 212 Theory Skills IV 2cr

MUSC 215 Theory III 0cr

MUSC 216 Theory IV

MUSC 311 Fundamentals of Conducting

MUSC 475 8 semesters of recital attendance

Controlled Electives (all concentrations): 21-23

MUSC 120-136 Music Ensembles (2) 8cr

Electives with APMU, MUSC (but not 120-138), or

MUHI prefix 3cr

3cr

B.F.A. 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: 30-32cr

APMU (Primary) Applied Music I-VIII (4cr each) (1) 0cr

APMU 427 Capstone Jury: Primary Instrument 2cr

MUSC 111 Theory Skills I 2cr

MUSC 112 Theory Skills II

MUSC 115 Theory I 3cr

MUSC 116 Theory II 3cr

MUSC 180 Technology for General Musicianship 2cr

MUSC 211 Theory Skills III 3cr

MUSC 212 Theory Skills IV 2cr

MUSC 215 Theory III 0cr

MUSC 216 Theory IV

MUSC 311 Fundamentals of Conducting

MUSC 475 **Music Lab** (8 semesters of recital attendance)

Controlled Electives (all concentrations): 21-23

MUSC 120-140 music ensembles (2) 8cr

Electives with APMU, MUSC (but not 120-140), or

MUHI prefix 3cr

3cr

Controlled Electives (keyboard majors):

MUSC 217 Keyboard Harmony

MUSC 405 Piano Pedagogy

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 1cr

Controlled Electives (wind and percussion majors):

APMU 126 Piano Proficiency Level I 1cr

APMU 480 Wind and Percussion Pedagogy 2cr

MUSC 153 Class Piano I 2cr

MUSC 154 Class Piano II

Controlled Electives (composition majors):

MUSC 217 Keyboard Harmony 0cr

MUSC 315 Theory V 2cr

MUSC 417 Orchestration 1cr

Total Degree Requirements:

1cr

3cr

3cr

3cr

3cr

Controlled Electives (keyboard majors):

MUSC 217 Keyboard Harmony

MUSC 405 Piano Pedagogy

Controlled Electives (voice majors):

APMU 101 Applied Piano I 1cr

APMU 126 Piano Proficiency Level I 0cr

APMU 127 Piano Proficiency Level II 1cr

APMU 151 Applied Piano II 0cr

MUSC 153 Class Piano I 1cr

MUSC 154 Class Piano II 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 1cr

Controlled Electives (wind and percussion majors):

APMU 126 Piano Proficiency Level I 1cr

APMU 480 Wind and Percussion Pedagogy 2cr

MUSC 153 Class Piano I

MUSC 154 Class Piano II

Controlled Electives (composition majors):

MUSC 217 Keyboard Harmony 0cr

MUSC 315 Theory V 2cr

MUSC 417 Orchestration 1cr

Total Degree Requirements:

1cr

3cr

3cr

3cr

3cr

- (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.
- (3) Students are required to participate in ensembles for five hours a week each semester for eight semesters.

- (1) **Voice**, 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.

Rationale: The program is being revised in order to remove unnecessary text, update the listed ensemble courses to include MUSC 137 Piano Accompanying, MUSC 138 Vocal Repertory Ensemble, MUSC 139 Piano Ensemble, and MUSC 140 Popular Music Ensemble, and standardize the keyboard proficiency requirements of the voice, string, wind, and percussion concentrations. First, under **Controlled Electives (all concentrations)**, the proposal is to change the listed ensemble courses from "MUSC 120-136" to "MUSC 120-140" so that all current options are included. Also, the following line should be changed to read "electives with APMU, MUSC (but not MUSC 120-140), or MUHI prefix." Second, MUSC 138 Vocal Repertory Ensemble should be removed from the **Controlled Electives (vocal majors)**. Voice students are directed to the appropriate ensemble by their advisors, so this specific course need not be listed. Also, here and in footnote one, "vocal major" should be changed to "voice major." Finally, the proposal is to update the keyboard-related course and jury requirements listed under the **Controlled Electives (vocal majors)** such that they match those of the **Controlled Electives (string majors)** and **Controlled Electives (wind and percussion majors)**.

iii. Current Program:

B.S.Ed. Music Education (*)

Liberal Studies: As outlined in Liberal Studies section 43

with the following specifications:

Fine Arts: fulfilled by courses in the major

Humanities Literature: MUHI 102

Mathematics: 3cr, MATH 101, 105, 110, or 217

Natural Science: Option II

Social Science: PSYC 101

Liberal Studies Electives: 3cr, MUHI 301, 302

Professional Education Sequence: 32

EDEX 323 Instruction of English Language Learners with Special Needs 2cr

3cr

EDSP 102 Educational Psychology 1cr

1cr

Proposed Program:

B.S.Ed. Music Education (*)

Liberal Studies: As outlined in Liberal Studies section 43

with the following specifications:

Fine Arts: fulfilled by courses in the major

Humanities Literature: MUHI 102

Mathematics: 3cr, MATH 101, 105, 110, or 217

Natural Science: Option II

Social Science: PSYC 101

Liberal Studies Electives: 3cr, MUHI 301, 302

Professional Education Sequence: 32

EDEX 323 Instruction of English Language Learners with Special Needs 2cr

3cr

EDSP 102 Educational Psychology 1cr

1cr

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

Major: (1)

53

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	0-1cr
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 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 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
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

Major:

53

Required Courses:

APMU	(Primary) Applied Music I-VII (2cr each)	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 120-140	7 semesters of music ensembles 0-1cr each	0-1cr
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 312	Choral Conducting <i>or</i>	2cr
<i>or</i> 313	Instrumental Conducting	
MUSC 475	Music Lab (7 semesters of recital attendance)	0cr

Concentration Area Courses: (select one concentration)

Voice Concentration

APMU 101, 151, 201, and 251	Applied Piano I-IV (1cr each)	4cr 0cr 1cr
APMU 127	Piano Proficiency Level II	1cr
MUSC 351	Italian Diction and Literature	1cr
MUSC 353	French Diction and Literature	
MUSC 354	German Diction and Literature	2cr

Select two of the following class instrument courses:

MUSC 155	Class Strings I
MUSC 157	Class Percussion I
MUSC 159	Class Brass I
MUSC 161	Class Woodwinds I

Instrumental Concentration

APMU 126	Piano Proficiency Level I	0cr
MUSC 121, 122, or 134	Choral Ensemble	1cr
MUSC 151	Class Voice I	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, MUHL, or APMU prefixes to create a total of 53cr in major.

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Total Degree Requirements:

(*) 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, 126, or 127.

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, MUHL, or APMU prefixes to **earn** a total of 53cr in major.

128

Total Degree Requirements:

(*) 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.

Rationale: The program is being revised in order to neaten its appearance, update the listed ensemble courses to include MUSC 137 Piano Accompanying, MUSC 138 Vocal Repertory Ensemble, MUSC 139 Piano Ensemble, and MUSC 140 Popular Music Ensemble, and remove a footnote. First, under the **Required Courses**, the proposal is to adjust the presentation of the APMU sequence so that it matches other music programs: "APMU (Primary), Applied Music I-VII (2cr each), 14cr." Just below, "MUSC 120-136" should be changed to "MUSC 120-140" so that all current options are included. Second, under the **Concentration Area Courses, Vocal Concentration**, the proposal is to change "APMU Piano (minor) I-IV" to "Applied Piano I-IV," and to list the course numbers for each level. The department has moved away from the term "minor" to avoid confusion between secondary study and the Minor—Music program. Also, "Vocal Concentration" is to be changed to "Voice Concentration" in order to match the BFA—Music Performance program. Third, under the **Concentration Area Courses, Instrumental Concentration**, the proposal is to add MUSC 132 Men's or Women's Chorus to the list of acceptable choral ensembles. Students who do not place into MUSC 121 Chamber Singers or MUSC 122 University Chorale typically take MUSC 132 in lieu of MUSC 134 University Chorus, as the latter is not offered regularly. Finally, the proposal is to remove footnote one (1) under **Total Degree Requirements**. Although the footnote was revised in conjunction with the department's 2015 initiative to update jury courses, its premise is outdated. No procedure is in place for students to bypass class instrument courses or applied instruction by completing a jury course such as APMU 126 Piano Proficiency Level I, nor have current or recent students attempted to do so.

19. Department of Sociology—Catalog Description Change

Current Catalog Description:

SOC 151 Principles of Sociology

3c-0l-3cr

A scientific study of the structure of human societies and the behavior of individual people and groups in society. Examines the relationship between individuals and societal institutions, processes, and interactions. Provides an overview of the discipline including key concepts, main theoretical perspectives, the methods and research findings of sociologists, and social inequalities.

Proposed Catalog Description:

SOC 151 Principles of Sociology

3c-0l-3cr

A scientific study of the structure of human societies and the behavior of individual people and groups in society. Examines the relationship between individuals and societal institutions, processes, and interactions. Provides an overview of the discipline including key concepts, main theoretical perspectives, the methods and research findings of sociologists, and social inequalities. Meets Social Science for Liberal Studies. SOC 151 and 161 may be substituted interchangeably for D/F repeats. SOC 151 and SOC 161 may not be used for duplicate credit. SOC 161 is required for the Effective Teamwork and Communication minor.

Rationale: Differentiates SOC 151 from 161. SOC 151 and SOC 161 are now D/F repeatable for each other and cannot be used for duplicate credit.

20. Academic Affairs--Teamwork Studies—Program Revisions and Modification of Course Prerequisites

a. Program Revisions

The recent approval of the SOC 161 Foundations of Sociology: Social Relations in Groups, a Liberal Studies Social Science, provides programs and courses an alternative to SOC 151 Principles of Sociology. SOC 161 is required for the Effective Teamwork and Communication minor. This proposal requests to change the prerequisites of programs and courses for requesting programs from "SOC 151" to "SOC 151 or SOC 161." In the programs listed below the Social Science requirement in Liberal Studies should be changed from "SOC 151" to "SOC 151 or SOC 161." Departments responsible for these programs have approved this change as signified by their emails of approval/support.

College of Education and Educational Technology

Department of Communication Disorders, Special Education, and Disability Services
Bachelor of Science—Disability Services

College of Health and Human Services

Department of Food and Nutrition
Bachelor of Science—Nutrition/Dietetics Track
Bachelor of Science—Nutrition/Culinary Dietetics Track

Department of Human Development, Fashion and Interior Design
Bachelor of Science—Child Development and Family Relations
Bachelor of Science in Education—K-12 Family and Consumer Sciences Education
Bachelor of Science—Interior Design

Department of Kinesiology, Health, and Sport Science
Bachelor of Science—Physical Education and Sport—Exercise Science
Bachelor of Science—Athletic Training program

Department of Nursing and Allied Health Professions
Bachelor of Science—Nursing
Bachelor of Science—Nursing/Licensed Practical Nurse Track
Bachelor of Science—Respiratory Care
Bachelor of Science—Nuclear Medicine Technology

College of Humanities and Social Sciences

Department of Anthropology
Bachelor of Science in Education—Social Science Education/Anthropology Track

Department of Sociology
Bachelor of Arts—Sociology/General Sociology Track
Bachelor of Arts—Sociology/Human Services Track
Bachelor of Arts—Sociology/Sociology of Disability Services Track
Bachelor of Science in Education—Social Science Education/Sociology Track
Minor—Child and Adult Advocacy Studies (CAAST) for Sociology/Human Services Track majors
Minor—Child and Adult Advocacy Studies (CAAST) for Psychology majors
Minor—Child and Adult Advocacy Studies (CAAST) for majors other than Psychology and Sociology
Minor—Sociology/Applied Social Research
Minor—Sociology/General Sociology
Minor—Sociology of Disability Services
Minor—Sociology/Human Services

College of Natural Sciences and Mathematics

Department of Biology
Bachelor of Science—Biology/Environmental Health Track
Bachelor of Science—Biology/Pre-medical Track

Department of Chemistry
Bachelor of Science—Chemistry/Pre-medical Track

Department of Psychology
*Minor—Child and Adult Advocacy Studies (CAAST) for Psychology majors
*Minor—Child and Adult Advocacy Studies (CAAST) for Sociology/Human Services Track majors
*Minor—Child and Adult Advocacy Studies (CAAST) for majors other than Psychology and Sociology

* Cross listed between SOC and PSYC

b. Modify Course Prerequisites

In the following courses the prerequisites are to be changed from "SOC 151" to "SOC 151 or SOC 161." Departments teaching these courses have approved this change as signified by their emails of approval/support. Any other prerequisites listed for these courses are staying the same.

- **Anthropology:**
 ANTH 444
- **Kinesiology, Health, and Sport Science:**
 KHSS 350
- **Sociology:**

SOC 269, 320, 333, 336, 337, 341, 345, 348, 352, 357, 361, 362, 363, 387, 391, 410, 417, 421, 427, 428, 442, 448, 452, 458, 493 and SOWK 238

Rationale: The recent approval of SOC 161 Foundations of Sociology: Social Relations in Groups, a Liberal Studies Social Science course, provides programs and prerequisite options for courses an alternative to SOC 151 Principles of Sociology. SOC 161 is required for the Effective Teamwork and Communication minor. This proposal requests to change the prerequisites of programs and courses for requesting programs from "SOC 151" to "SOC 151 or SOC 161." The proposal's global nature provides a path to make these changes via a single curricular proposal.

21. UWUCC and Liberal Studies Approved the following:

- **COMM 315 Persuasive Media Writing** was approved as a **Type II Writing Intensive course, Department Commitment.**
- **IFMG 471 Data Center and Cloud Computing Fundamentals** was approved as a **Type II Writing Intensive course, Department Commitment.**
- **KORE 102 Elementary Korean II** was approved as a **Liberal Studies Elective, Oral Communication.**
- **THTR 313 American Theater Between the Wars** was approved as a **Liberal Studies Elective, Oral Communication and Information Literacy.**

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

1. DEPARTMENT: ACCOUNTING

A. NEW COURSE

Course: ACCT 840: Seminar in Managerial Accounting

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	ACCT 840: Seminar in Managerial Accounting
Credits	3
Prerequisite	Student in the Ph.D business program
Description	This doctoral level seminar will address major issues in the area of managerial accounting and their business applications by reviewing the current literature and analyzing appropriate case studies. This course introduces current theoretical and methodological issues in managerial accounting and their relevance in business decision making. Review of selected topics in accounting research are also presented along with their implications for cross functional applied business research. Course also covers legal and ethical dimensions involved in the field.

2. DEPARTMENT: ADULT AND COMMUNITY EDUCATION

A. COURSE REVISION (Title)

Course: ACE 735: Analyzing the Professional Literature in Adult and Community Education

Rationale:

This proposal is to change the title of ACE 735 from Analyzing the Professional Literature in Adult and Community Education to Seminar in Adult and Community Education. There are three reasons for this proposed change: a) Time and experience have shown that online learning can be just as meaningful and collegial as classroom learning. Discussions conducted online with graduate students are frequently deeper and more thoughtful than discussions conducted in a classroom setting. Therefore, it is possible to have an online course that meets the spirit of what a seminar is intended to accomplish. b) The purpose of the course is for students to discuss current issues in the field and conduct an in-depth literature review on a topic of their choosing. These goals are consistent with the concept of a seminar. c) While the current course title, Analyzing the Professional Literature in Adult and Community Education, is descriptive, it is unwieldy. Restoring the title "seminar" reestablishes the course's identity in the curriculum as the course

in which students synthesize and build upon their learning in prior courses to deepen and expand their understanding of the field to a more professional level.

	Current Course Information	Proposed Course Information
Title	ACE 735: Analyzing the Professional Literature in Adult and Community Education	ACE 735: Seminar in Adult and Community Education

B. COURSE REVISION (Title)

Course: ACE 745: Practical Research in Adult and Community Education

Rationale:

The course title change for ACE 745, Practical Research in Adult and Community Education, to Applied Research in Adult and Community Education, is proposed to utilize current research terminology in the field for the course title, to emphasize the "applied" nature of the research projects completed by students in the course, and to insure that the course title is consistent with the field of adult and community education as an applied discipline.

	Current Course Information	Proposed Course Information
Title	ACE 745: Practical Research in Adult and Community Education	ACE 745: Applied Research in Adult and Community Education

C. COURSE REVISION (Credit Hour)

Course: ACE 795: Thesis

Rationale:

The purpose of this course revision is to change the thesis course (ACE 795) from a fixed, three-credit hour course to a variable credit course from one to six credit hours. This proposal is being submitted for two reasons: 1) To comply with the proposed program revisions for the MA in Adult and Community Education and the track in Instructional Design and Technology (being submitted separately) in which the credit hour requirement for the thesis option is being changed from three to six credit hours. 2) To allow students to comply with the new Graduate School policy of continuous enrollment for thesis students.

	Current Course Information	Proposed Course Information
Credits	3	1-6

D. PROGRAM REVISION

Degree: M.A. in Adult and Community Education

Rationale:

Two changes to the MA in Adult and Community Education are being proposed:

1) It is proposed that prospective students be required to submit a resume as a document for admissions to the program. A resume has always been part of the application requirements, but we were informed by Admissions that this practice needs to be formalized. This proposal is intended to formalize the resume requirement for admissions.

2) It is proposed that the thesis requirement be increased from three to six credits for students electing the thesis option. The rationale for this change is to recognize the amount of work required for a thesis and to encourage students to take the thesis option. This change will result in thesis option students taking six credit hours of ACE 795 (Thesis) and no electives to meet the minimum graduation requirements. Students will complete all other course requirements the same as non-thesis option students, with the exception of the portfolio which is not required for thesis option students. The total number of credit hours required for graduation (36) will not change.

Current Program Requirements			Proposed Program Requirements		
Courses	Non-Thesis Option	Thesis Option	Courses	Non-Thesis Option	Thesis Option
ACE 620 Introduction to Adult and Community Education	3	3	ACE 620 Introduction to Adult and Community Education	3	3
ACE 621 The Adult Learner	3	3	ACE 621 The Adult Learner	3	3
ACE 622 Program & Project Planning	3	3	ACE 622 Program & Project Planning	3	3
ACE 623 Organizational Leadership in Adult and Community Education	3	3	ACE 623 Organizational Leadership in Adult and Community Education	3	3
ACE 625 Teaching Adults	3	3	ACE 625 Teaching Adults	3	3
ACE 625 Teaching Adults	3	3	ACE 625 Teaching Adults	3	3
ACE 640 Community-Based Education	3	3	ACE 640 Community-Based Education	3	3
ACE 735 Analyzing the Professional Literature in Adult and Community Education	3	3	ACE 735 Analyzing the Professional Literature in Adult and Community Education	3	3

ACE 745 Practical Research in Adult and Community Education	3	3	ACE 745 Practical Research in Adult and Community Education	3	3
GSR 615 Elements of Research	3	3	GSR 615 Elements of Research	3	3
Electives and/or Internship (ACE 698)	6	3	Electives and/or Internship (ACE 698)	6	0
ACE 795 (Thesis)	0	3	ACE 795 (Thesis)	0	6
Portfolio	Yes	No	Portfolio	Yes	No
Total	36	36	Total	36	36

E. PROGRAM REVISION

Degree: M.A. in Adult and Community Education: Instructional Design and Technology Track

Rationale:

Two changes to the track in Instructional Design and Technology in the MA in Adult and Community Education are being proposed:

1) It is proposed that prospective students be required to submit a resume as a document for admissions to the program. A resume has always been required, but we were informed by Admissions that this practice needs to be formalized. This proposal is intended to formalize the resume requirement for admissions.

2) It is proposed that the thesis requirement be increased from three to six credits for students electing the thesis option. The rationale for this change is to recognize the amount of work required for a thesis and to encourage students to take the thesis option. This change will result in thesis option students taking six credit hours of ACE 795 (Thesis) in lieu of an elective and ACE 744, Program and Project Evaluation. ACE 744 is a research based course in which students complete a program evaluation research project. Since the thesis is an intensive research experience, the thesis is a good substitute for ACE 744. The total number of credit hours (36) required for graduation will not change.

Current Program Requirements			Proposed Program Requirements		
Courses	Non-Thesis Option	Thesis Option	Courses	Non-Thesis Option	Thesis Option
ACE 600 Introduction to Instructional Design	3	3	ACE 600 Introduction to Instructional Design	3	3
ACE 610 Learning Management Systems	3	3	ACE 610 Learning Management Systems	3	3

ACE 617 Distance Education Technology	3	3	ACE 617 Distance Education Technology	3	3
ACE 621 The Adult Learner	3	3	ACE 621 The Adult Learner	3	3
ACE 622 Program and Project Planning	3	3	ACE 622 Program and Project Planning	3	3
ACE 623 Organizational Leadership in Adult and Community Education	3	3	ACE 623 Organizational Leadership in Adult and Community Education	3	3
ACE 630 Distance Education Pedagogy	3	3	ACE 630 Distance Education Pedagogy	3	3
ACE 700 Advanced Instructional Design	3	3	ACE 700 Advanced Instructional Design	3	3
ACE 744 Program and Project Evaluation	3	3	ACE 744 Program and Project Evaluation	3	0
BTED 675 Web Design Theory and Application	3	3	BTED 675 Web Design Theory and Application	3	3
GSR 615 Elements of Research	3	3	GSR 615 Elements of Research	3	3
ACE 698 Internship or Elective	3	0	ACE 698 Internship or Elective	3	0
ACE 795 Thesis	0	3	ACE 795 Thesis	0	6
Portfolio	Yes	No	Portfolio	Yes	No
Total	36	36	Total	36	36

3. DEPARTMENT: BIOLOGY

A. COURSE REVISION (Title, Prefix, Description, Prereq)

Course: BIOL 460/560: Fundamentals of Environmental Epidemiology

Rationale:

BIOL 460 Fundamentals of Environmental Epidemiology was originally proposed in fall 2002, primarily as a core course for a revised B.S. in Environmental Health Science Program to meet National Environmental Health Science and Protection Accreditation Council (EHAC) requirements, and for a new minor in Environmental Health; and secondarily 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 in spring 2011 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 secondarily on clinical practice. The revised course is designed as a core offering for a new B.S. in Public Health program

(in development) and to meet 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. The graduate BIOL 560 listing had to be changed to BIOL 501 because BIOL 360 is not available resulting in an undergraduate BIOL 301 listing.

	Current Course Information	Proposed Course Information
Title	BIOL 460/560 Fundamentals of Environmental Epidemiology	BIOL 301/501: Fundamentals of Epidemiology
Prereq	BIOL 112 or BIOL 203; MATH 216 or MATH 217; or instructor permission	BIOL 104 and 119, or BIOL 203; and MATH 216 or MATH 217; or instructor permission
Description	Studies the health consequences of involuntary exposure to harmful chemical and biological agents in the general environment. Disease etiology, occurrence, and intervention in human populations are examined through epidemiologic study using analytical methods and applications.	Introduces epidemiologic principles, concepts and methods used to study the distribution and determinants of diseases in populations. Includes public health and clinical applications. Topics includes the history of epidemiology, dynamics of disease transmission, measures of disease frequency and association, study designs, causation, and also consider ethics and public policy issues in epidemiology.

B. NEW COURSE

Course: BIOL (409)/509: Pharmacology Principles and Applications

Rationale:

BIOL 409/509 has been offered as a Special Topics course for 3 semesters and is immensely popular with both undergraduate and graduate Biology students as a controlled elective. Dr. Widzowski has relied on his extensive expertise in the pharmaceutical industry to develop a practical course introducing students to key concepts related to pharmacology. This course will serve the Biology Department as a controlled elective for the Biology BS, BA, Cell and Molecular, Pre-Medical, and Pre-Veterinary tracks as well as the Biology Minor and Biomedical Science Minor. Additionally, this course would be an excellent controlled elective for students enrolled in NSM degree programs including Pre-Chiropractic, Pre-Dentistry, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Physical Assistant, and Pre-Podiatry. As such, we expect that this course will continue to be highly populated by students interested in professional schools following their undergraduate educations.

Summary:

Course	BIOL (409)/509: Pharmacology Principles and Applications
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Credits	3
Prerequisite	BIOL 106, 202, or 240
Description	Explores the principles of the interactions of chemicals with biological systems in the context of human diseases of varied etiology (e.g. genetic, environmental) and clinical presentation. Introduces the general principles of pharmacokinetics and pharmacodynamics, integrating analysis at multiple biological levels (molecular, cellular, systems, organismal) to develop a broad view of the interaction of drugs with biological systems. Develops skills in pharmacological analysis through examination of actual and simulated sets of data. Examines applications of principles to specific fields of pharmacology (e.g. neuro-, cardiovascular, immuno-, endocrine, cancer) and explores the discovery and development of new medications using examples from recent scientific and clinical trial literature.

4. DEPARTMENT: CRIMINOLOGY

A. NEW COURSE

Course: CRIM 694: Applied Teaching in Associate Degree Programs

Rationale:

This course was approved as a special topics course, and is now being proposed as an elective graduate class, to be added to our elective rotation for both the online and on-campus programs. Most masters programs, in our field, do not offer this class, though they are eligible to teach in associate degree programs upon graduation. The class offers an overview of responsibilities and tasks required when teaching in associate degree programs, as well as pedagogical practices related specifically to criminology and criminal justice teaching. Students complete the class with a teaching portfolio that can be used in an adjunct faculty application. This course will also help in recruitment, for both programs, as filling a niche not met by the numerous other programs in our field.

Summary:

Course	CRIM 694: Applied Teaching in Associate Degree Programs
Credits	3
Prerequisite	None
Description	Provides an overview of responsibilities and tasks required when teaching criminology and criminal justice classes in associate degree programs. The adjunct faculty role will be identified. Pedagogical practices will be discussed. Evaluation includes the development of a portfolio, which includes a teaching philosophy statement, and a course design represented by a syllabus, lectures, assignments and exam questions.

5. DEPARTMENT: ECONOMICS

A. NEW COURSE

Course: ECONS/ISDS 813: Quantitative Methods 2

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	ECONS/ISDS 813: Quantitative Methods 2
Credits	3
Prerequisite	Student in the PhD Program or permission
Description	Introduces the application of advanced statistical techniques commonly used in research within economics and business-related disciplines. Specific topics include time series econometric analysis, panel data regression analysis, limited dependent variable models, confirmatory factor analysis, path analysis, and structural equation modeling. Prerequisite: ISDS/ECON 812, Quantitative Research Methods I.

6. DEPARTMENT: EDUCATIONAL AND SCHOOL PSYCHOLOGY

A. COURSE REVISION (Description, Credit Hour, Add Dual Level)

Course: EDSP 755: Practicum I

Rationale:

There are three primary reasons for this course revision: (a) **Expansion of practicum experiences** so that students can develop the professional competencies required in the field. The range of practicum experiences will parallel the various professional roles of master's / certification and doctoral level school psychologists (e.g., assessment, intervention, consultation, or supervision; (b) **Dual listing** so that the practicum course completed is associated with the appropriate traditional, lecture-style course in which the knowledge and skills are first taught to students. Moreover, this developmental progression of practicum experiences across a student's academic career should be documented more clearly on their transcript; (c) **Variable credit** to reflect the appropriate workload associated with the particular practicum experience.

	Current Course Information	Proposed Course Information
Title	EDSP 755: Practicum I	EDSP 755/855: Practicum in School Psychology
Credits	Provides school psychology students with an opportunity to learn contemporary theories of cognitive and academic development and how these constructs are measured in educational settings. Students are directly supervised in onsite practicum experiences as they apply these skills in a highly structured university clinic setting.	Provides school psychology students with an opportunity to apply and further develop professional competencies acquired through coursework and training. Students are directly supervised in practicum experiences as they apply these skills in the university clinic, schools, mental health facilities, and other appropriate settings, thus preparing them for the independent practice of psychology in various settings.
Description	3	1-3 (Variable)

7. DEPARTMENT: FINANCE AND LEGAL STUDIES

A. NEW COURSE

Course: FIN 870: Financial Institutions and Markets

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	FIN 870: Financial Institutions and Markets
Credits	3
Prerequisite	Student in the Ph.D business program
Description	Covers structure of modern financial institutions management from a risk perspective. It will include coverage of material relating to capital markets and investment in financial assets taking into account globalization and integration of financial markets. The course will also focus on international corporate finance, including a firms exposure to exchange rate risk and methods and financial instruments used to manage those risks.

8. DEPARTMENT: FOOD AND NUTRITION

A. PROGRAM REVISION (Description, prereq)

Degree: Master of Science in Food and Nutrition

Rationale:

This minor program revision proposal is to remove the two undergraduate course prerequisites for admission into the MS in Food and Nutrition program. Currently undergraduate courses in biochemistry and anatomy & physiology are required. The rationale for eliminating these prerequisites is as follows:

1. These courses are no longer required for students in the BS in Food and Nutrition - Nutrition Track. Eliminating the prerequisites will allow our graduates from the Nutrition Track to directly pursue the MS in Food and Nutrition. It will also permit these students to apply for early admission to the MS program.
2. Many of food and nutrition undergraduate alumni gain some work experience after graduating with their bachelor's degrees and later enroll in the MS online.
3. Many of our current applicants who do not have these prerequisite courses have otherwise strong science backgrounds and/or significant health-related work experience.
4. In cases where we have waived one or both prerequisite courses, students have been successful in the MS in Food and Nutrition program.
5. Removing the prerequisite requirement will aid in marketing and recruitment, and likely increase enrollment in the MS in Food and Nutrition. The current prerequisites typically require students to take one year or more of undergraduate courses if they have not already taken CHEM 101/102 or equivalent before they are eligible full full admission to the MS, discouraging their enrollment.

Removing the prerequisite requirement will also enable and serve more students who would like to pursue a dual degree at IUP that includes an MS in Food and Nutrition.

	Current Program Information	Proposed Program Information
Admission Criteria	Students who enter the program usually have a baccalaureate degree in nutrition/dietetics or a health-related field. Those with degrees in areas such as education, other sciences, and culinary arts may also qualify and value a graduate degree in food and nutrition. Admission requires courses in undergraduate biochemistry and human anatomy and physiology. In addition to the admissions application, all official	Students who enter the program usually have a baccalaureate degree in nutrition/dietetics or a health-related field. Those with degrees in areas such as education, other sciences, and culinary arts may also qualify and value a graduate degree in food and nutrition. In addition to the admissions application, all official transcripts, a goal statement, a resume, and letters of recommendation must be on file

	<p>transcripts, a goal statement, a resume, and letters of recommendation must be on file with the school of graduate studies and research prior to any department decision.</p> <p>The department offers an accredited dietetic internship for those students interested in becoming a registered dietitian. Admission to this program requires a separate application and an accreditation council for education in nutrition and dietetics verification statement. Information can be obtained by contacting the food and nutrition dietetic internship program director</p>	<p>with the school of graduate studies and research prior to any department decision.</p> <p>The department offers an accredited dietetic internship for those students interested in becoming a registered dietitian. Admission to this program requires a separate application and an accreditation council for education in nutrition and dietetics verification statement. Information can be obtained by contacting the food and nutrition dietetic internship program director.</p>
Description	<p>The master of science degree program is designed to provide advanced training in food and nutrition through both course work and research. The program prepares students for food- and nutrition-related careers or to complement their existing occupations by increasing the depth of their knowledge with respect to food and nutrition, developing research skills, and enhancing their application skills by specializing in the area of applied human nutrition. Students choose either the thesis or non-thesis option and also between two tracks: (1) administration, or (2) education.</p> <p>Graduates of the program are employed by hospitals, non-profit organizations, foodservice and hospitality industries, educational institutions, public health agencies, fitness facilities, and state and federal government. Students may continue their education to pursue doctoral degrees.</p>	<p>The master of science degree program is designed to provide advanced training in food and nutrition through both course work and research. The program prepares students for food- and nutrition-related careers or to complement their existing occupations by increasing the depth of their knowledge with respect to food and nutrition, developing research skills, and enhancing their application skills by specializing in the area of applied human nutrition. Students choose either the thesis or non-thesis option and also between two tracks: (1) administration, or (2) education.</p> <p>Graduates of the program are employed by hospitals, non-profit organizations, foodservice and hospitality industries, educational institutions, public health agencies, fitness facilities, and state and federal government. Students may continue their education to pursue doctoral degrees.</p>

Requirements	THESIS DEGREE REQUIREMENTS (36 CR.) Thesis and Non-Thesis Degree Options are distinguished based on III. Research Requirement. I. CORE COURSES (12 CR.)	THESIS DEGREE REQUIREMENTS (36 CR.) Thesis and Non-Thesis Degree Options are distinguished based on III. Research Requirement. I. CORE COURSES (12 CR.)
	<div> <div>FDNT 564</div> <div>Nutrition Research Methods</div> <div>3 cr.</div> </div> <div> <div>FDNT 645</div> <div>Proteins, Carbohydrates, Fats</div> <div>3 cr.</div> </div> <div> <div>FDNT 646</div> <div>Vitamins</div> <div>3 cr.</div> </div> <div> <div>FDNT 647</div> <div>Minerals and Water</div> <div>3 cr.</div> </div>	<div> <div>FDNT 564</div> <div>Nutrition Research Methods</div> <div>3 cr.</div> </div> <div> <div>FDNT 645</div> <div>Proteins, Carbohydrates, Fats</div> <div>3 cr.</div> </div> <div> <div>FDNT 646</div> <div>Vitamins</div> <div>3 cr.</div> </div> <div> <div>FDNT 647</div> <div>Minerals and Water</div> <div>3 cr.</div> </div>
	II. TRACKS - SELECT ONE (9 CR.)	II. TRACKS - SELECT ONE (9 CR.)
	A. Administration Track	A. Administration Track
	<div> <div>FDNT 515</div> <div>Sustainable Nutrition</div> <div>3 cr.</div> </div> <div> <div>FDNT 612</div> <div>Administration of Food Service Systems</div> <div>3 cr.</div> </div> <div> <div>FDNT 625</div> <div>Community Nutrition and Policy</div> <div>3 cr.</div> </div>	<div> <div>FDNT 515</div> <div>Sustainable Nutrition</div> <div>3 cr.</div> </div> <div> <div>FDNT 612</div> <div>Administration of Food Service Systems</div> <div>3 cr.</div> </div> <div> <div>FDNT 625</div> <div>Community Nutrition and Policy</div> <div>3 cr.</div> </div>
	B. Education Track	B. Education Track
	<div> <div>FDNT 630</div> <div>Linking Nutrition Theory and Research to Practice</div> <div>3 cr.</div> </div> <div> <div>FDNT 631</div> <div>Eating Behaviors and Food Habits</div> <div>3 cr.</div> </div> <div> <div>FDNT 635</div> <div>Intervention and Education Strategies</div> <div>3 cr.</div> </div>	<div> <div>FDNT 630</div> <div>Linking Nutrition Theory and Research to Practice</div> <div>3 cr.</div> </div> <div> <div>FDNT 631</div> <div>Eating Behaviors and Food Habits</div> <div>3 cr.</div> </div> <div> <div>FDNT 635</div> <div>Intervention and Education Strategies</div> <div>3 cr.</div> </div>

	<p>III. RESEARCH REQUIREMENT (6 CR.)</p> <p>All students must engage in research. Thesis option students will complete 6 credits of FDNT 795 Thesis. Non-thesis option students will enroll in FDNT 661 and FDNT 662.</p> <table> <tr> <td>FDNT 795</td><td>Thesis</td><td>6 cr.</td></tr> <tr> <td colspan="3">OR</td></tr> <tr> <td>FDNT 661</td><td>Designing Effective Food and Nutrition Research Projects</td><td>3 cr.</td></tr> <tr> <td>FDNT 662</td><td>Applying Food and Nutrition Research Methods</td><td>3 cr.</td></tr> </table> <p>IV. ELECTIVES (9 CR.)</p> <p>Students will elect additional courses from the IUP Graduate Catalog (including FDNT courses) that are appropriate for their needs and interests as they work toward meeting the program objectives. The Graduate Coordinator or Department Chair will approve elective choices.</p> <table> <tr> <td>FDNT 558</td><td>Advanced Human Nutrition</td><td>3 cr.</td></tr> <tr> <td>FDNT 642</td><td>Contemporary Issues in Food and Nutrition</td><td>3 cr.</td></tr> <tr> <td>FDNT 651</td><td>Professional Dietetic Practice</td><td>3 cr.</td></tr> <tr> <td>FDNT 696</td><td>Dietetic Internship</td><td>1-6 cr.</td></tr> <tr> <td>FDNT 698</td><td>Internship</td><td>1-6 cr.</td></tr> </table>	FDNT 795	Thesis	6 cr.	OR			FDNT 661	Designing Effective Food and Nutrition Research Projects	3 cr.	FDNT 662	Applying Food and Nutrition Research Methods	3 cr.	FDNT 558	Advanced Human Nutrition	3 cr.	FDNT 642	Contemporary Issues in Food and Nutrition	3 cr.	FDNT 651	Professional Dietetic Practice	3 cr.	FDNT 696	Dietetic Internship	1-6 cr.	FDNT 698	Internship	1-6 cr.	<p>III. RESEARCH REQUIREMENT (6 CR.)</p> <p>All students must engage in research. Thesis option students will complete 6 credits of FDNT 795 Thesis. Non-thesis option students will enroll in FDNT 661 and FDNT 662.</p> <table> <tr> <td>FDNT 795</td><td>Thesis</td><td>6 cr.</td></tr> <tr> <td colspan="3">OR</td></tr> <tr> <td>FDNT 661</td><td>Designing Effective Food and Nutrition Research Projects</td><td>3 cr.</td></tr> <tr> <td>FDNT 662</td><td>Applying Food and Nutrition Research Methods</td><td>3 cr.</td></tr> </table> <p>IV. ELECTIVES (9 CR.)</p> <p>Students will elect additional courses from the IUP Graduate Catalog (including FDNT courses) that are appropriate for their needs and interests as they work toward meeting the program objectives. The Graduate Coordinator or Department Chair will approve elective choices.</p> <table> <tr> <td>FDNT 558</td><td>Advanced Human Nutrition</td><td>3 cr.</td></tr> <tr> <td>FDNT 642</td><td>Contemporary Issues in Food and Nutrition</td><td>3 cr.</td></tr> <tr> <td>FDNT 651</td><td>Professional Dietetic Practice</td><td>3 cr.</td></tr> <tr> <td>FDNT 696</td><td>Dietetic Internship</td><td>1-6 cr.</td></tr> <tr> <td>FDNT 698</td><td>Internship</td><td>1-6 cr.</td></tr> </table>	FDNT 795	Thesis	6 cr.	OR			FDNT 661	Designing Effective Food and Nutrition Research Projects	3 cr.	FDNT 662	Applying Food and Nutrition Research Methods	3 cr.	FDNT 558	Advanced Human Nutrition	3 cr.	FDNT 642	Contemporary Issues in Food and Nutrition	3 cr.	FDNT 651	Professional Dietetic Practice	3 cr.	FDNT 696	Dietetic Internship	1-6 cr.	FDNT 698	Internship	1-6 cr.
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	FDNT 771	Lifecycle Nutrition	3 cr.	FDNT 771	Lifecycle Nutrition	3 cr.
	FDNT 773	Advanced Clinical Nutrition Therapy	3 cr.	FDNT 773	Advanced Clinical Nutrition Therapy	3 cr.

B. NEW CERTIFICATE

Title: Dietetic Internship

Rationale:

This program has existed in the department since 1988 and has been listed in the graduate catalog of courses for many years. This proposal for a certificate program is an effort to formalize and publish the curriculum. The dietetic internship certificate program provides an additional opportunity for graduate students that apply for and are accepted into it. In April 2016 there were 5200 applicants for the 2992 supervised practice positions available in the United States. (ACEND Update, May 2016, http://www.eatrightpro.org/~media/eatrightpro%20files/acend/acend_update_may_2016.ashx). Being able to provide the supervised practice experience enhances the enrollment for the Master of Science in Food and Nutrition and provides supervised practice opportunities for some undergraduate alumni from the Department of Food and Nutrition. According to the Occupational Outlook Handbook, there is a 16% growth potential for the career of a Dietitian/Nutritionist, "much faster than average", between 2014 and 2024 (<https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm>).

The following statements are in response to the guidelines that apply to the development of a Certificate of Recognition:

1. At least 50% of credits must be at the 600 level or higher.

All credits in the certificate program are at the 600 level or higher.

2. All electives must be consistent with the purpose of the LOC and COR and a rationale must be provided for their inclusion. Given that an LOC or COR is to be well-defined sequence of courses, a maximum of 3 credits of special topics courses may be included.

There are no electives or choice of course sequencing.

3. An LOC or COR is a unique entity, targeting a different audience from that of existing graduate degree programs. Although courses required for an existing graduate degree may be included, the proposal must demonstrate that these courses can justifiably stand alone and be completed in a satisfactory manner by students not enrolled in the degree program.

The IUP Dietetic Internship is accredited for 12 students. With the current summer enrollment requirements, the three graduate courses that are taught in the summer can stand alone without other students being enrolled.

4. Applicants must meet all of the Admission Requirements as given in the current IUP Graduate Catalog. Applicants apply via the normal process as defined on the Graduate Admissions section of the SGSR website.

All dietetic interns are admitted to the MS in Food and Nutrition as a requirement of their acceptance.

5. In addition to the admission standards established by the SGSR, LOC and COR admission standards are determined by the department(s) offering the letter or certificate and should be unique to that LOC or COR.

The admission standards for the dietetic internship certificate are unique. Eligible students must have a Bachelor's degree, a verification statement from an accredited undergraduate Dietetics Program, must use the computerized application administered by the Dietetic Internship Centralized Application Services (<https://portal.dicas.org/>) and participate in computer matching (administered by D & D Digital, www.dnndigital.com). The internship selection committee uses a combination of factors to accept students including: overall academic record, grades in science courses, grades in nutrition courses, letters of recommendation, work and volunteer experience, and the applicant's personal statement.

6. An LOC or COR student choosing later to pursue a graduate degree will have to submit a full application to the SGSR for admission to the graduate degree program.

This guideline cannot be followed as all dietetic interns are accepted as graduate students prior to their summer graduate classes.

7. All credits may be transferred between an LOC and COR and a graduate degree program at the recommendation of the program and approval of the SGSR. Transfer credits from other institutions are not permitted, unless the LOC or COR is part of an inter-institutional cooperative program.

Of the 18 credits that dietetic interns earn, 15 credits will apply to the MS in Food and Nutrition. Interns will earn 9 credits of FDNT 696, Internship, and only 6 can be applied to a Master's degree.

8. Students must maintain academic good standing, defined as a 3.0 GPA (unless a higher GPA is required by the admitting department).

Dietetic interns must maintain a 3.0 GPA.

9. An interdisciplinary LOC or COR will consist normally of courses that are offered by two or more departments. Faculty coordinating an interdisciplinary LOC or COR may be from a department that does not offer any graduate degrees.

The Dietetic Internship Certificate program is not interdisciplinary.

10 Inter-institutional LOCs and CORs may be proposed following the additional guidelines in the Variability in Delivery procedure detailed in this Handbook.

The Dietetic Internship Certificate program is not inter-institutional.

11. A student must complete the program of study within the timeframe and parameters established by the LOC or COR.

Students complete the program of study within the 10 month time frame unless they are admitted as a part-time student or have a personal situation (e.g. illness) that precludes their finishing. These rarely occur.

Title	Dietetic Internship			
Description	<p>The Dietetic Internship is an accredited supervised practice program for 12 eligible students that are selected in April from applicants that apply in February of each year. Eligible students must have a Bachelor's degree, a verification statement from an accredited undergraduate Dietetics Program, and be accepted to the IUP School of Graduate Studies and Research. Applications for the dietetic internship must use the computerized application administered by the Dietetic Internship Centralized Application Services (https://portal.dicas.org/) and participate in computer matching (administered by D & D Digital, https://www.dnddigital.com/).</p> <p>The dietetic internship program is accredited by the Accreditation Council for Education of Nutrition and Dietetics of the Academy of Nutrition and Dietetics and meets the required competencies required to become a Registered Dietitian Nutritionist. Students who complete the dietetic internship are eligible to take the national examination to become a Registered Dietitian Nutritionist. Students that complete the dietetic internship track may choose to complete the IUP Master of Science in Food and Nutrition. Additional information about the dietetic internship and the M.S. in Food and Nutrition is available on the Department of Food and Nutrition website, www.iup.edu/foodnutrition.</p>			
Requirements	Semester	Course Number	Course Name	Course Credits
	Summer*	FDNT 743	Advanced Clinical Nutrition Therapy	3
	Summer	FDNT 612	Administration of Food Services Systems	3
	Summer	FDNT 635	Nutrition Intervention, Counseling, and Educational Strategies	3
	Fall**	FDNT 646	Internship: Clinical Nutrition	4.5
	Spring	FDNT 646	Internship: Clinical Nutrition	4.5

	<div></div> <div></div> <div></div> <div></div> <p>* Students complete 9 credits in the summer before the beginning of supervised practice.</p> <p>** Students complete over 1200 hours of supervised practice experience in Clinical Nutrition, Foodservice Management, and Nutrition Intervention and Community Education, as required by the accrediting agency. Graduate students are considered full-time if they are enrolled for 4.5 credits each semester.</p>
Student Learning Outcomes	<p>There are 4 domains and 51 student learning outcomes (called core knowledge and competencies of Registered Dietitian Nutritionists) based upon the accrediting requirements. Students accomplish and are evaluated on these through a combination of credit-bearing classes, supervised practice experience in three rotations, professional meetings, and oral reports given to faculty/site supervisors. Outcomes data are collected annually in preparation for the next self-study report that is due in the spring of 2020; the self-study precedes a site visit in the fall of 2020. The student learning outcomes for the Dietetic Internship Certificate Program are that, upon completion of the program, graduates can:</p> <p>CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.</p> <p>CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.</p> <p>CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.</p> <p>CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.</p> <p>CRDN 1.6 Incorporate critical-thinking skills in overall practice.</p> <p>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.</p> <p>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.</p> <p>CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.</p> <p>CRDN 2.4 Function as a member of interprofessional teams.</p>

	<p>CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.</p> <p>CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p> <p>CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</p> <p>CRDN 3.2 Conduct nutrition focused physical exams.</p> <p>CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.</p> <p>CRDN 3.4 Design, implement and evaluate presentations to a target audience.</p> <p>CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.</p> <p>CRDN 3.6 Use effective education and counseling skills to facilitate behavior change.</p> <p>CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.</p> <p>CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.</p> <p>CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.</p> <p>CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.</p> <p>CRDN 4.1 Participate in management of human resources.</p> <p>CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.</p> <p>CRDN 4.3 Conduct clinical and customer service quality management activities.</p> <p>CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.</p> <p>CRDN 4.5 Analyze quality, financial and productivity data for use in planning.</p> <p>CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</p> <p>CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p> <p>CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.</p>
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	<p>CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.</p> <p>CRDN 4.10 Analyze risk in nutrition and dietetics practice.</p>
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9. DEPARTMENT: INFORMATION SYSTEMS AND DECISION SCIENCES

A. NEW COURSE

Course: ISDS/ECON 812: Quantitative Research Methods

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	ISDS/ECON 812: Quantitative Research Methods
Credits	3
Prerequisite	Student in the Ph.D business program.
Description	Develop critical consumers, as well as competent producers of quantitative experimental research. The student will be able to identify characteristics which pertain to the internal and external validity of a given experiment. Given a research question, the student will produce a research design which meets minimum criteria of internal and external validity. The student will produce a research design as well as a final project that will allow observation of an experimental effect from a Management Science, Statistical or Artificial Intelligence methodology viewpoint. The student will be able to design and carry out the appropriate analysis via a program package

B. NEW COURSE

Course: IFMG 830: MIS and Decision Making Theory

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	IFMG 830: MIS and Decision Making Theory
Credits	3
Prerequisite	Student in the Ph.D business program
Description	Introduces key theories in the area of Management Information Systems (MIS) and Decision Making (DS) as it applies to business decision making. Both MIS and DS are inter-disciplinary in nature and borrow from several disciplines like computer science, organizational studies, organizational behavior, operations management, and psychology among others. Overview of current research in the MIS/DS area is provided that will enable students to incorporate these into their own research agenda.

10. DEPARTMENT: KINESIOLOGY, HEALTH, AND SPORT SCIENCE

A. COURSE REVISION (Prefix, Description, Add Dual Level)

Course: KHSS 672: Epidemiology of Physical Activity

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.

	Current Course Information	Proposed Course Information
Title	KHSS 672: Epidemiology of Physical Activity	KHSS (472)/672: Epidemiology of Physical Activity
Prereq	None	BIOL 301
Description	The course introduces students to the principles of epidemiology and the specific relationship between physical activity and chronic disease. Exercise-based public health initiatives and public health programming are emphasized.	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.

B. PROGRAM REVISION

Degree: MS Sport Science Exercise Science Track

Rationale:

The MS Sport Science program proposes increasing KHSS798 Thesis from 3 credits to 6 credits and adding an elective course. This will result in all MS Sport Science students thesis and non thesis tracks to have the same amount of total credits requirements (36 credits). We recognize for thesis students their work will transpire across two semesters. The addition of the three credits elective course will allow thesis students to have an opportunity for more practical experiences, including internship so critical to employment post-graduation. Most Masters degrees in Sport Science, in the US, require 6-12 internship hours, as well as six thesis credits. By implementing this change, the IUP MS in Sports Science graduate students will be more competitive in the marketplace.

	Current Program Information	Proposed Program Information
Program Requirements	Clinical/Research Concentration I. Thesis Track A. Core Courses <div style="text-align: right;">(9 cr.)</div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 602 Sport Psychology</div> <div>3cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>r. KHSS 634 Current Literature in Health, Fitness, and Sport</div> <div>3cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>r. KHSS 640 Research Methods for Health, Sport, and Physical Activity</div> <div>3</div> </div> <div style="display: flex; justify-content: space-between;"> <div>cr. B. Required Courses</div> <div>(21 cr.)</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 514 Exercise Electrocardiography</div> <div>3</div> </div> <div style="display: flex; justify-content: space-between;"> <div>cr. KHSS 515 Lifestyle Behavior Management for Physical Activity</div> <div>3</div> </div>	Clinical/Research Concentration I. Thesis Track A. Core Courses <div style="text-align: right;">(9 cr.)</div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 602 Sport Psychology</div> <div>3cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 634 Current Literature in Health, Fitness, and Sport</div> <div>3cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 640 Research Methods for Health, Sport, and Physical Activity</div> <div>3</div> </div> <div style="display: flex; justify-content: space-between;"> <div>B. Required Courses</div> <div>(24 cr.)</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 514 Exercise Electrocardiography</div> <div>3 cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 515 Lifestyle Behavior Management for Physical Activity</div> <div>3 cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 620 Exercise Prescription for Chronic Diseases</div> <div>3 cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 632 Assessment of Human Physiological Function</div> <div></div> </div>

	3		3 cr.
cr. KHSS 620 Exercise Prescription for Chronic Diseases		KHSS 643 Advanced Exercise Physiology	
	3		3
cr. KHSS 632 Assessment of Human Physiological Function		cr. KHSS 672 Physical Activity Epidemiology	
	3		3
cr. KHSS 643 Advanced Exercise Physiology		cr. KHSS 795 Thesis	6 cr.
	3	C. Electives	(3 cr.)
cr. KHSS 672 Physical Activity Epidemiology		KHSS 513 Physical Activity and Aging	3 cr.
	3	KHSS 516 Functional Strength Training	3
cr. KHSS 795 Thesis		cr. FDNT 645 Fats, Carbohydrates, Proteins	
	3		3 cr.
cr.		FDNT 646 Vitamins and Minerals	3 cr.
Total 30		KHSS 672 Physical Activity Epidemiology	3 cr.
cr.			
Strength and Conditioning Concentration			
I. Thesis Track			
A. Core Curriculum		Students may select another graduate-level electives with adviser permission.	Total 36
	(9	cr.	
cr.)		Strength and Conditioning Concentration	
KHSS 602 Sport Psychology		I. Thesis Track	
	3	A. Core Curriculum	(9 cr.)
cr. KHSS 634 Current Literature in Health, Fitness, and Sport			
	3	KHSS 602 Sport Psychology	3 cr.
cr. KHSS 640 Research Methods for Health, Sport and Physical Activity		KHSS 634 Current Literature in Health, Fitness, and Sport	3 cr.
	3		
cr.			3 cr.
B. Required Courses	(21		
cr.)			

	FDNT 558 Advanced Human Nutrition	3	KHSS 640 Research Methods for Health, Sport and Physical Activity	3 cr.
	cr.		B. Required Courses	
	KHSS 625 Management Concepts In Fitness	3		(24 cr.)
	cr.		FDNT 558 Advanced Human Nutrition	3 cr.
	KHSS 632 Assessment of Human Physiological Function	3	KHSS 625 Management Concepts In Fitness	3 cr.
	cr.		KHSS 632 Assessment of Human Physiological Function	3 cr.
	KHSS 643 Advanced Exercise Physiology	3	KHSS 643 Advanced Exercise Physiology	3 cr.
	cr.		KHSS 673 Strength & Conditioning Techniques for the	3 cr.
	Individual & Team		Athlete	
	KHSS 674 Functional & Tactical Strength & Conditioning: Theory & Practice	3	KHSS 674 Functional & Tactical Strength & Conditioning: Theory & Practice	3 cr.
	cr.		KHSS 795 Thesis	6 cr.
	KHSS 795 Thesis	3	C. Electives	(3 cr.)
	cr.		KHSS 513 Physical Activity and Aging	3 cr.
	Total 30		KHSS 516 Functional Strength Training	3
	cr.		cr.	
			FDNT 645 Fats, Carbohydrates, Proteins	3 cr.
			FDNT 646 Vitamins and Minerals	3 cr.
			KHSS 672 Physical Activity Epidemiology	3 cr.
			Students may select another graduate-level electives with adviser permission.	

		cr. Total 36
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C. PROGRAM REVISION

Degree: MS Sport Science Sport Management Track

Rationale:

The MS Sport Science program proposes increasing KHSS798 Thesis from 3 credits to 6 credits and adding an elective course. This will result in all MS Sport Science students thesis and non-thesis tracks to have the same amount of total credits requirements (36 credits). We recognize for thesis students their work will transpire across two semesters. The additional of the three credits elective course will allow thesis students to have an opportunity for more practical experiences, including internship so critical to employment post-graduation. Most Masters degrees in Sport Science, in the US, require 6-12 internship hours, as well as six thesis credits. By implementing this change, the IUP MS in Sports Science graduate students will be more competitive in the marketplace.

	Current Program Information	Proposed Program Information
Program Requirements	I. Thesis Track A. Core Courses <div style="text-align: right;">(9 cr.)</div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 602 Sport Psychology</div> <div>3cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 634 Current Literature in Health, Fitness, and Sport</div> <div>3cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 640 Research Methods for Health, Sport, and Physical Activity</div> <div>3</div> </div> <div style="display: flex; justify-content: space-between;"> <div>cr.</div> <div>B. Required Courses</div> <div>(21 cr.)</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 601 Sport and Society</div> <div>3</div> </div>	I. Thesis Track A. Core Courses <div style="text-align: right;">(9 cr.)</div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 602 Sport Psychology</div> <div>3cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 634 Current Literature in Health, Fitness, and Sport</div> <div>3cr.</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 640 Research Methods for Health, Sport, and Physical Activity</div> <div>3</div> </div> <div style="display: flex; justify-content: space-between;"> <div>cr.</div> <div>B. Required Courses</div> <div>(24 cr.)</div> </div> <div style="display: flex; justify-content: space-between;"> <div>KHSS 601 Sport and Society</div> <div>3</div> </div> <div style="display: flex; justify-content: space-between;"> <div>cr.</div> <div>KHSS 635 Sports Leadership</div> <div></div> </div>

		3cr.			3 cr.
	KHSS 635 Sports Leadership			KHSS 637 Sport Facilities Management	3 cr.
	cr.	3		KHSS 652 Globalization of Sport Business	3 cr.
	KHSS 637 Sport Facilities Management			KHSS 795 Thesis	6
	cr.	3		cr.	
	KHSS 652 Globalization of Sport Business			KHSS 660 Governance of Intercollegiate Athletics	3 cr.
	cr.	3		ELR 631 Human Resource Management	3cr.
	KHSS 795 Thesis				
	cr.	3			
	KHSS 660 Governance of Intercollegiate Athletics				3 cr.
	cr.	3		C. Elective Course	(3 cr.)
	ELR 631 Human Resource Management			KHSS 513 Physical Activity and Aging	3 cr.
		3cr.		KHSS 515 Lifestyle Behavior Management & Physical Activity	3 cr.
					3 cr.
	Total 30			KHSS 603 Physiological Basis of Sport	3 cr.
	cr.			KHSS 610 Coaching Management	3 cr.
					3 cr.
				KHSS 625 Management Concept in Fitness	3 cr.
				KHSS 632 Assessment of Human Physiological Functions	3 cr.
				KHSS 641 Administration of Aquatic Programs	3 cr.
				KHSS 642 Design and Operation of Aquatic Programs	3 cr.
				KHSS 673 Strength & Conditioning for Individual & Team Athletes	3 cr.
					3 cr.

	Physical Activity	3	cr.	3
	cr.			
	B. Required Courses		B. Required Courses	
		(12		(15 cr.)
	cr.)			
	KHSS 601 Sport and Society	3cr.	KHSS 601 Sport and Society	3cr.
			KHSS 603 Physiological Basis of Sport	3 cr.
	KHSS 603 Physiological Basis of Sport	3	KHSS 680 Seminar	3 cr.
	cr.		KHSS 795 Thesis	6
	KHSS 680 Seminar	3	cr.	
	cr.		C. Elective Courses	(12 cr.)
	KHSS 795 Thesis	3	KHSS 513 Physical Activity and Aging	3 cr.
	cr.			
	C. Elective Courses	(9	KHSS 515 Lifestyle Behavior Management & Physical Activity	3 cr.
	cr.)		KHSS 603 Physiological Basis of Sport	3 cr.
	KHSS 513 Physical Activity and Aging	3	KHSS 610 Coaching Management	3 cr.
	cr.			
	KHSS 515 Lifestyle Behavior Management & Physical Activity	3	KHSS 625 Management Concept in Fitness	3 cr.
	cr.			
	KHSS 603 Physiological Basis of Sport	3	KHSS 632 Assessment of Human Physiological Functions	3 cr.
	cr.		KHSS 635 Sport Leadership	3 cr.
	KHSS 610 Coaching Management	3	KHSS 637 Sport Facilities Management	3 cr.
	cr.			
	KHSS 625 Management Concept in Fitness			

	cr. KHSS 632 Assessment of Human Physiological Functions	3	KHSS 641 Administration of Aquatic Programs	3 cr.
	cr. KHSS 635 Sport Leadership	3	KHSS 642 Design and Operation of Aquatic Programs	3 cr.
	cr. KHSS 637 Sport Facilities Management	3	KHSS 652 Globalization of Sport Business	3 cr.
	cr. KHSS 641 Administration of Aquatic Programs	3	KHSS 660 Governance of Intercollegiate Athletics	3 cr.
	cr. KHSS 642 Design and Operation of Aquatic Programs	3	KHSS 698 Internship	3 cr.
	cr. KHSS 652 Globalization of Sport Business	3	KHSS 673 Strength & Conditioning for Individual & Team Athletes	3 cr.
	cr. KHSS 660 Governance of Intercollegiate Athletics	3	ELR 615 Dispute Settlement	3 cr.
	cr. KHSS 698 Internship	3	ELR 631 Human Resource Management	3 cr.
	cr. KHSS 673 Strength & Conditioning for Individual & Team Athletes	3	ELR 651 Conflict Resolution	3 cr.
	cr. ELR 615 Dispute Settlement	3	Students may select graduate level electives with advisor permission. Total 36 cr.	
	cr. ELR 631 Human Resource Management	3		

	3	
cr.		
ELR 651 Conflict Resolution		
	3	
cr.		
Students may select graduate level electives with advisor permission.		
	Total 30	
cr.		

11. DEPARTMENT: MANAGEMENT

A. COURSE REVISION (Title, Description)

Course: BCOM 670: Organizational Communication

Rationale:

Based on feedback received and as requested from the Eberly's MBA Graduate Coordinator, a portion of the instructional content from MGMT 613 (related to organizational behavior) is being moved into the existing BCOM 670 course to enable a new MGMT course to be created, which covers innovation and entrepreneurship (proposed MGMT 672). These changes will better suit the instructional needs of MBA and EMBA graduate students.

	Current Course Information	Proposed Course Information
Title	BCOM 670: Organizational Communication	BCOM 670: Organizational Behavior and Communication
Description	This course investigates all levels of organizational communication. Students will identify, evaluate, and develop communications appropriate for various internal and external constituents of the corporation. In this process, students learn principles of corporate imaging, identity and reputation building. Students will study and apply advanced communication skills required for leadership, executive responsibilities, and group dynamics. Emphasis will be on active learning. Cases and exercises will help develop team building skills and insights on the problems faced by teams. The influence of emerging team structures will be explored	Designed to expose graduate students to organizational communication approaches, perspectives and practices, students in this course will examine and apply organizational theories aimed at understanding and analyzing human behavior in complex, global organizations. Emphasis will be on active learning, as students blend classical theory and modern practice when employing advanced communication techniques in areas including executive leadership, cross-cultural communication, team building, group motivation, ethics, conflict management,

	through simulations and various communication technologies including the virtual environment.	and emerging communication technology influences in global environments.
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B. NEW COURSE

Course: MGMT 672: Innovation and Entrepreneurship

Rationale:

This class is a needed addition to IUP's MBA program. MBA programs are beginning to emphasize their ability to help students be more creative and innovative in their thinking as a way to advance their career. This course addresses that need and adds a dimension that will help keep Eberly's MBA program at the competitive forefront of business programs.

Summary:

Course	MGMT 672: Innovation and Entrepreneurship
Credits	3
Prerequisite	Graduate Standing
Description	Introduces students to the concepts of innovation and entrepreneurship and demonstrates how each of these concepts is an important component of the growth and success of organizations of any size. Topics will include design thinking, new product development and business plans. Emphasizes developing a creative mindset and developing creative confidence. In many industries, innovation has become a critical element of success and globalization has only increased these pressures. Presents a strategic process to nurture creativity, develop innovative ideas into innovative products and services, and commercialize these efforts.

C. NEW COURSE

Course: MGMT 820: Organizational Behavior

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	GMT 820: Organizational Behavior
Credits	3
Prerequisite	Student in the Ph.D. in Business program.

Description	Introduces current theories in organizational behaviors to develop critical skills of integration, analysis, and building of new research frameworks. Topics examined in a seminar setting will include group dynamics, leadership, motivation, alternative theories of the firm, organizational strategy, structure and performance.
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D. NEW COURSE

Course: MGMT/MKTG 860: Global Competitiveness and Sustainability

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	MGMT/MKTG 860: Global Competitiveness and Sustainability
Credits	3
Prerequisite	Student in the Ph.D. in Business program
Description	Integrates business strategies with leadership practices that will ensure corporate growth while contributing purposefully to the creation of a healthy and sustainable natural environment. Provides theoretical frameworks and applications that enables organizations to cope with emerging business and societal challenges and generates positive business impact in the global marketplace. Introduces students to current research in the field.

E. NEW COURSE

Course: MGMT 880: Global Supply Chain Management—Theory and Practice

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	MGMT 880: Global Supply Chain Management—Theory and Practice
Credits	3
Prerequisite	Ph.D. in Business student

Description	this course provides doctoral students an overview of the literature, theories, and practical aspects of the vast field of supply chain management. Students will learn how customer value can be added during different stages of the supply chain including product innovation and introduction, purchasing, operations, distribution, logistics, marketing and sales.
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F. NEW COURSE

Course: MGMT/FIN 895: Doctoral Seminar in Business

Rationale:

This is the course between the core classes and dissertation in the Ph.D. Program.

Summary:

Course	MGMT/FIN 895: Doctoral Seminar in Business
Credits	3
Prerequisite	Student in the Ph.D business program
Description	Introduces Ph.D. students to basic and applied research in a specific area of business management, marketing, finance, supply chain, human resources, information systems, accounting, international business and entrepreneurship.

G. NEW COURSE

Course: MGMT/FIN 995: Doctoral Dissertation in Business

Rationale:

this is the culminating scholarly activity in the Ph.D. Program.

Summary:

Course	Seminar in Managerial Accounting
Credits	1-12 (Variable)
Prerequisite	Completion of Ph.D in managerial coursework and comprehensive exams

Description	A culminating scholarly activity requiring independent original research, literature review, data collection, analysis, and written and oral dissemination of findings. Dissertation defense is required.
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H. PROGRAM REVISION

Degree: MBA - Executive Track

Rationale:

1. Catalog revision to reflect the change in format/duration of program from 3 courses per semester over 1.5 calendar years to 2 courses per semester over 2 calendar years.
2. Changes to program prerequisites and alternative methods of meeting these prerequisites.
3. Removal of IFMG 645 as an alternative to IFMG 640 in catalog description.

	Current Program Information	Proposed Program Information
Description	<p>MBA, Executive Track</p> <p>The Master of Business Administration, Executive Track program is designed to serve the needs of experienced managers from industrial, financial, nonprofit, and small business, as well as the public sector, and allows them to earn an MBA degree while continuing their working career.</p> <p>A Saturdays-only class format allows participants to complete a general MBA in four trimesters (1.5 years) or a specialized MBA in five trimesters (two years) at a convenient time and location. A lock-step format, in which members of each class begin the program at the same time, take all the required courses together, and typically complete the program as a group, facilitates the formation of long-term study groups, extends a peer group or cohort experience to the participants, and creates a long-lasting network which develops both business and social contacts. Limited class size with careful selection of participants insures a wide variety of professional backgrounds. Such a learning forum provides exposure to peers from all organizational settings in a cohesive, networking environment.</p>	<p>MBA, Executive Track</p> <p>The Master of Business Administration, Executive Track program is designed to serve the needs of experienced managers from industrial, financial, nonprofit, and small business, as well as the public sector, and allows them to earn an MBA degree while continuing their working career.</p> <p>A Saturdays-only class format allows participants to complete a general MBA in six trimesters (2.0 years) or a specialized MBA in eight trimesters (three years) at a convenient time and location. A lock-step format, in which members of each class begin the program at the same time, take all the required courses together, and typically complete the program as a group, facilitates the formation of long-term study groups, extends a peer group or cohort experience to the participants, and creates a long-lasting network which develops both business and social contacts. Limited class size with careful selection of participants insures a wide variety of professional backgrounds. Such a learning forum provides exposure to peers from all organizational settings in a cohesive, networking environment.</p>

	<p><i>Master of Business Administration, Executive Track (MBA) - Hybrid/Blended option</i></p> <p>In addition to providing the same value, rigor, and quality as the traditional MBA, Executive Track, the Hybrid/Blended option provides additional flexibility to working professionals. The faculty members will meet the students for seven of the 14 Saturdays in a semester. Specifically, weeks 1, 3, 5, 8, 10, 12, and 14 of a semester will be in class and weeks 2, 4, 6, 7, 9, 11, and 13 would be online. In any given semester, three courses are taught concurrently, and all three faculty members will meet the students in class on the same seven weeks as identified above. The remaining seven modules are placed online; the students can work on them at their convenience. This may include watching lectures and other videos, reading papers/articles/cases, completing assignments, etc. All three faculty members will be available for asynchronous communication during the week and for synchronous communication at pre-specified times during the weekends.</p> <p>The MBA, Executive Track program offered by IUP constitutes a demanding experience for participants. The program prepares each individual to accept increased responsibilities in general management. The curriculum offers broad training in foundations of management and basic analytical techniques while exposing students to contemporary management tools and technologies. The prevailing theme of the program is the emphasis on strategic decision-making in a changing global environment.</p>	<p><i>Master of Business Administration, Executive Track (MBA) - Hybrid/Blended option</i></p> <p>In addition to providing the same value, rigor, and quality as the traditional MBA, Executive Track, the Hybrid/Blended option provides additional flexibility to working professionals. The faculty members will meet the students for seven of the 14 Saturdays in a semester. Typically, weeks 1, 3, 5, 8, 10, 12, and 14 of a semester will be in class and weeks 2, 4, 6, 7, 9, 11, and 13 would be online. In any given semester, two courses are taught concurrently, and the two faculty members will meet the students in class on the same seven weeks as identified above. The remaining seven modules are placed online; the students can work on them at their convenience. This may include watching lectures and other videos, reading papers/articles/cases, completing assignments, etc. The two faculty members will be available for asynchronous communication during the week and for synchronous communication at pre-specified times during the weekends.</p> <p>The MBA, Executive Track program offered by IUP constitutes a demanding experience for participants. The program prepares each individual to accept increased responsibilities in general management. The curriculum offers broad training in foundations of management and basic analytical techniques while exposing students to contemporary management tools and technologies. The prevailing theme of the program is the emphasis on strategic decision-making in a changing global environment.</p> <p>Admission Criteria</p> <p>Completed accredited undergraduate degree in any field with a grade point average of 2.6 or higher, a GMAT score of 450+ (for applicants with 4+ years professional work experience submission of GMAT scores is optional). Participants who have not had recent academic training are expected to update their mathematical skills concurrent with, or before beginning, the MBA, Executive Track program.</p>
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		In addition to completing all the application requirements of IUP Graduate School, applicants to MBA-Executive track must submit a copy of their recent resume.																								
Admission Criteria	<p>Admission Criteria</p> <p>Completed accredited undergraduate degree in any field with a grade point average of 2.6 or higher, a GMAT score of 450+ (for applicants with 4+ years professional work experience submission of GMAT scores is optional). Participants who have not had recent academic training are expected to update their mathematical skills concurrent with, or before beginning, the MBA, Executive Track program.</p> <table border="1"> <tr> <td>QBUS 500</td><td>Foundations of Business Statistics</td><td>3 cr.</td></tr> <tr> <td>ECON 501</td><td>Foundations of Modern Economics</td><td>3 cr.</td></tr> <tr> <td>FIN 500</td><td>Foundations of Finance</td><td>1.5 cr.</td></tr> <tr> <td>ACCT 500</td><td>Fundamentals of Financial Accounting</td><td>1.5 cr.</td></tr> </table> <p>At the time of admission, the MBA program coordinator will evaluate the academic transcripts, experience, and other credentials of the student for course waivers of one or more of the above four prerequisite courses. Students can complete the above courses offered at IUP before each cohort group starts if the courses are not waived.</p>	QBUS 500	Foundations of Business Statistics	3 cr.	ECON 501	Foundations of Modern Economics	3 cr.	FIN 500	Foundations of Finance	1.5 cr.	ACCT 500	Fundamentals of Financial Accounting	1.5 cr.	<p>Completed accredited undergraduate degree in any field with a grade point average of 2.6 or higher, a GMAT score of 450+ (for applicants with 4+ years professional work experience submission of GMAT scores is optional). Participants who have not had recent academic training are expected to update their mathematical skills concurrent with, or before beginning, the MBA, Executive Track program.</p> <p>In addition to completing all the application requirements of IUP Graduate School, applicants to MBA-Executive track must submit a copy of their recent resume.</p> <table border="1"> <tr> <td>QBUS 500</td><td>Foundations of Business Statistics</td><td>3 cr.</td></tr> <tr> <td>ECON 501</td><td>Foundations of Modern Economics</td><td>3 cr.</td></tr> <tr> <td>FIN 500</td><td>Foundations of Finance</td><td>1.5 cr.</td></tr> <tr> <td>ACCT 500</td><td>Fundamentals of Financial Accounting</td><td>1.5 cr.</td></tr> </table> <p>At the time of admission, the MBA program coordinator will evaluate the academic transcripts, experience, and other credentials of the student for course waivers of one or more of the above four prerequisite courses. Students can complete the above courses offered at IUP before each cohort group starts if the courses are not waived.</p> <p>Students must complete the following prerequisites: Financial Accounting (for ACCT 607 Management Accounting) Basic Statistics (for QBUS 601 Data Analysis)</p>	QBUS 500	Foundations of Business Statistics	3 cr.	ECON 501	Foundations of Modern Economics	3 cr.	FIN 500	Foundations of Finance	1.5 cr.	ACCT 500	Fundamentals of Financial Accounting	1.5 cr.
QBUS 500	Foundations of Business Statistics	3 cr.																								
ECON 501	Foundations of Modern Economics	3 cr.																								
FIN 500	Foundations of Finance	1.5 cr.																								
ACCT 500	Fundamentals of Financial Accounting	1.5 cr.																								
QBUS 500	Foundations of Business Statistics	3 cr.																								
ECON 501	Foundations of Modern Economics	3 cr.																								
FIN 500	Foundations of Finance	1.5 cr.																								
ACCT 500	Fundamentals of Financial Accounting	1.5 cr.																								

		and Decision Making) Micro Economics (for ECON 634 Managerial Economics) Basic Finance (for FIN 630 Financial Management) These prerequisites can be met with successful completion of equivalent undergraduate courses or successful completion of approved proficiency examinations in these subject areas.				
Required Courses				QBUS 601	Data Analysis and Decision Making	3 cr.
				ECON 634	Managerial Economics	3 cr.
				MGMT/MKTG 650	International Business	3 cr.
				BTST 670	Organizational Communication	3 cr.
				ACCT 607	Management Accounting	3 cr.
				MGMT 613	Organizational Analysis	3 cr.
				FIN 630	Financial Management	3 cr.
				MKTG 603	Marketing Management	3 cr.
				MGMT 637	Operations Management	3 cr.
				IFMG 640	Management Information Systems	3 cr.
				OR—		
				IFMG 645—	IS Architecture and Concepts	3 cr.

	IFMG 645	IS Architecture and Concepts	3 cr.
	BLAW 633	Case Problems in Business Law	3 cr.
	MGMT 695	Business Policy	3 cr.
<p>Students seeking to specialize can take nine additional credits of prescribed course work and receive a concentration in the areas described under the MBA program, after completing Core I. All concentrations may not be available for the MBA, Executive Track students. The MBA program director will advise the Executive Track students about the available concentrations during the time of admission.</p>			
<p>Students seeking to specialize can take nine additional credits of prescribed course work and receive a concentration in the areas described under the MBA program, after completing Core I. All concentrations may not be available for the MBA, Executive Track students. The MBA program director will advise the Executive Track students about the available concentrations during the time of admission.</p>			

I. PROGRAM REVISION

Degree: Master of Business Administration (MBA)

Rationale:

1. Based on a review of current admission criteria trends in AACSB accredited MBA programs changes in admission criteria are being made upon the recommendation of college of business department chairs (responsible for MBA program curriculum/policies). Minimum GMAT score requirement is being dropped. GRE scores can be submitted as a substitute for GMAT scores. Applicants with 4+ years of professional work experience can apply for GMAT waiver. GMAT will be waived for dual degree applicants if they have completed 12 credits in their first degree with a 3.25 GPA or higher. Early admission applicants can apply for GMAT waiver. All applicants must submit a copy of their recent resume. Admission decisions will be made based on academic performance, GMAT/GRE scores (if applicable), work experience, recommendation letters and interview (if needed).
2. Additional options in the form of proficiency tests to meet MBA program prerequisite courses are being included as alternatives to currently specified undergraduate courses in accounting, statistics, economics and finance. These alternatives include CLEP, Professional Certifications, Proficiency tests administered by testing organizations.

	Current Program Information	Proposed Program Information
Admission Criteria	<p>In addition to meeting admission requirements of the School of Graduate Studies and Research, students seeking enrollment in the MBA program must achieve a satisfactory score on the Graduate Management Admission Test (GMAT) before admission to the degree program (450 in GMAT or a combination of 1,000 points from GMAT score plus 200 times GPA on a 4.0 scale). Admission decisions are based on academic track record of the applicant, GMAT scores, prior work experience, strength of recommendation letters, and clarity of goal statement presented by the candidate. International applicants are required to submit a Test of English as Foreign Language (TOEFL) score report as part of the MBA application.</p>	<p>In addition to meeting minimum addition requirements of IUP Graduate School, students seeking admission to the MBA program must submit:</p> <p>Official GMAT/GRE scores Current Resume/CV Interview/telephone interview if required by the admissions committee</p> <p>Following applicants can apply to the MBA office for GMAT/GRE Waiver:</p> <p>Applicants with 4+ years professional work experience IUP dual degree applicants who have completed a minimum of 12 credits in another IUP Graduate program. IUP Early Admissions applicants Applicants with another completed Master's degree</p> <p>Admission decisions are based on applicant's academic track record, GMAT/GRE scores (if applicable), prior work experience, strength of recommendation letters, clarity of goal statement, and interview/telephone interview (if needed by the admissions committee).</p>
Program Requirements	<p>Core I Complete the following prerequisite courses or equivalent with a grade of "C" or better: ACCT 201 Accounting Principles I ECON 122 Principles of Economics II</p>	<p>Core I Complete the following prerequisite courses or equivalent with a grade of "C" or better: ACCT 201 Accounting Principles I ECON 122 Principles of Economics II</p>

	<p>FIN 310 Finance I MATH 214 Probability and Statistics</p> <p>Core II (36 cr.) Complete the following 36 credits in graduate MBA courses: A. Required:</p> <p>QBUS 601 Data Analysis and Decision Making 3 cr. MGMT 613 Organizational Analysis 3 cr. ACCT 607 Management Accounting 3 cr. ECON 634 Managerial Economics3 3 cr. BTST 670 Organizational Communication 3 cr. IFMG 640 Management Information Systems 3 cr. MKTG 603 Marketing Management 3 cr. FIN 630 Financial Management 3 cr. MGMT 637 Operations Management 3 cr. BLAW 633 Case Problems in Business Law 3 cr. MGMT/MKTG 650 International Business 3 cr. MGMT 695 Business Policy 3 cr.</p>	<p>FIN 310 Finance I MATH 214 Probability and Statistics</p> <p>OR successfully complete equivalent proficiency examinations approved by MBA Program Coordinator</p> <p>Core II (36 cr.) Complete the following 36 credits in graduate MBA courses: A. Required:</p> <p>QBUS 601 Data Analysis and Decision Making 3 cr. MGMT 613 Organizational Analysis 3 cr. ACCT 607 Management Accounting 3 cr. ECON 634 Managerial Economics3 3 cr. BTST 670 Organizational Communication 3 cr. IFMG 640 Management Information Systems 3 cr. MKTG 603 Marketing Management 3 cr. FIN 630 Financial Management 3 cr. MGMT 637 Operations Management 3 cr. BLAW 633 Case Problems in Business Law 3 cr. MGMT/MKTG 650 International Business 3 cr. MGMT 695 Business Policy 3 cr.</p>
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J. NEW PROGRAM

Degree: Ph.D. in Business

Rationale:

Eberly College of Business and Information Technology seeks to offer a Ph.D. in Business to be delivered to a target market of experienced business professionals in Western Pennsylvania. At present no such program is available in the Western Pennsylvania region and a preliminary demand assessment has indicated substantial interest in such a program from alumni of our on-campus M.B.A., alumni of the off-

campus M.B.A. Executive Track, and from instructors of business related courses in area community colleges.

If approved, this program would be offered in a weekend, cohort-based format for working professionals in the Pittsburgh region. The program would be offered on a part-time basis, will include two years of coursework, a comprehensive examination, and a dissertation. The target enrollment is 25 and the budget has been built on the expectation that 20 will complete the program. It is expected that a new cohort would start upon coursework completion of the previous cohort.

The Eberly College of Business and Information Technology was first accredited by the Association to Advance Collegiate Schools of Business International (AACSB) in 2001. Since that time, the college has undergone review and its accreditation has been extended twice, most recently in April of 2016. AACSB is the premier accrediting body for business schools worldwide. Accreditation includes rigorous self-evaluation and a periodic peer-review. Approximately 5% of the business schools world-wide hold this prestigious recognition and only about a quarter of AACSB-accredited business schools offer doctoral degrees.

A key impetus for this Ph.D. proposal comes from the findings and recommendations of a Doctoral Education Task Force commissioned by the AACSB. In their 2013 report titled *The Promise of Business Doctoral Education Setting the Pace for Innovation, Sustainability, Relevance, and Quality* the task force calls for a complete rethinking of traditional doctoral education in business.

While the task force recognized the ongoing challenges associated with the shortage of qualified business faculty, the purpose of the report was much broader than solving the issues of supply and demand. The task force called for innovations in doctoral program design and delivery that would expand access and enhance the ability of schools to use resources more effectively.

Traditional doctoral programs in business in the last few decades have been very successful in producing a stream of highly trained researchers. Classified as Scholarly Academics (SA), these academically qualified individuals have advanced the scholarly reputation of business schools and universities with advanced foundational discipline based research in the different fields of business administration. Programs geared to producing SA qualified faculty involve:

- a) High cost of operating such programs including the need for full-time graduate assistantships (full tuition and stipends for full-time in-residence graduate students);
- b) Primary emphasis on high level foundational research in the discipline with less attention to relevance and applications; and
- c) Lack of access for non-traditional students and, therefore, a lack of diversity in the doctoral student body in terms of work/business/management experience.

The Task Force report called for repositioning of traditional models as higher education enters a new age noting that faculty models are increasingly incorporating industry engagement and research that serves to bridge the academic-practice divide.

AACSB accreditation standards explicitly require every business school to have the necessary intellectual capital to support high-quality outcomes consistent with the schools mission and strategies. Schools must demonstrate that (1) incoming faculty have the appropriate academic credentials and professional experience, and (2) they remain fully engaged scholarly and professionally.

In looking at what role(s) research trained faculty have in supporting school missions, the Task Force addressed the work of the AACSB Blue Ribbon Committee on Accreditation Quality that proposed a new model for classifying types of qualifications held by a schools faculty members. Included in this new model (in addition to Scholarly Academics, Practice Academics, Instructional Practitioners) is a new class of academically qualified faculty categorized as Scholarly Practitioners (SP). Scholarly Practitioners sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience.

In the practitioner qualification categories (Instructional or Scholarly), both academic preparation and professional experience are relevant in establishing a faculty members initial qualification. Education should, at a minimum, consist of a master's degree in a field related to the area of teaching assignment. The professional experience should also be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of initial placement. In either case, whether the faculty member is new or transitioning from Instructional Practitioner, the common entry requirement to SP is a strong commitment to advance practice, theory or teaching through intellectual contributions

The Eberly College of Business and Information Technology is proposing a business doctoral program with a primary target market of those pursuing an SP classification. The program goal will be to meet the needs of experienced business/management professionals who want to advance their educational credentials with a high quality, rigorous doctoral program in order to become current in their business discipline, build advanced research and teaching skill sets, and transition to academic careers in universities or advanced research careers in business and industry.

	Proposed Program Information
Title	Ph.D. in Business
Description	The Eberly College of Business and Information Technology offers the Ph.D. in Business program in a weekend, cohort-based format. The program would be offered on a part-time basis (6 credits/semester), will include two years of coursework, a comprehensive examination, and a dissertation. Since 2001, the Eberly College is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting body for business schools worldwide.

Admission Criteria	<p>It is expected that the applicants to the Ph.D. in Business program would have completed a Masters Degree with a minimum of 30 credits of business or related field (bachelors or masters level).</p> <p>In addition, the following criteria will be reviewed:</p> <p>Depth of graduate coursework</p> <p>GMAT/GRE Scores (GMAT Scores preferred; Previous GRE scores will be accepted)</p> <p>Resume</p> <p>Three Letters of Recommendation</p> <p>Statement of Goals</p> <p>All Official College Transcripts</p> <p>Evidence of Experience within Functional Area</p> <p>Examples of Professional Writing</p> <p>Candidate Interviews</p>	
Program requirements	<p>The Ph.D. in Business requires the successful completion of a minimum of 48 hours of graduate credits that includes: a) coursework; b) doctoral seminar; c) comprehensive exam; and d) dissertation</p>	
Required Coursework	<p>MKTG/ISDS 811 Methods</p> <p>ISDS/ECON 812</p> <p>ECON/ISDS 813 Methods-2</p> <p>MKTG 850</p> <p>FIN 870</p> <p>MGMT 820</p> <p>IFMG 830</p> <p>ACCT 840</p> <p>MGMT/MKTG 860</p>	<p>Theory Building and Research</p> <p>Quantitative Research Methods-1</p> <p>Business Modeling/Quantitative</p> <p>Marketing Theory</p> <p>Financial Institutions and Markets</p> <p>Organizational Behavior</p> <p>MIS Theory and Decision Making</p> <p>Seminar in Managerial Accounting</p> <p>Global Competitiveness and Sustainability</p>

	<div>MGMT 880 Management</div> <div>Global Supply Chain Theory and Practice</div> <div>Doctoral Seminar (6 credits) The Doctoral Seminar introduces Ph.D. students to basic and applied research in a specific area of business—management, marketing, finance, supply chain, human resources, information systems, accounting, international business and entrepreneurship.</div> <div>Comprehensive Examination Upon successful completion of the coursework and the Doctoral Seminar, the student will be administered a comprehensive examination that will include topical coverage from all the core courses, the Doctoral Seminar and the area in which the student intend to conduct their dissertation research. The result of the exam is pass or fail. Comprehensive exams will be offered in August of each year. Students who do not pass the comprehensive examination will be given an option to take the examination again in October or in the following year August. Maximum attempts for comprehensive examinations is limited to two.</div> <div>Doctoral Dissertation Dissertation is the culminating scholarly activity requiring independent original research, literature review, data collection, analysis, and written and oral dissemination of findings. Students are required to defend a proposal in front their committee after the literature review and proposed methodology are outlined. Once the dissertation is fully compiled, the oral dissertation defense is completed before the dissertation committee of the student. Upon successful completion of the oral defense and the written dissertation, the student becomes eligible to secure a Ph.D. degree.</div>			
	<div>The following courses are required for completion of the proposed Ph.D. in Business.</div> <table><tr><td>Sequence</td><td>Course</td><td>Credits</td></tr></table>	Sequence	Course	Credits
Sequence	Course	Credits		

***The Doctoral Seminar and the Dissertation will define the area of specialization – Accounting, Entrepreneurship, Finance, Human Resources Management, International Business, Marketing, MIS, and Supply Chain Management. Students will select the discipline/faculty member based on the area of research that they are interested in pursuing. Initially, two specialization options will be promoted/offered based on the demand from the cohort group.**

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	MGMT 820	Organizational Behavior	Obj B
	IFMG 830	MIS Theory and Decision Making	Obj B
	ACCT 840	Seminar in Managerial Accounting	Obj B
	MGMT/MKTG 860	Global Competitiveness and Sustainability	Obj B
	MGMT 880	Global Supply Chain Management—Theory and Practice	Obj B
		Doctoral Seminar	Obj C
		<i>Comprehensive Examination</i>	Obj B
		Doctoral Dissertations	Obj A, Obj C, Obj D
<p>Student Learning Outcomes (SLO)</p> <p>Obj A: Proficiency in applying quantitative and qualitative research methods pertaining to business fields.</p> <p>Obj B: An in-depth knowledge and understanding of research and applications in key areas of business with special focus on the area of specialization.</p> <p>Obj C: The ability to integrate and synthesize knowledge from different business areas with the help of pertinent research tools.</p> <p>Obj D: The ability to create and disseminate scholarly work in both academic and practitioner settings.</p> <p>MKTG/ISDS 811 Theory Building and Research Methods This course constitutes the first research methods based training which exposes students to the scientific research process. Procedures of theory development, qualitative and quantitative research designs and methodologies, psychometric modeling and empirical measurement techniques, and certain suited statistical analyses will be dealt in terms of operationalization and application.</p> <p>ISDS/ECON 812 Quantitative Research Methods-1 The course is intended to provide critical consumers as well as competent producers of quantitative experimental research. The student will be able to identify characteristics which pertain to the internal and external validity of a given experiment. Given a research question, the student will produce a research design which meets minimum criteria of internal and external validity. The student will produce a research design as well as a final project that will allow observation of an “experimental effect” from a</p>			

	<p>Management Science, Statistical or Artificial Intelligence methodology viewpoint. The student will be able to design and carry out the appropriate analysis via a program package.</p> <p>ECON/ISDS 813 Business Modeling/Quantitative Methods – 2</p> <p>This course will emphasize the application of advanced statistical techniques commonly used in research within economics and business-related disciplines. Specific topics include time series econometric analysis, panel data regression analysis, limited dependent variable models, confirmatory factor analysis, path analysis, and structural equation modeling. Prerequisite: ISDS/ECON 812, Quantitative Research Methods I.</p> <p>MKTG 850 Marketing Theory</p> <p>A review of theories, frameworks and models from the marketing domain in business. Theories from both the consumer behavior and the business-to-business areas will be critically examined with a view to generating new knowledge. Both behavioral and analytical frameworks will be discussed.</p> <p>MGMT 820 Organizational Behavior</p> <p>This course is designed to introduce fundamental theories in organizational research and to develop critical skills of integration, analysis, and presentation of information. Topics examined in a seminar setting will include group dynamics, leadership, motivation, and communication.</p> <p>ACCT 840 Seminar in Managerial Accounting</p> <p>This doctoral level seminar will address major issues in the area of managerial accounting and their business applications by reviewing the current literature and analyzing appropriate case studies.</p> <p>IFMG 830 MIS Theory and Decision Making</p> <p>This course provides doctoral students from various disciplines, an introduction to key theories in the area of Management Information Systems (MIS) and Decision Making (DS). Both MIS and DS are inter-disciplinary in nature and borrow from several disciplines like computer science, organizational studies, organizational behavior, operations management, and psychology amongst others. Some of the key theories in that have originated within the MIS and DS areas, and these related disciplines will be discussed. The course will add, enhance, and deepen the understanding of the students in key theories in the MIS and DS area, and enable them to incorporate these theories into their research agenda.</p>
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	<p>FIN 870 Financial Institutions and Markets This course covers structure of modern financial institutions management from a risk perspective. It will include coverage of material relating to capital markets and investment in financial assets taking into account globalization and integration of financial markets. The course will also focus on international corporate finance, including firm’s exposure to exchange rate risk and methods and financial instruments used to manage those risks.</p> <p>MGMT 880 Global Supply Chain Management—Theory and Practice This course provides doctoral students an overview of the literature, theories, and practical aspects of the vast field of supply chain management. Students will learn how customer value can be added during different stages of the supply chain including product innovation and introduction, purchasing, operations, distribution, logistics, marketing and sales.</p> <p>MGMT/MKTG 860 Global Competitiveness and Sustainability This course integrates business strategies with leadership practices that will ensure corporate growth while contributing purposefully to the creation of a healthy and sustainable natural environment. The course provides insights and tools that enables organization to cope with emerging business and societal challenges and generates positive business impact in the global marketplace.</p> <p>MGMT/FIN 895 Doctoral Seminar The Doctoral Seminar introduces Ph.D. students to basic and applied research in a specific area of business—management, marketing, finance, supply chain, human resources, information systems, accounting, international business and entrepreneurship.</p> <p>MGMT/FIN 995 Doctoral Dissertation A culminating scholarly activity requiring independent original research, literature review, data collection, analysis, and written and oral dissemination of findings. Dissertation defense is required.</p> <p>The central theme of the learning experience in this doctoral program is the transformation of the ‘practicing professional’ to a ‘scholarly practitioner.’ The program, courses, and projects will build/update the theoretical developments in their field of expertise while developing rigorous applied research competencies. Involving students from the very beginning of the program to seek solutions to problems faced in their respective businesses/industry, the cohort group based learning experience will promote interdisciplinary problem solving. Students will utilize online</p>
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	<p>collaboration tools to jointly work with faculty and peers on research projects that can lead to publication in practice oriented journals or consultancy white papers.</p> <p>The program goals for the Ph.D. in Business are to:</p> <ol style="list-style-type: none"> 1. graduate doctoral degree holders who can function effectively in academic, professional consulting, and industry positions. 2. elevate the scholarly portfolio of the Eberly College. 3. enhance the industry-related opportunities for undergraduate and on-campus M.B.A. students. 4. diversify the teaching strategies and teaching portfolio of the Eberly College. <p>The Eberly College has a rigorous Assurance of Learning (AoL) program as required for compliance with AACSB standards. The assessment plan includes both direct and indirect measures. There is a college-level AoL Committee with representative AoL Coordinators from each academic department that review and report on process, outcomes, and continuous review measures.</p> <p>Please see the table on the next page for the Assessment Plan for the Ph.D. in Business.</p> <p>The assessment plan includes several direct and indirect assessment tools. The course-embedded measures will be designed and collected by the instructor teaching the course. The instructors who will be teaching in the doctoral program have had ten years of experience in assessment at the Master's level courses and in the MBA Program which they can utilize to do an effective job in assessment at the doctoral level. Each course has two lead instructors which will help the Program Director to not only schedule one instructor with the other being a back-up but also in designing the course-embedded assessment plan. They will analyze the data each time the course is taught and at the end of each cycle of core courses over two years and take necessary continuous improvement steps. This is mainly for the objectives pertaining to Goal #1. For the objectives pertaining to the rest of the goals, the measures are collated by Eberly administrators on an annual basis and evaluated with a sub-committee of the Strategic Planning Council (SPC) of the college.</p>
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3	To enhance the industry-related opportunities for undergraduate and on-campus M.B.A. students.	Obj A: Enhance in B.S. and M.B.A. classes the use of data and information obtained from industry participants in the Ph.D. program	Number of case studies and mini cases used
		Obj B: Enhance the use of direct input in B.S. and M.B.A classes from industry participants in the Ph.D. program	Number of panel sessions, guest lectures, and adjunct instructors used
		Obj C: Enhance the exposure of B.S. students to industry practices	Number of company visits and internships
4	To diversify the teaching strategies and teaching portfolio of the Eberly College.	Obj A: Use of advanced teaching tools and technology in the college	Quality of content presentation in online and traditional courses
		Obj B: Use of flipped classroom pedagogy in the B.S. and M.B.A programs as a result of using that pedagogy in the Ph.D. program	Number of B.S. and M.B.A. courses using flipped classroom pedagogy
		Obj C: Enhance the practitioner content of the B.S. and M.B.A. Programs	Number of Ph.D. candidates with industry credentials used as adjunct instructors
1	To graduate doctoral degree holders who can function effectively in academic, professional consulting, and industry positions.	quantitative and qualitative research methods pertaining to business fields.	course and the doctoral dissertation.
		Obj B: An in-depth knowledge and understanding of research and applications in key areas of business with special focus on the area of specialization.	Through doctoral coursework and the comprehensive examination.
		Obj C: The ability to integrate and synthesize knowledge from different business areas with the help of pertinent research tools.	In the doctoral seminar and the dissertation.
		Obj D: The ability to create and disseminate scholarly work in both academic and practitioner settings.	By dissertation; original research manuscript(s) sent for refereed publications as well as to academic and industry conference presentations; classroom presentations on relevant topics
2	To elevate the scholarly portfolio of the Eberly College.	Obj A: Increase the quantity of scholarly output	Annual number of presentations and journal articles/faculty members
		Obj B: Increase the quality of scholarly output	The Impact Factor of the journals and the publications of the faculty

11. DEPARTMENT: MARKETING

A. NEW COURSE

Course: MKTG/ISDS 811: Theory Building and Research Methods

Rationale:

This course is developed for the Executive Ph.D. Program in Business as the students first research methods based training which exposes them to the scientific research process.

Summary:

Course	MKTG/ISDS 811: Theory Building and Research Methods
Credits	3
Prerequisite	Student in the Ph.D business program.
Description	Constitutes the first research methods based training in applied business research which exposes students to the scientific research process. Procedures of theory development, qualitative and quantitative research designs and methodologies, psychometric modeling and empirical measurement techniques, and certain suited statistical analyses will be reviewed in terms of operationalization and application in business research.

B. NEW COURSE

Course: MKTG 850: Marketing Theory

Rationale:

The knowledge and skills developed for doctoral level training & application via this and other nine courses in the core are deemed essential to pursue the doctoral seminar and dissertation in functional and cross-disciplinary areas.

Summary:

Course	MKTG 850: Marketing Theory
Credits	3
Prerequisite	Student in the Ph.D business program

Description	Provides an in-depth review of theories, frameworks and models from the marketing domain in business. Critically examines theories from both the consumer behavior and the business-to-business areas with a view to generating new knowledge. Examines behavioral and analytical frameworks in marketing.
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12. DEPARTMENT: NURSING AND ALLIED HEALTH PROFESSIONS

A. COURSE REVISION (Prefix, Description)

Course: NURS 610: Health Promotion and Social Issues

Rationale:

This graduate course will be offered as a dual level course for the Bachelor of Science in Public Health and the Bachelor of Science/Registered Nurse Track being revised. Pre-requisite courses are for the undergraduate programs only

	Current Course Information	Proposed Course Information
Title	NURS 610: Health Promotion and Social Issues	NURS 410/610: Health Promotion and Social Issues
Description	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, 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.	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. COURSE REVISION (Prefix, Description)

Course: NURS 614: Health Policy and Advocacy

Rationale:

This course will be a required course in the Bachelor of Science/Registered Nurse Track.

	Current Course Information	Proposed Course Information
Title	NURS 614: Health Policy and Advocacy	NURS 414/614: Health Policy and Patient Advocacy
Prereq	None	Junior Standing
Description	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.	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. Examines the impact of policy and politics on health care, social equity, accessibility, cost, and affordability. Examines their role in health policy development at the federal, state, and local level. Analyzes selected policies for their effect on social issues, health care finance and delivery. Explores the influence of global health.

C. COURSE REVISION (Title)

Course: NURS 744: Advanced Nursing Roles

Rationale:

We are adding the one word “Capstone” to the title to reflect the content and nature of the course and to meet the Standards of Nursing Accreditation of National and International organizations.

	Current Course Information	Proposed Course Information
Title	NURS 744: Advanced Nursing Roles	NURS 744: Advanced Nursing Roles Capstone

D. COURSE REVISION (Prereq)

Course: NURS 954: Research Seminar II

Rationale:

The prerequisites for the course are being changed to better reflect the essential foundational research knowledge needed for this course.

	Current Course Information	Proposed Course Information
Prereq	NURS 953	NURS 951 and NURS 952

PROGRAM REVISION

Degree: PhD in Nursing

Rationale:

Trended aggregate data reporting the performance of our students indicates that GRE scores are not a good predictor of program success or program completion. Additionally, data from our student advisory board indicate that GREs are a significant obstacle for individuals considering our program and may indeed be restricting our applicant pool.

	Current Program Information	Proposed Program Information
Catalog Description	<p>The PhD in Nursing is designed to develop nurse-scholars who are experts in nursing pedagogy and are prepared to conduct advanced research. Graduates will synthesize knowledge from nursing and related disciplines as they assume leadership roles in diverse educational environments.</p> <p>The 60-credit program, designed for nurses interested in pursuing a career in academia with a research focus on nursing education, provides students with nursing core courses, research courses, and supportive courses. Upon completion of the PhD in Nursing program, the graduate is prepared to:</p> <ul style="list-style-type: none">• Assume leadership in diverse educational environments.• Synthesize knowledge from nursing and related disciplines to facilitate learning and foster development of students and educators.• Conduct advanced nursing research that contributes to the generation of knowledge within nursing education.• Model the role of nurse-scholars and effective nurse-educator. <p>Admission Criteria Students seeking admission to the PhD program in Nursing must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree in nursing or a related field. International students are required to comply</p>	<p>The PhD in Nursing is designed to develop nurse-scholars who are experts in nursing pedagogy and are prepared to conduct advanced research. Graduates will synthesize knowledge from nursing and related disciplines as they assume leadership roles in diverse educational environments.</p> <p>The 60-credit program, designed for nurses interested in pursuing a career in academia with a research focus on nursing education, provides students with nursing core courses, research courses, and supportive courses. Upon completion of the PhD in Nursing program, the graduate is prepared to:</p> <ul style="list-style-type: none">• Assume leadership in diverse educational environments.• Synthesize knowledge from nursing and related disciplines to facilitate learning and foster development of students and educators.• Conduct advanced nursing research that contributes to the generation of knowledge within nursing education.• Model the role of nurse-scholars and effective nurse-educator. <p>Admission Criteria Students seeking admission to the PhD program in Nursing must satisfy the minimum School of</p>

	<p>with the admission criteria as outlined in the graduate catalog.</p> <p>All applicants must also submit the following for review by the doctoral program committee:</p> <p>• Recent GRE Scores (including analytical writing)</p> <ul style="list-style-type: none"> • Official Higher Education Transcripts • Nursing License • Current Curriculum Vitae • Writing Sample • Two Letters of Recommendation • Personal Interview 	<p>Graduate Studies and Research requirements and have a master's degree in nursing or a related field. International students are required to comply with the admission criteria as outlined in the graduate catalog.</p> <p>All applicants must also submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> • Official Higher Education Transcripts • Nursing License • Current Curriculum Vitae • Writing Sample • Two Letters of Recommendation • Personal Interview
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13. DEPARTMENT: PROFESSIONAL STUDIES IN EDUCATION

A. PROGRAM REVISION

Degree: Curriculum and Instruction (DEd)

Rationale:

The current catalog admissions process is vague and does not clearly describe current admissions practice. This catalog change is needed to align the graduate catalog with current departmental admission practice.

	Current Program Information	Proposed Program Information
Catalog Admissions Requirements:	<p>Curriculum and Instruction (DEd)</p> <p>Online writing task Research-based presentation</p>	<p>Curriculum and Instruction (DEd)</p> <p>In addition to meeting minimum graduate admission criteria, applications are also required to:</p> <ol style="list-style-type: none"> 1) Show a cumulative quality-point average on a graduate-level transcript of 3.5 on a 4.0 scale. 2) Submit a five-minute, recorded, research-based presentation on a curriculum and instruction topic and a list of the works cited.

		3) Complete an online writing task that is individually scheduled and evaluated by members of the Doctoral Screening Committee.
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14. DEPARTMENT: SAFETY SCIENCES

A. PROGRAM REVISION

Degree: MS in Safety Sciences

Rationale:

This program revision eliminates the need to complete and meet two deficiencies (required criteria) that will no longer be mandatory to graduate. One of the deficiencies (undergraduate ergonomics) has been proven to have little impact on a student's ability to perform well in the graduate level courses. The other deficiency, an ability to apply safety principles in a supervised experience, is no longer applicable because we are no longer pursuing ABET accreditation. Instead, we are pursuing 'Qualified Academic Program' status through the Board of Certified Safety Professionals - which does not require the supervised experience. However, 'culminating experience', is still required.

	Current Program Information	Proposed Program Information
Non-Credit Deficiency Comparison	<ul style="list-style-type: none"> • College Algebra • College Chemistry with Lab • College Physics with Lab • Principles of Safety – General Industry • Principles of Safety – Construction • Industrial Hygiene • Industrial Fire • Ergonomics • Supervised safety experience 	<ul style="list-style-type: none"> • College Algebra • College Chemistry with Lab • College Physics with Lab • Principles of Safety – General Industry • Principles of Safety – Construction • Industrial Hygiene • Industrial Fire • Ergonomics • Supervised safety experience
Description	In addition to meeting the requirements for admission to the School of Graduate Studies and Research, a student intending to work toward a Master of Science in Safety Sciences will be required to have the following prerequisite professional preparation: entry-level competency in safety management, occupational safety, industrial hygiene, ergonomics , fire protection, and an ability to apply safety	In addition to meeting the requirements for admission to the School of Graduate Studies and Research, a student intending to work toward a Master of Science in Safety Sciences will be required to have the following prerequisite professional preparation: entry-level competency in safety management, occupational safety, industrial hygiene, and fire protection. Demonstration of these competency

	<p>principles in a supervised experience. Demonstration of these competency areas can be met through relevant education, work experience, certifications, additional coursework, or other means acceptable to the Safety Sciences Graduate Review Committee.</p> <p>When the Safety Sciences Graduate Review Committee determines that a deficiency in work experience or relevant education exists, a student will be required to complete additional studies to eliminate the deficiency. More information on admission requirements is available from the Safety Sciences Department.</p>	<p>areas can be met through relevant education, work experience, certifications, additional coursework, or other means acceptable to the Safety Sciences Graduate Review Committee</p> <p>When the Safety Sciences Graduate Review Committee determines that a deficiency in work experience or relevant education exists, a student will be required to complete additional studies to eliminate the deficiency. At a minimum this will include college algebra, college chemistry with lab and college physics with lab. More information on admission requirements is available from the Safety Sciences Department.</p>
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15. DEPARTMENT: SOCIOLOGY

A. PROGRAM REVISION

Degree: PhD in Administration and Leadership Studies, Nonprofit and Public Sectors

Rationale:

We have been receiving more applicants with GMAT scores. In the past we were allowed to request an exception to the GRE. We only did this for the GMAT. This is no longer possible. Our experience is that applicants with comparable GMAT/GRE scores have been successful in our program.

	Current Program Information	Proposed Program Information
Admission Criteria	Students are admitted in cohorts. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vitae or résumé), a goal statement in which the applicant explains why she/he wishes to be admitted to the program, and a major writing sample such as a master's thesis, course paper,	Students are admitted in cohorts. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE or GMAT test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vitae or résumé), a goal statement in which the applicant explains why she/he wishes to be admitted to the program, and a major writing sample

	policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A master's degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology and Economics; therefore, some background in the social sciences is helpful but not required.	such as a master's thesis, course paper, policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A master's degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology and Economics; therefore, some background in the social sciences is helpful but not required.
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16. GRADUATION RESIDENCY REQUIREMENTS POLICY

Purpose: The Residency Requirements Policy for graduate student needs to be updated to align with the PASSHE Graduation Residency Requirements Procedure/Standard Number 2016 – 24, approved and signed 4/6/16.

SCOPE: This policy applies to all graduate studies university-wide.

I. Definitions

A. Active-Duty Service Members: Full-time duty in the active Military Service of the United States. This includes members of the Reserve Components serving on active duty or full-time training duty, but does not include full-time National Guard duty.

B. Collaborative Programs: Collaborative programs are ones where two or more institutions offer courses in a degree program. They have been approved by the Office of the Chancellor and typically have a written agreement between a state system university and another academic partner(s).

II. Procedure/Standard

Graduate Students

1. For master's students, at least 2/3 of the credits meeting program requirements must be taken from Indiana University of Pennsylvania, the University offering the degree.
2. Doctoral residency requirements are determined at the program level.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.-

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

III. Implementation: Immediately

FOR INFORMATION:

A. THE FOLLOWING WERE APPROVED BY THE UWGC TO BE OFFERED AS DISTANCE EDUCATION COURSES:

EDEX 650: Exceptional Children and Youth

CRIM 694: Applied Teaching in Associate Degree Programs

EDSP 975: Supervision of Pupil Services

ENGL (426)/526: ESL Methods and Materials

ENGL 641: Topics in ESL Pedagogy

ENGL 644: ESL Media and Materials

ENGL 742: Cross Cultural Communication

KHSS 603: Physiological Basis of Sport

KHSS 625: Management Concepts in Fitness

KHSS 637: Sport Facilities Management

KHSS 680: Seminar

MUSC (481)/581: The Composer, the Conductor, and the Recording Process

NURS 711: Simulation in Nursing

NURS 861: Pedagogical Practices in Nursing Education

MEDU 762: Instruction in the Inclusive Classroom

Appendix D
Academic Affairs Committee
Chair Dugan

FOR ACTION:

1) CHANGES to the IUP Residency Requirement for Awarding of Degrees and the Pre-Approval of Transfer Coursework Policies

BACKGROUND

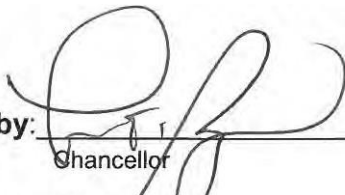
Due to the Chancellor's policy sections on *Graduation Residency Requirements*, as noted below, the Academic Committee is proposing two undergraduate policy revisions and a reformatting. The current policies, proposed policies, and their reformatting, follow the Chancellors policy.

CHANCELLOR'S POLICY

Office of the Chancellor
Pennsylvania's State System of Higher Education
Procedures and Standards for University Operations

Procedure/Standard Number 2016-24
Graduation Residency Requirements

Approved by:



Chancellor

Date:

4/6/16

History: Academic and Financial
Procedures and Data Collection Definitions

Revised:

Additional History: Approved per Council of Presidents 12/11/2008, Revised per Chief Academic Officers 06/19/2010, and Revised 1/19/2012 per revision to [Board of Governors' Policy 1990-06-A: Academic Degrees](#)

Related Policies, Procedures or Standards:

[Board of Governors' Policy 1990-06-A: Academic Degrees](#)

[Board of Governor's Policy 1999-01: The Academic Passport and Student Transfer Policy](#)
[Procedure/Standard Number 2012-13. Academic Degrees](#)

Additional References:

I. Introduction

The purpose of this procedure and standard is to ensure the integrity of degrees awarded by institutions within Pennsylvania's State System of Higher Education. This codifies the practice initially endorsed by the Council of Presidents in 2008 with its subsequent revisions.

II. Definitions

- A. Active-Duty Service Members:** Full-time duty in the active Military Service of the United States. This includes members of the Reserve Components serving on active duty or full-time training duty, but does not include full-time National Guard duty.
- B. Collaborative Programs:** Collaborative programs are ones where two or more institutions offer courses in a degree program. They have been approved by the Office of the Chancellor and typically have a written agreement between a state system university and another academic partner(s).

III. Procedure/Standard

A. Undergraduates

The following requirements apply to **undergraduate students**:

1. All first baccalaureate degree students will take at least 30 of their last 60 credits from the degree-granting university; the university may not require a student to take more than 30 credits.
2. All first associate degree students will take at least 15 of their last 30 credits from the degree-granting university; the university may not require a student to take more than 15 credits.
3. All first baccalaureate and associate students will take at least 50% of credits required for the major (including required cognate courses) from a State System university.
4. The degree-granting State System University may not require more than 50% of the major credits (including required cognate courses).
5. All students completing their first undergraduate certificate must take at least 50% of the credits required for the certificate from a State System University.
6. All students completing their first graduate certificate must take at least 50% of the credits required for the certificate from a State System University.
7. All students completing their first undergraduate minor must take at least 50% of the credits required for the minor from a State System University.

The following requirement is for students enrolled in **undergraduate degree**

completion programs (students who have completed a minimum of 60 credits elsewhere and enroll in a State System institution with the intent of completing a bachelor's degree):

- All first baccalaureate degree completion students will take at least 30 of their last 60 credits from the degree-granting university; the university may not require a student to take more than 30 credits.

Exceptions to the undergraduate requirements:

1. Junior/Senior year Study Abroad semesters or other formal Articulation agreements in which State System students may reverse-transfer credits back to their degree-granting State System University are exceptions to this policy.
2. Additional exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

8. Undergraduate Active-Duty Service Members

As a **military friendly system** the following apply:

1. For active-duty service members, the academic residency requirements will not exceed 25 percent of the undergraduate degree program.
2. If the undergraduate degree is available 100 percent online, the academic residency requirements will not exceed 30 percent of the undergraduate degree program.
3. For active-duty service members, the academic residency requirements may not include a "final year" or "final semester" requirement. The residency requirement of 30 of the last 60 credits will be waived. This waiver may remain in effect for 1 year following discharge from active duty. For example, a senior Bloomsburg University student-soldier is deployed to Kuwait or has required training in Texas.
4. He/She will be away for a significant period of time.
5. If he/she were able to complete the last credits and courses through California University of Pennsylvania distance education, transfer them back to Bloomsburg University, the program and 120 credit requirements would have been met but not the residency. Waiving the residency requirement ensures the student is not disadvantaged due to their service. In addition, each program is expected to confirm with their respective accrediting agencies the allowable flexibility in order to meet the needs of active-duty service members.

C. Graduate Students

1. For master's students, at least 2/3 of the credits meeting program requirements must be taken from the University offering the degree.

2. Doctoral residency requirements are determined at the program level.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

D. Collaborative Programs

1. For collaborative programs approved by the Office of the Chancellor, residency requirements will be consistent with the collaborative agreement.

Note also that collaborative programs will be identified such that residency can be met consistent with the collaborative agreement.

Note: In addition to the Academic Residency Requirement students must also meet requirements related to Advance Standings and other related degree requirements. System Procedure/Standard Number 2012-13: *Academic Degrees*; "Credit for Major" is defined as courses required for the major including required cognate courses in related discipline. The major program should not exceed 42 credit hours in the Bachelor of Science Degree.

IV. Implementation: Immediately

CURRENT

Residency Requirement for Awarding of Degrees

All students receiving an initial IUP baccalaureate degree are required to complete at least 45 credits in IUP courses. Students must complete at least 50 percent of required credits for an IUP major in IUP courses and at least 50 percent of required credits in IUP courses for a minor. Normally, the student will complete the final 30 credits in IUP courses, unless specific approval has been secured from the dean of the student's college as part of the process for prior approval of off-campus course work. IUP courses include all courses listed in the *Undergraduate Catalog* and *Graduate Catalog*.

Pre-approval for Transfer Course Work

Students enrolled at IUP who wish to take course work at another institution (either during the summer or regular semesters) must complete an Application for Pre-approval of Course Work at Another College/University before taking the course(s). Only the credits from the course(s) transfer, not the grade; therefore, students cannot use outside course work for IUP's repeat policy. Only the credits for which students receive the grade of "A," "B," or "C" will transfer. If P/F is the only grading option available, there must be either a narrative evaluation from the

faculty member certifying that the work was of “C” level or better or notification on the transcript stating that a “P” grade is equal to a “C” grade or better. No more than 60 credits total may be earned at a junior or community college for application toward an IUP degree unless it is part of an articulated agreement. If the courses are being taken within the student’s last 30 credits, the courses must be taken at IUP unless the student’s residency requirement for awarding of degrees is waived by the college dean. Courses without prior approval are taken at the risk of the student; there is no obligation on the part of any officer of this university to accept or transfer such credit.

PROPOSED

Residency Requirement and Transfer Coursework

A. IUP Residency Requirement for Awarding of Degrees

All students receiving their first baccalaureate degree are required to complete 30 of their last 60 credits in courses at IUP. All students receiving their first associate degree are required to complete 15 of their last 30 credits in courses at IUP.

For an IUP major, minor, or undergraduate certificate, students are required to complete at least 50 percent of required credits in courses at IUP or another State System institution. Junior/Senior year Study Abroad semesters or other formal Articulation agreements in which State System students may reverse-transfer credits back to IUP are exceptions to this policy.

For undergraduate active-duty service members, IUP applies a more military-friendly set of residency requirements, and these students should consult the Military and Veterans Resource Center for more information.

IUP courses include all courses listed in the Undergraduate and Graduate catalogs.

B. Pre-approval for Transfer Course Work

Students enrolled at IUP who wish to take course work at another institution (either during the summer or regular semesters) must complete an Application for Pre-approval of Course Work at Another College/University before taking the course(s). Only the credits from the course(s) transfer, not the grade; therefore, students cannot use outside course work for IUP’s repeat policy. Only the credits for which students receive the grade of “A,” “B,” or “C” will transfer. If P/F is the only grading option available, there must be either a narrative evaluation from the faculty member certifying that the work was of “C” level or better or notification on the transcript stating that a “P” grade is equal to a “C” grade or better. No more than 60 credits total may be earned at a junior or community college for application toward an IUP degree unless it is part of an articulated agreement. Courses without prior approval are taken at the risk of the student; there is no obligation on the part of any officer of this university to accept or transfer such credit.

RATIONALE

Each policy was revised in accordance with the requirements of the Chancellor's policy. The reformatting occurs because it is important that those seeing to transfer credits be aware of the graduation residency requirement. The title indicates the connection and provides clarity as to the relation.

2. Grading Policy

CURRENT

Grading Policy

After each semester or session, a grade report will be available to each student by signing in to MyIUP (*my.iup.edu*).

Grades and Quality Points

In the grading system, the following grades are used in reporting the standing of students at the end of each semester or session:

Grade Description Quality Points

A	Excellent	4 quality points/credit
B	Good	3 quality points/credit
C	Average	2 quality points/credit
D	Passing	1 quality point/credit
F	Failing	0 quality points/credit
P	Passing	0 quality points/credit (for credit courses only)
S	Satisfactory	0 quality points (for 0-credit courses only)
U	Unsatisfactory	0 quality points (for 0-credit courses only)

Other Designations (carrying no quality points):

AUD	Audited Course
EXM	Examination
FOL	Portfolio Assessment
I	Incomplete —For more information, see policy explanation.
L	Late Grade/Continuing Course —For more information, see policy explanation.
OL	Other Location
Q	Total Semester Withdrawal —Used before 2002 when a student had totally and officially withdrawn from the university for a given semester
R	Research in progress (graduate thesis/dissertation only)
TR	Transfer
XMT	Exemption
W	Withdrawal —For more information, see policy explanation.
*	Grade not reported by instructor. No grade information was reported by the end of the normal grading period.

Grades followed by the following designations indicate the application of a policy that has amended the student's cumulative grade point average.

- . **Institutional Credit** (credit counts toward enrollment status but does not count toward graduation or in GPA calculation)
- .. **Canceled Semester** (see policy explanation)
- * **Fresh Start** (see policy explanation)
- : **Extended Credit** (graduate thesis/dissertation only)

REVISION – For Action

Grading Policy

After each semester or session, a grade report will be available to each student by signing in to MyIUP (*my.iup.edu*).

Grades and Quality Points

In the grading system, the following grades are used in reporting the standing of students at the end of each semester or session:

Grade Description Quality Points

A	Excellent	4 quality points/credit
B	Good	3 quality points/credit
C	Average	2 quality points/credit
D	Pass	1 quality point/credit
F	Fail	0 quality points/credit
N	Non-Participation Fail	0 quality points/credit
P	Pass	0 quality points/credit (for credit courses only)
S	Satisfactory	0 quality points (for 0-credit courses only)
U	Unsatisfactory	0 quality points (for 0-credit courses only)

Other Designations (carrying no quality points):

- AUD** **Audited Course**
- EXM** **Examination**
- FOL** **Portfolio Assessment**
- I** **Incomplete**—For more information, see policy explanation.
- L** **Late Grade/Continuing Course**—For more information, see policy explanation.
- OL** **Other Location**
- Q** **Total Semester Withdrawal**—Used before 2002 when a student had totally and officially withdrawn from the university for a given semester
- R** **Research in progress** (graduate thesis/dissertation only)
- TR** **Transfer**
- XMT** **Exemption**
- W** **Withdrawal**—For more information, see policy explanation.
- *** **Grade not reported by instructor.** No grade information was reported by the end of the normal grading period.

Grades followed by the following designations indicate the application of a policy that has amended the student's cumulative grade point average.

- . **Institutional Credit** (credit counts toward enrollment status but does not count toward graduation or in GPA calculation)
- .. **Canceled Semester** (see policy explanation)
- * **Fresh Start** (see policy explanation)
- : **Extended Credit** (graduate thesis/dissertation only)

Rationale

Pursuant to the passing of the new *Verification of Participation in Academically Related Activities Policy* at the last Senate meeting, we updated the grading policy to reflect the grade of “N,” introduced in the new policy. As well, we changed other terms (highlighted also) from adjective to verb, more reflective of a completed action.

3) The following policies are those we identified as needing the “N” grade, which resulted from the passing of the *Verification of Participation in Academically Related Activities Policy* at the April senate.

a. Midterm Grade Report Policy

CURRENT

Midterm Grade Report Policy

To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Each semester, the registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. Faculty members will assign a midterm grade of “D” (danger or potential failure) or “F” (failure) by using MyIUP (*my.iup.edu*).

The midterm grade is an advisory grade and is not a permanent part of a student’s academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

PROPOSED

Midterm Grade Report Policy

To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Each semester, the registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. Faculty members will assign a midterm grade of “D” (danger or potential failure), “F” (failure), or “N” (non-participation failure) by using MyIUP (*my.iup.edu*).

The midterm grade is an advisory grade and is not a permanent part of a student’s academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

Rationale: Added the “N” grade to update accuracy.

b. Pass-Fail Policy

FOR ACTION

CURRENT

Pass-Fail Policy

A student may take courses on a pass-fail basis to a total of 15 credits throughout his/her university career. The student is limited to one pass-fail course in any given semester during the sophomore, junior, and senior years. All courses in the student’s Liberal Studies program and courses that meet major and minor requirements are excluded from this prerogative. When scheduled, such a course shall be included in the student’s normal course load for the semester.

The student must declare his/her intent to choose pass-fail in a specific course no later than six weeks after the beginning of the semester or the equivalent time span in a summer session. Once declared, this pass-fail option may not be revoked. Instructors will not be notified of the identity of pass-fail students in their courses. The grade given by the instructor will be translated to a “P” or “F” during grade processing.

A student shall be given academic credit without quality points for a course taken pass-fail upon receiving a passing mark in the course. The credits successfully completed under pass-fail (“passed”), within the overall 15-credit limitation, shall be recorded as counting toward the total credits earned for graduation but not toward the credit-attempted data used in the calculation of the cumulative grade point average. However, if a student fails a pass-fail course, he/she will receive the “F” grade and the corresponding grade point average. An “F” earned under the pass/fail option may be repeated only under the graded option to provide the quality points to correspond to the “hours attempted” incurred with the “F.”

The summer sessions, collectively or in any combination, shall be considered a unit similar to a spring or fall semester for pass-fail purposes. Hence, a student is permitted to take only one course during the summer on a pass-fail basis.

Exceptions: Currently, there are two courses that are exceptions to the Pass-Fail Course Policy. EDUC 389 and NMDT 434 are offered only on a pass-fail basis.

PROPOSED:

Pass-Fail Policy

A student may take courses on a pass-fail basis to a total of 15 credits throughout his/her university career. The student is limited to one pass-fail course in any given semester during the sophomore, junior, and senior years. All courses in the student’s Liberal Studies program and courses that meet major and minor requirements are excluded from this prerogative.

When scheduled, such a course shall be included in the student's normal course load for the semester.

The student must declare his/her intent to choose pass-fail in a specific course no later than six weeks after the beginning of the semester or the equivalent time span in a summer session. Once declared, this pass-fail option may not be revoked. Instructors will not be notified of the identity of pass-fail students in their courses. A passing grade given by the instructor will be translated to a "P" during grade processing.

A student shall be given academic credit without quality points for a course taken pass-fail upon receiving a passing mark in the course. The credits successfully completed under pass-fail ("passed"), within the overall 15-credit limitation, shall be recorded as counting toward the total credits earned for graduation but not toward the credit-attempted data used in the calculation of the cumulative grade point average. However, if a student fails a pass-fail course, he/she will receive an "F" or "N" (non-participation failure) grade and the corresponding grade point average. An "F" or "N" earned under the pass/fail option may be repeated only under the graded option. (Currently, one course is an exception to the Pass-Fail Course Policy. NMDT 434 is offered only on a pass-fail basis.)

The summer sessions, collectively or in any combination, shall be considered a unit similar to a spring or fall semester for pass-fail purposes. Hence, a student is permitted to take only one course during the summer on a pass-fail basis.

Rationale: Added the "N" grade to update accuracy. Removed a course which is not active. Deleted redundant language.

c. Course Repeat Policy

CURRENT:

Course Repeat Policy

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

1. **Repeatable courses:** 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. A single course can be repeated a maximum of two times. 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 or 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)*: Students seeking to replace or average D, or 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.
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.

PROPOSED:

Course Repeat Policy

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

1. **Repeatable courses**: 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, F, and N 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," "F," or "N" grade by repeating that course at IUP. No more than six repeat-with-replacement attempts are permitted for undergraduate students. A single course can be repeated a maximum of two times. 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," "F," or "N" grades must repeat these courses at IUP. If an IUP course in which a student received an "F" or "N" is repeated at another institution, the credit will transfer to IUP if the course grade is “C” or better, but the original "F" or "N" 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)*: Students seeking to replace or average "D," "F," or "N" grades must repeat these courses at IUP. If an IUP course in which a student received an "F" or "N" is repeated at another institution, the credit will transfer to IUP if the course grade is “C” or better, but the original "F" or "N" 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.

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

Added the "N" grade to update accuracy. Updated policy description of grades to be consistent with other policies. Deleted unnecessary redundancy and added in some language for clarity.

4. Revision of policy and name change of policy.

CURRENT

Sophomore Screening for Junior Status Approval

General policy at IUP permits each college to determine its own scheme for evaluating the development and progress of its major students. However, each college is expected to employ some effective procedure for such evaluation.

Several of the colleges use a procedure called "Sophomore Screening for Junior Status Approval" with the following required: All students (in such a college) enrolled in their fourth semester or who will complete 60 credits attempted by the end of the current semester must apply for Junior Status Approval by filling out an application form by the deadline date designated and announced.

All students should check with their faculty advisors to determine which colleges use the "Junior Status" screening procedure and the criteria for Junior Status Approval.

PROPOSED

Evaluation of Student Progress by Level or Standing

Each college shall to determine a scheme for evaluating the development and progress of its major students.

A college may use a screening procedure that requires all students enrolled in a specific semester or who will complete a specified number of credits attempted by the end of the current semester to apply for approval for advancement.

All students should check with their faculty advisors to determine if their college uses a screening procedure and, if one is used, what the criteria for that procedure are. Students should also refer their college's section of the Undergraduate Catalog.

Rationale: Upon review of current policies and procedures, it was determined that each college handles progress reviews differently. The proposed policy ensures that colleges continue

review, and lets students know that this will occur, but provides flexibility to the individual college to enact their own progress review.

Appendix E
Noncredit Committee
Chair O'Neil

FOR INFORMATION:

MAY 2, 2017
NON-CREDIT SUB COMMITTEE INTERVIEW
CULINARY ARTS ACADEMY

Committee members in attendance: Tess O'Neil, Sudipta Majumdar, Jeff Santicola

Excused: Tim Mack, Melanie Duncan and Marcy Rearick

Interviewed: Culinary Arts Academy Department Chair Lynn Pike & Externship Coordinator Jeff Santicola

1) Current Enrollment at the Culinary Arts Academy:

Eighty-Six Culinary Students and thirty Baking and Pastry Students

2) Externship Activities:

Twenty-two employers visited campus in March during the externship sponsor fair. Offers from externship sites were allowed beginning March 31, 2017. As of April 21, 71 students have secured sites. The thirty baking students mentioned above are all placed and begin their externships in May 2017.

3) Upcoming Reaccreditation:

On April 21, 2018, the Culinary Arts Academy will host its accrediting body for a reaccreditation visit. The American Culinary Federation is the academy's accrediting body who offers three, five and seven year accreditations. The goal of course is to achieve another seven-year exemplary accommodation. Upon arrival in April 2018, there will be a welcoming reception held at the academy with the reaccreditation committee and invited IUP personnel. This is the kick-off to the reaccreditation inspection.

4) Academy Recruitment:

The academy's student recruitment remains the same with admissions teams visiting Vo-techs and High schools in a five-state area. The academy also hosts two open houses and five campus tours each semester. Faculty also aid in recruitment by judging and coaching high school culinary competition teams.

5) Degree Updates:

The academy has proposed an associate's degree program which students may enroll in after the certificate program is complete. Students electing to pursue an associate's degree will have the option to complete their externship requirement before or after the additional semester of general education courses required to earn the proposed associates degree. The academy's associate's degree wiki page is in the beginning stages of being processed. The Punxsutawney Campus academic building will be the location of all classes for this degree.

The academy is also in the process of offering a stand-alone baking and pastry program rather than a continuation into a second year after completing culinary arts requirements as currently operated. This is due in part to compliance with gainful-employment regulations.

6) Tuition:

Tuition remains the same for the one year culinary certificate. The proposed stand-alone pastry certificate will cost the same as the culinary certificate.

The proposed culinary arts associates' degree remains unpriced during the approval process.

Non-credit Committee Recommendations:

- 1) The committee highly recommends the approval of the associate's degree for culinary arts students.
- 2) The academy operates in a building that is over 30 years old and originally designed to house 20 students. With the academy now starting over 100 students annually has long since outgrown the current building. It is not very attractive and makes it more difficult on student recruitment initiatives. The committee also highly recommends the moving forward with one of the potential options for housing the academy in a building and remaining in Punxsutawney.
- 3) Lastly the committee is also in agreement that the stand-alone baking program should be put in place to comply with gainful employment requirements.

The day we visited was the last day of the bakery block and students created their own pulled sugar and baking creations. They are astounding, here are some examples:



Appendix F
Library and Education Services Committee
Chair McLaughlin

FOR INFORMATION:

Since Fall 2016, LESC has been engaged in discussions with the Dean of Libraries regarding proposed plans for deaccessioning books, journals, and other materials in the library. The primary justification for reducing the volume of print materials is to create more study space for students. Additionally, ideas regarding a timeline for this project have been presented. LESC has attempted to share concerns related to the project including:

- scope of the project (i.e., the number of books, types of books, age of books, need for study space in the library, etc.),
- method of culling (percentage or number of books by discipline, how the university community will be involved in making decisions, etc.),
- and logistics (i.e., what is practical and reasonable, procedures for the present and future, accessing materials that are deaccessioned, budget considerations, etc.).

According to a document presented at the April 11, 2017 LESC meeting, this project commenced on April 5, 2017.

Appendix G
Research Committee
Chair Sciulli

FOR INFORMATION:

The University Senate Research Committee met on April 11, 2017.

The first part of the meeting was devoted to reviewing the Senate Fellowship proposals. Overall, there were 10 Senate Fellowship proposals and the decision was made to fund 6 proposals totaling \$31,065.

The USRC funded Fellowships by:

- Dr. Hayden Gerhart and Dr. Kristi Storti
- Dr. Sudipta Majumdar
- Dr. Cynthia Richburg
- Dr. Michael Tyree
- Dr. Daniel Widzowski, Dr. William Farrell, and Dr. Justin Fair
- Dr. Andrew Zhou and Dr. Majid Karimi

The second part of the meeting was devoted to reviewing the University Senate Research Committee (USRC) small grant proposals. Overall, there were 23 USRC small grant proposals and the decision was made to fund 19 proposals totaling \$23,753.01.

The USRC funded Small Grant projects by:

- Dr. Matthew Baumer
- Dr. Susan Boser
- Dr. Cuong Diep
- Dr. Taylor Edwards
- Dr. Katherine Farnsworth
- Dr. Rajendar Garg
- Ms. BA Harrington
- Dr. Derek Hatfield
- Dr. Melanie Hildebrandt
- Dr. Robert Hinrichsen
- Dr. David Janetski
- Dr. Werner Lippert
- Dr. Luz Marin, Dr. Majed Zreiqat, and Dr. Wanda Minnick
- Dr. Gregory Mount
- Dr. Stanley Sobolewski
- Dr. Russell Stocker
- Dr. Alexi Thompson

- Dr. David Yerger
- Dr. Ellen Yerger

The next meeting is Tuesday, May 9, 2017, at 3:30pm, 101 Stright Hall.