

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

April 30, 2019
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from April 2, 2019 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

A

2

Standing Committee Reports

Chairperson

- | | |
|---|---------------------|
| A. Rules Committee | Korns |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Greenawalt |
| C. University-Wide Graduate Committee | Moore/Frenzel |
| D. University Development and Finance Committee | Mount |
| E. Academic Affairs Committee | Dugan/Wachter |
| F. Awards Committee | Paul |
| G. Noncredit Committee | O'Neil |
| H. Library and Education Services Committee | McLaughlin |
| I. Research Committee | Delbrugge |
| J. Student Affairs Committee | Stocker |

B

3-7

C

8-81

D

82-135

E

136-138

F

139-140

G

141-155

Senate Representative Reports

Representative

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

H

156-157

New Business

Adjournment

Appendix A
Vice Chairperson Fefolt

FOR INFORMATION:

2019-2020 Student Government Association Officers:

- President -- Alexander Fefolt (Sophomore; History and Political Science)
- Vice President -- Vacant
- Chief Justice -- Christopher Carrington (Junior; Political Science)
- Treasurer -- Imani Nelson (Junior; Communications Media)
- Secretary -- Jessica Poley (Freshman; Criminology)

**Appendix B
Rules Committee
Chair Korn**

1.) Proposed Amendment to the Senate Constitution

CONSTITUTION

(Amended: 4-92/2-93/5-94/4-96/3-01/2-05/2-07)

UNIVERSITY SENATE CONSTITUTION

Revised 2/2007

PURPOSE

The purpose of the University Senate is to provide a formal means through which the student body, faculty¹, staff, and the administration, working as a unified group, shall have a representative share in the governance of the university. In order to further a sense of university community on all issues of governance, the University Senate shall have a consultative role to the president and Council of Trustees that is designed to empower the University Senate with a significant voice in the governance of the university.

The University Senate shall approve all curricular matters before they are implemented. The Association of Pennsylvania State College and University Faculties (APSCUF) has delegated its contractual curricular responsibility to the University-Wide Graduate Committee and the University-Wide Undergraduate Curriculum Committee. At least two-thirds of the membership of each of these committees shall be FACULTY². These committees shall forward curricular proposals to the University Senate for approval. The University Senate shall report simultaneously its proposals to the president of the university and the president of APSCUF. As defined by the Collective Bargaining Agreement, past practice, and meet-and-discuss agreements, APSCUF shall retain its usual prerogatives with respect to curricular matters before they are submitted to the council.

The University Senate can study any issue of university governance and make recommendations to the president and the council. The president and the council, (when possible), shall provide the University Senate with an opportunity to review all policies and make recommendations prior to their implementation.

As a matter of expediency, occasionally it may be necessary for administrative personnel, during the normal exercise of their duties, to initiate or modify policies when there is insufficient time to present such matters to the University Senate for consultation. The initiators of such policies shall immediately give notification of their action to the University Senate chair and the chair of the Rules Committee. If it applies, notification shall also be given to the chair of the Senate committee within whose purview subject policy matters ordinarily fall. Such policies will automatically be included as new business on the agenda of the University Senate meeting immediately following such enactment.

¹ The term faculty (as distinguished from FACULTY) is used to represent not only those members of the university staff whose duties are primarily instructional, but also ~~members of recognized academic departments~~ ~~department level administrators~~, the professional library staff ~~(with the exception of the head librarian, who is classified as an administrator)~~, and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator).

² FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

Proposed amendments of the constitution shall be referred to the Rules Committee, which shall report the amendment to the University Senate for action no sooner than the regular monthly meeting immediately following the introduction or first reading of the proposed amendment. If the amendment receives a majority vote of those in attendance at this meeting, then the Rules Committee shall refer the proposed amendment in writing, with printed ballots, to the University Senate where a two-thirds affirmative vote of those voting is necessary for passage.

Nothing relating to the organization and administration of the University Senate shall be construed so as to limit the authority of the council or the president of the university with respect to the administration of the university as prescribed by law. Further, nothing in the constitution or the rules and regulations of the University Senate shall be construed so as to limit the authority of the president of the university to appoint such other councils and committees as deemed necessary to facilitate the efficient administration of the university.

COMPOSITION & ELECTIVE PROCEDURES

The University Senate shall consist of a number of faculty double the number of departments of the university, a voting administrative segment one-third the size of the faculty segment, and a student segment one-half the size of the faculty segment.

The Senate shall also include one Alumni Association representative and four representatives from the staff. Faculty, staff, and administrative members shall be employees in good standing at the time of election or appointment and during terms of service. Students must be enrolled and in good standing at the time of election or appointment and during terms of service.

Faculty is herein defined to include not only those members of the university staff whose duties are primarily instructional, but also ~~members of recognized academic departments~~ ~~department-level administrators~~, the professional library staff ~~(with the exception of the head librarian, who is classified as an administrator)~~, and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator). The faculty of the ~~Armstrong~~ **Northpointe** and Punxsutawney campuses also shall be included. FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

For the purposes of University Senate representation, the professional library staff, the managerial staff of the Student Cooperative Association, and the faculty of the ~~Armstrong~~ **Northpointe** and Punxsutawney campuses shall be considered as constituting departments.

"Student," as herein used, refers to both the undergraduate and graduate student bodies.

The faculty segment of the University Senate shall consist of one member elected by and from each department of the university, two FACULTY members appointed by the president of APSCUF (one to serve as one of the co-chairs of the University-Wide Undergraduate Curriculum Committee and one to serve as one of the co-chairs of the University-Wide Graduate Committee), twenty-four FACULTY members elected at large for seats on the UWUCC and the UWGC by the FACULTY, and the remainder to be elected at large by and from the FACULTY to make the total at-large faculty segment equal to the number of senators elected by the departments.

The administrative segment shall include the university president (*non-voting senator*) and administrators/managers serving on standing committees by virtue of their offices (ex-officio). At least half of the remaining number shall be elected by and from the administrators/managers, with the remainder to be appointed by the university president.

The student segment shall consist of undergraduate and graduate students in proportion to their FTE enrollment, but no segment shall be less than 20% of the total student contingent. Each delegation shall be elected by its representative student body. Undergraduate students shall be elected under the auspices of the recognized student association as defined in Pennsylvania State Act 1982-188. In both cases, the officiating body shall call for and accept voluntary nominations for election to the University Senate.

The staff segment shall consist of the local AFSCME president and three representatives from the staff as elected from and by the staff.

The Alumni Association representative shall be appointed by the Alumni Executive Board.

Except where constrained by collective bargaining agreements, the Rules Committee shall exercise general jurisdiction over the manner in which elections to the University Senate are conducted, including such matters as determining the eligibility of university employees and students for University Senate membership, and establishing the rules by which elections are to be conducted. Such rules shall include provisions establishing the means by which voluntary nominations for election to the University Senate may be made to the Rules Committee, or whatever group the Rules Committee or the University Senate establishes to function as a nominating agency. The Rules Committee shall also be responsible for conducting such referendums of the various segments of the university as the University Senate shall deem necessary.

Election to the University Senate for the faculty and administrative segment shall be for a two-year term. Students may be elected to the University Senate for a term of not less than one academic year and not more than two academic years. Terms of the alumni and staff representatives shall be as designated by their respective organizations.

Any member of the University Senate properly elected or appointed to a University Senate committee is a voting member of that committee.

CONSTITUTION

(Amended: 4-92/2-93/5-94/4-96/3-01/2-05/2-07/4-19)

UNIVERSITY SENATE CONSTITUTION

Revised 4/2019

PURPOSE

The purpose of the University Senate is to provide a formal means through which the student body, faculty³, staff, and the administration, working as a unified group, shall have a representative share in the governance of the university. In order to further a sense of university community on all issues of governance, the University Senate shall have a consultative role to the president and Council of Trustees that is designed to empower the University Senate with a significant voice in the governance of the university.

The University Senate shall approve all curricular matters before they are implemented. The Association of Pennsylvania State College and University Faculties (APSCUF) has delegated its contractual curricular responsibility to the University-Wide Graduate Committee and the University-Wide Undergraduate Curriculum Committee. At least two-thirds of the membership of each of these committees shall be

³ The term faculty (as distinguished from FACULTY) is used to represent not only those members of the university staff whose duties are primarily instructional, but also members of recognized academic departments, the professional library staff, and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator).

FACULTY⁴. These committees shall forward curricular proposals to the University Senate for approval. The University Senate shall report simultaneously its proposals to the president of the university and the president of APSCUF. As defined by the Collective Bargaining Agreement, past practice, and meet-and-discuss agreements, APSCUF shall retain its usual prerogatives with respect to curricular matters before they are submitted to the council.

The University Senate can study any issue of university governance and make recommendations to the president and the council. The president and the council, (when possible), shall provide the University Senate with an opportunity to review all policies and make recommendations prior to their implementation.

As a matter of expediency, occasionally it may be necessary for administrative personnel, during the normal exercise of their duties, to initiate or modify policies when there is insufficient time to present such matters to the University Senate for consultation. The initiators of such policies shall immediately give notification of their action to the University Senate chair and the chair of the Rules Committee. If it applies, notification shall also be given to the chair of the Senate committee within whose purview subject policy matters ordinarily fall. Such policies will automatically be included as new business on the agenda of the University Senate meeting immediately following such enactment.

Proposed amendments of the constitution shall be referred to the Rules Committee, which shall report the amendment to the University Senate for action no sooner than the regular monthly meeting immediately following the introduction or first reading of the proposed amendment. If the amendment receives a majority vote of those in attendance at this meeting, then the Rules Committee shall refer the proposed amendment in writing, with printed ballots, to the University Senate where a two-thirds affirmative vote of those voting is necessary for passage.

Nothing relating to the organization and administration of the University Senate shall be construed so as to limit the authority of the council or the president of the university with respect to the administration of the university as prescribed by law. Further, nothing in the constitution or the rules and regulations of the University Senate shall be construed so as to limit the authority of the president of the university to appoint such other councils and committees as deemed necessary to facilitate the efficient administration of the university.

COMPOSITION & ELECTIVE PROCEDURES

The University Senate shall consist of a number of faculty double the number of departments of the university, a voting administrative segment one-third the size of the faculty segment, and a student segment one-half the size of the faculty segment.

The Senate shall also include one Alumni Association representative and four representatives from the staff. Faculty, staff, and administrative members shall be employees in good standing at the time of election or appointment and during terms of service. Students must be enrolled and in good standing at the time of election or appointment and during terms of service.

Faculty is herein defined to include not only those members of the university staff whose duties are primarily instructional, but also members of recognized academic departments, the professional library staff and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator). The faculty of the Northpointe and Punxsutawney campuses also shall be included. FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is

⁴ FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

defined as all members of the FACULTY bargaining units, union members and non-union members alike.

For the purposes of University Senate representation, the professional library staff, the managerial staff of the Student Cooperative Association, and the faculty of the Northpointe and Punxsutawney campuses shall be considered as constituting departments.

"Student," as herein used, refers to both the undergraduate and graduate student bodies.

The faculty segment of the University Senate shall consist of one member elected by and from each department of the university, two FACULTY members appointed by the president of APSCUF (one to serve as one of the co-chairs of the University-Wide Undergraduate Curriculum Committee and one to serve as one of the co-chairs of the University-Wide Graduate Committee), twenty-four FACULTY members elected at large for seats on the UWUCC and the UWGC by the FACULTY, and the remainder to be elected at large by and from the FACULTY to make the total at-large faculty segment equal to the number of senators elected by the departments.

The administrative segment shall include the university president (*non-voting senator*) and administrators/managers serving on standing committees by virtue of their offices (ex-officio). At least half of the remaining number shall be elected by and from the administrators/managers, with the remainder to be appointed by the university president.

The student segment shall consist of undergraduate and graduate students in proportion to their FTE enrollment, but no segment shall be less than 20% of the total student contingent. Each delegation shall be elected by its representative student body. Undergraduate students shall be elected under the auspices of the recognized student association as defined in Pennsylvania State Act 1982-188. In both cases, the officiating body shall call for and accept voluntary nominations for election to the University Senate.

The staff segment shall consist of the local AFSCME president and three representatives from the staff as elected from and by the staff.

The Alumni Association representative shall be appointed by the Alumni Executive Board.

Except where constrained by collective bargaining agreements, the Rules Committee shall exercise general jurisdiction over the manner in which elections to the University Senate are conducted, including such matters as determining the eligibility of university employees and students for University Senate membership, and establishing the rules by which elections are to be conducted. Such rules shall include provisions establishing the means by which voluntary nominations for election to the University Senate may be made to the Rules Committee, or whatever group the Rules Committee or the University Senate establishes to function as a nominating agency. The Rules Committee shall also be responsible for conducting such referendums of the various segments of the university as the University Senate shall deem necessary.

Election to the University Senate for the faculty and administrative segment shall be for a two-year term. Students may be elected to the University Senate for a term of not less than one academic year and not more than two academic years. Terms of the alumni and staff representatives shall be as designated by their respective organizations.

Any member of the University Senate properly elected or appointed to a University Senate committee is a voting member of that committee.

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

FOR INFORMATION:

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

- NURS 455 Health Care Informatics
- PLSC 354 Metropolitan Problems
- HIST 215 The Researcher as Detective
- HIST 217 Different Ways of Looking at the Past
- HIST 365 The History of Black America Since Emancipation
- CHEM 461 Modern Diffraction
- CHEM 481 Topics in Industrial Chemistry
- ENGL 424 Second Language Acquisition
- ENGL 441 Topics in ELL and Public ESOL Education
- ENGL 442 Second Language Acquisition
- FDNT 445 Advanced Sports Nutrition

FOR ACTION:

1. Department of Art—Department Name Change, Program Catalog Description Change, New Course, Course Revisions, Course Number and Title Changes, and Catalog Description Change

a. Department Name Change:

Current Department Name: Department of Art

Proposed Department Name: Department of Art and Design

b. Department Catalog Description Change:

Current Catalog Description:

Department of Art

The Department of Art provides a sequence of foundation and advanced-level courses directed toward the development of the student's creative and expressive abilities. Degree programs offered are the bachelor of fine arts degree program in studio, bachelor of arts degree program in art/studio, bachelor of arts degree program in art/history, and bachelor of science in education degree program in art education. Minors in the department include art studio and art/history.

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

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

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

The mission of the bachelor of arts degree program in art/history is to provide majors with a solid foundation in the history of art, from ancient through modern times. The degree prepares students for graduate study leading to careers in museums, galleries, fine art libraries, visual resources, teaching, and research. Specific goals, objectives, and competencies related to this degree include the acquisition and demonstration of critical thinking, research, and writing skills; knowledge of terminology, methodology, and competency with various approaches to art historical inquiry; and the ability to conduct art history research through independent investigations. The bachelor of science in education degree program in art education is a professional degree program leading to certification to teach K-12 art in the Commonwealth of Pennsylvania. The program reflects contemporary theory and practice in art studio, art history, criticism, aesthetics, visual culture, and pedagogy. The program complies with all Pennsylvania standards needed for certification to teach art in the commonwealth.

All art majors are obligated to fulfill the university requirement for Liberal Studies course work. Art education majors must achieve and maintain a 3.0 cumulative GPA. Students enrolled in the Bachelor of Fine Arts—Studio program must achieve a 2.5 cumulative GPA and earn a grade of “C” or better in all ART and ARHI courses to graduate.

The Art Studio minor is available to majors within the department whose major area of study is art education or art history; this provides further exploration in the various studio disciplines. Additionally, the Art Studio minor provides majors from other disciplines the opportunity to experience the visual arts in greater depth.

The mission of the Art History minor is to provide students with the necessary skills to critically assess the origins and changing dynamics of the visual arts. By its very nature, art history is multidisciplinary and not only develops visual literacy and tools for critical thinking, but also introduces students to the sociocultural contexts in which artworks are produced, providing students with the opportunities for understanding cultural diversity and lifelong learning.

The College of Fine Arts and the Department of Art have established an exchange program with the National Art Academies of Slovenia and Croatia. Qualified and highly skilled juniors and seniors may participate in the exchange by application to the Art Department exchange coordinator and with approval of their major studio professor, the Department of Art chair, and the College of Fine Arts exchange coordinator.

For detailed information regarding application to one of the degree programs and scheduling a portfolio review, please contact the department office at 724-357-2530 or by e-mail through the website www.iup.edu/art.

Proposed Catalog Description:

The Department of Art **and Design** provides a sequence of foundation and advanced-level courses directed toward the development of the student's creative and expressive abilities. Degree programs offered are the bachelor of fine arts degree program in studio, bachelor of arts degree program in art/studio, bachelor of arts degree program in art/history, and bachelor of science in education degree program in art education. Minors in the department include art studio and art/history.

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

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

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

The mission of the bachelor of arts degree program in art/history is to provide majors with a solid foundation in the history of art, from ancient through modern times. The degree prepares students for graduate study leading to careers in museums, galleries, fine art libraries, visual resources, teaching, and research. Specific goals, objectives, and competencies related to this degree include the acquisition and demonstration of critical thinking, research, and writing skills; knowledge of terminology, methodology, and competency with various approaches to art historical inquiry; and the ability to conduct art history research through independent investigations. The bachelor of science in education degree program in art education is a professional degree program leading to certification to teach K-12 art in the Commonwealth of Pennsylvania. The program reflects contemporary theory and practice in art studio, art

history, criticism, aesthetics, visual culture, and pedagogy. The program complies with all Pennsylvania standards needed for certification to teach art in the commonwealth.

All art majors are obligated to fulfill the university requirement for Liberal Studies course work. Art education majors must achieve and maintain a 3.0 cumulative GPA. Students enrolled in the Bachelor of Fine Arts—Studio program must achieve a 2.5 cumulative GPA and earn a grade of “C” or better in all ART and ARHI courses to graduate. The Art Studio minor is available to majors within the department whose major area of study is art education or art history; this provides further exploration in the various studio disciplines. Additionally, the Art Studio minor provides majors from other disciplines the opportunity to experience the visual arts in greater depth.

The mission of the Art History minor is to provide students with the necessary skills to critically assess the origins and changing dynamics of the visual arts. By its very nature, art history is multidisciplinary and not only develops visual literacy and tools for critical thinking, but also introduces students to the sociocultural contexts in which artworks are produced, providing students with the opportunities for understanding cultural diversity and lifelong learning.

The College of Fine Arts and the Department of Art and Design have established an exchange program with the National Art Academies of Slovenia and Croatia. Qualified and highly skilled juniors and seniors may participate in the exchange by application to the Department of Art and Design exchange coordinator and with approval of their major studio professor, the Department of Art and Design chair, and the College of Fine Arts exchange coordinator.

For detailed information regarding application to one of the degree programs and scheduling a portfolio review, please contact the department office at 724-357-2530 or by e-mail through the website www.iup.edu/art.

Rationale: Changing the departmental name to the Department of Art and Design will bring greater visibility to our offerings in Graphic Design, which is the largest program within the Department. This name change has high potential to attract new cohorts of students. Impact on other programs should be minimal. The name change will necessitate a revision of the departmental description in the course catalog. Please see the attached document to view the current and proposed catalog descriptions.

c. New Course:

ARHI 420 Art Museums, Art Libraries, and Visual Resources

3c-01-3cr

Prerequisites: ARHI 100, 101, or instructor permission

Explores and introduces professions in art museums, art libraries, and visual resources. Includes a brief history of art collecting and an introduction to the major art museums in the United States, including their origins and current status. Presents past and contemporary art practices in museums and special collection environments, including the essential functions of art libraries, visual resources collections, and curatorial practices. Covers current challenges and controversies facing art museums and collections. Provides relevant practical experiences including field trips and guest lectures.

Rationale: ARHI 420 Art Museums, Art Libraries and Visual Resources advances the Department of Art's involvement in the IUP Strategic Plan, specifically the goals of providing "innovative academic programs of high quality and value" by expanding "offerings of academic programs that are responsive to disciplinary advances and aligned with the needs of students and society." In addition, it furthers the exploration of "relevant and sustainable non-degree, non-credit hour programs."

d. Course Revision, Course Number and Title Changes, and Catalog Description Change:

Current Catalog Description:

ARED 315 Issues of Art in K-12 Programs

3c-01-3cr

An overview of art education within K-12 programs. Requirements and responsibilities of art teachers are explored in the context of becoming a professional educator. Curriculum and assessment issues pertaining to state standards are examined. Various populations of students, as well as various teaching contexts, are featured in lectures, readings, and discussions. Art teaching is viewed as a dynamic discipline as contemporary issues within art, art education, and general education are studied. Also provides information regarding the teaching of art with special needs populations.

Proposed Catalog Description:

ARED 215 Issues in Art Education

3c-01-3cr

Prerequisite: ARED 101

An overview of issues in the field of art education. Provides students with foundational texts and theories that constitute the field of art education as it exists in schools, community-based contexts, and museums. Examines multiple populations of learners including special populations through discussion, direct instruction, and collaborative projects. Synthesizes contemporary art education as a dynamic scholarly field.

Rationale: ARED 315 can become 215 because of our addition of ARED 101. ARED 101 will focus on the introductory aspects of Art Education while ARED 215 will focus on issues in the field. In this way, ARED 315 (which previously did both) will be split into two courses with ARED 101 being an introduction and ARED 215 being issues.

e. Course Revision for Liberal Studies

Current and Proposed Catalog Description:

ARHI 101 Introduction to Art

3c-01-3cr

Introduces the elements of visual expression, past and present. Students gain an understanding of the processes of art making and the motivations and goals of artists across time. Students learn how various factors, including religion, politics, and literature, affect the creation of the arts of any given period or region.

Rationale: We are revising ARHI 101 to bring it into closer alignment with IUP's Expected Student Learning Outcomes and to improve our assessment of this course.

f. Program Revision:

Current Program:

Bachelor of Science in Education–Art Education (*)

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

Fine Arts: fulfilled by ARHI 205

Mathematics: 3cr

Natural Science: Option II

Social Science: PSYC 101

Liberal Studies Electives: 3cr, ARHI 207

College:

Professional Educational Sequence:

An additional 3cr of MATH 101 or above 3cr

ACE 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr

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

EDUC 242 Pre-student Teaching Clinical Experience I 1cr

EDUC 342 Pre-student Teaching Clinical Experience II 1cr

EDUC 421 Student Teaching (Elementary) 6cr

EDUC 441 Student Teaching (Secondary) 6cr

EDUC 442 School Law 1cr

Major:

Required Courses:

ART 112 Fundamentals of Drawing 3cr

ART 113 Three-Dimensional Design 3cr

ART 114 Color and Two-Dimensional Design 3cr

ARED 315 Issues of Art in K-12 Programs 3cr

ARED 317 Art in K-6 Programs 3cr

ARED 318 Art in K-12 Programs 3cr

~~ARED 320 Art Criticism and Aesthetics in K-12 Programs 3cr~~

Controlled Electives:

15 credits from the following: ARHI 100, ART 111, 211, 213, 214, 215, 216, 217, 218, ~~219~~. 15cr

15 credits from any ARHI or ART prefix. 15cr

3 credits from any ARED prefix 3cr

Total Degree Requirements:

125

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Communications section of this catalog.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

Proposed Program:

Bachelor of Science in Education–Art Education (*)

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

Fine Arts: fulfilled by ARHI 205

Mathematics: 3cr

Natural Science: Option II

Social Science: PSYC 101

Liberal Studies Electives: 3cr, ARHI 207

College:

Professional Educational Sequence:

An additional 3cr of MATH 101 or above 3cr

ACE 103 Digital Instructional Technology 3cr

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr

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

~~EDSP 102 Educational Psychology~~ 3cr

EDUC 242 Pre-student Teaching Clinical Experience I 1cr

EDUC 342 Pre-student Teaching Clinical Experience II 1cr

EDUC 421 Student Teaching (Elementary) 6cr

EDUC 441 Student Teaching (Secondary) 6cr

EDUC 442 School Law 1cr

Major:

Required Courses:

~~ARED 101 Introduction to Art Education~~ 3cr

~~ARED 215 Issues in Art Education~~ 3cr

ARED 317 Art in K-6 Programs 3cr

ARED 318 Art in 7-12 Programs 3cr

~~ART 112 Fundamentals of Drawing~~ 3cr

~~ART 113 Three-Dimensional Design~~ 3cr

~~ART 114 Color and Two-Dimensional Design~~ 3cr

Controlled Electives:

15 credits from the following: ARHI 100, ART 111, 211, 213, 214, 215, 216, 217, 218. 15cr

15 credits from any ARHI or ART prefix. 15cr

3 credits from any ARED prefix 3cr

Total Degree Requirements:

125-126

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Communications section of this catalog.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

Rationale: To better reflect our course offerings and our institutional accreditation with the National Association of Schools of Art and Design.

2. Department of Political Science—Course Title Change and Course Revision for Liberal Studies

a. Course Title Change:

Current Course Title: PLSC 111 Power and Democracy in America

Proposed Course Title: PLSC 111 American Government

Rationale: The course name is being changed to better reflect the content of the course material from "Power and Democracy in America" to "American Government." While "Power and Democracy in America" means "American Government" to political scientists, it may not translate well to other disciplines or students who may be unclear on the course topic.

b. Course Revision for Liberal Studies

Current and Proposed Catalog Description:

PLSC 101 World Politics **3c-01-3cr**

An analysis of contemporary (post-1945) state system and forces shaping the world in which we live. Student is given a framework within which to analyze contemporary international politics.

Rationale: PLSC101 is being revised to map the student learning outcomes (SLOs) to the EUSLOs, and to include assessments.

3. Department of Educational and School Psychology—Course Revision for Liberal Studies

Current and Proposed Catalog Description:

EDSP 102 Educational Psychology **3c-01-3cr**

Promotes an understanding of the principles of psychology governing human behavior, with particular emphasis on the relation to the learner, learning process, and learning situation in an educational environment.

Rationale: EDSP 102 is a course that may help all students to obtain a better understanding of the principles of psychology and how they relate to human behavior. It integrates the application of course content across multiple settings. For example, students will learn how to apply learning and instructional concepts in the home, at school, in the workplace, and within the community. The skills learned in this course are essential to functioning efficiently and effectively with people in a variety of environments and from a diverse set of backgrounds

and experiences. To that end, changes to the course description and student learning outcomes are warranted and make it appropriate for a Liberal Studies Elective course option.

4. Department of Anthropology—New Certificate, Program Deletion, Course Revisions for Liberal Studies, and Modification of Prerequisites

a. Program Deletion: B.S.E.D. Social Science Studies/Anthropology Track

Rationale: Social Science Studies/Anthropology Track is being deleted due to low enrollments.

b. New Certificate:

Certificate in Cultural Competencies

The Cultural Competencies Certificate prepares you for life and professional practice in culturally diverse settings. The world is now global and the Cultural Competencies Certificate assists you in adopting a critical and self-reflective approach to differences in identity, as defined by, for example, race, ethnicity, gender, class, age, religion, ability, and sexual orientation. Since several of these identities are combined in any culture, the certificate allows you to select a series of courses that best meet your needs and careers. The certificate provides the knowledge, skills, and attitudes to increase your effectiveness in relating across cultural differences and in increasingly diverse environments in the country and abroad. The core courses establish the foundations needed to appreciate diversity and cultural competency, while the electives allow you to explore the facets of diversity that will best prepare you for life in your global workplace.

Certificate—Cultural Competencies 12

Core Courses			3
ANTH 110	Contemporary Anthropology <i>or</i>		
<i>or</i> 211	Cultural Anthropology		
One Culture Area Course			3
ANTH 271	Culture Area Studies: Africa	3cr	
ANTH 272	Culture Area: China	3cr	
ANTH 273	Culture Area Studies: Southeast Asia	3cr	
ANTH 274	Culture Area Studies: Latin America	3cr	
ANTH 314	Contemporary Native American Cultures	3cr	
ANTH 370	Latinos and Diasporas	3cr	
Electives:			6
ANTH 213	World Archaeology	3cr	
ANTH 240	Introduction to Global Health	3cr	
ANTH 316	Anthropology of Religion	3cr	
ANTH 350	Anthropology of Gender	3cr	
ANTH 352	Anthropology of Human Rights	3cr	
ANTH 420	Environmental Anthropology	3cr	
ANTH 444	Medical Anthropology	3cr	
ANTH/SOC 450	Health Disparities	3cr	
ASIA 200	Introduction to Asian Studies	3cr	
BCOM 342	Intercultural Business Communication	3cr	
COMM 230	Global Media and Communication	3cr	

CRIM 410	Race, Ethnicity, Social Structure, and Crime	3cr
ECON 338	Poverty in Africa	3cr
EDUC 499	Multicultural/Multiethnic Education	3cr
ENGL 336	Language, Gender, and Society	3cr
ENGL 344	Ethnic American Literature	3cr
ENGL 348	African American Literature	3cr
ENGL 350	Gender and Sexual Orientation in Literature, Theory, and Film	3cr
ENGL 385	Advanced Studies in Women's Literature	3cr
FDNT 470	Human Food Consumption Patterns	3cr
GEOG 104	World Geography: Global Context	3cr
GEOG 230	Cultural Geography	3cr
HIST 331	Modern Middle East	3cr
HIST 338	The History of Iran	3cr
HIST 365	History of Black America since Emancipation	3cr
HIST 369	Women in America	3cr
HIST 373	History of the Modern American Working Class	3cr
HIST 434	History of Modern China	3cr
HIST 437	History of Modern Japan	3cr
JRNL 375	World News Coverage	3cr
LAS 281/481	Special Topics in Latin American Studies	3cr
LAS 350	The Mayas: Culture, Literature, and Numbers	3cr
LAS 480	Latin American Studies Seminar	3cr
LGBT 200	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3cr
LGBT 400	Queer Theory	3cr
MGMT/MKTG 350	International Business	3cr
NURS 410	Health Promotion and Social Issues	3cr
PNAF 131	Introduction to Pan-African Studies	3cr
RLST 110	World Religions	3cr
RLST 245	Women and Religion	3cr
RLST 360	African Religions	3cr
RLST 365	Native North American Religions	3cr
RLST 370	Religions: China and Japan	3cr
RLST 374	Religion and Culture: Their Interaction	3cr
RLST 375	Religions of India	3cr
RLST 378	Hinduism	3cr
RLST 380	Islam	3cr
RLST 385	Christianity	3cr
RLST 402	Topics in Asian Religions	3cr
RLST 403	Topics in Indigenous Religions	3cr
SOC 314	Topics in Indigenous Religions	3cr
SOC 361	Sociology of Native Americans	3cr
SOC 362	Social Stratification	3cr
SOC 363	Racial and Ethnic Minorities	3cr
SOC 417	Global Service Learning	3cr
SOC 452	Disability and Society	3cr
SPAN 244	Modern Mexico	3cr
SPAN 342	Spanish Cultures from the 19 th Century to the Present	3cr
SPAN 344	Spanish-American Cultures from the 19 th Century to the Present	3cr
WGS 200	Introduction to Women's and Gender Studies	3cr
WGS 301	Asian American and Asian Diasporic Women's Literature	3cr
WGS 400	Feminist Theories	3cr

Rationale: Fills a demand for globally and culturally aware graduates. The proposed certificate corresponds to Strategic Plan Strategy 2.3: "Prepare students to work and live in

a culturally diverse and global future” by defining a course of study that assists students in adopting a critical and self-reflective approach to cultural differences, as defined by, for example, race, ethnicity, gender, class, age, religion, ability, and sexual orientation. This goal is achieved through existing IUP courses drawn from across the university.

c. Course Revisions for Liberal Studies

i. Current and Proposed Catalog Description:

ANTH 110 Contemporary Anthropology

3c-01-3cr

An introduction to the discipline of anthropology: the study of human beings through time and across cultures. This class is organized around select themes that allow students to explore the nature and relevance of anthropological methods, theories, and perspectives. These themes may include, but are not limited to, human origins, evolution and human behavior, gender roles, the links between environment and culture, and social stratification. A strong emphasis on the effects of globalization on human cultures, and the potential for anthropology research to address contemporary issues such as cultural and environmental sustainability, public health, and social equity.

Rationale: The course is being revised to map the student outcomes to the EUSLOs, and to include assessments.

ii. Current and Proposed Catalog Description:

ANTH 211 Cultural Anthropology

3c-01-3cr

Introduces the major concepts, theories, and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. An emphasis given to how traditional and nontraditional cultures undergo change as a result of globalization, and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered may include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. A wide geographic coverage provides a basis for global comparisons of cultural similarities and differences among human societies.

Rationale: The course is being revised to map the student outcomes to the EUSLOs, and to include assessments.

iii. Current and Proposed Catalog Description:

ANTH 213 World Anthropology

3c-01-3cr

Archaeology is the study of past cultures and societies through their material remains. Explores the archaeologies of Western and non-Western societies and examines theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. Examines human cultural chronology from the appearance of human ancestors to the present through an examination of important social, economic,

and ideological questions, as well as artifact remains. Includes the origins of food production, social inequality, and civilization.

Rationale: The course is being revised to map the student outcomes to the EUSLOs, and to include assessments.

d. Modification of Prerequisites:

Current Course Title and Prerequisites:

ANTH 444 Medical Anthropology **3c-0l-3cr**

Prerequisites: ANTH 110, 211, SOC 151 or 161 or permission.

Proposed Course Title and Prerequisites:

ANTH 444 Medical Anthropology **3c-0l-3cr**

Prerequisites: Any of the following: ANTH 110, ANTH 211, SOC 151 or SOC 161 or permission

Rationale: Modifying prerequisites to accurately reflect the required previous knowledge to take the course. Prerequisites were previously entered incorrectly.

5. Department of History—New Courses, Course Revisions, Catalog Description Change, Course Title Change, Program Revisions, and Program Catalog Description Change

a. New Courses:

i. CHSS 142 Introduction to Secondary Social Studies Education **1c-0l-1cr**

Prerequisite: Secondary Social Studies Education majors or History majors in the first year of study or with the consent of instructor.

Introduces the foundational concepts and practices in social studies education, the vocabulary of social studies education, and the qualities and best practices of an effective social studies educator.

Rationale: This course introduces first year Secondary Social Studies majors to aspects of professional practice, expectations of a professional Social Studies educator, and skills crucial to Social Studies pedagogy at an early stage of their program. The course provides majors with an early opportunity to observe an educator in the field, as recommended by our accreditation agencies, and allows students to clarify their own thinking regarding their career choice.

ii. HIST 215 The Researcher as Detective **1c-0l-1cr**

Introduces use of evidence in the construction of historical narrative and the standard practices of the historian.

Rationale: This course will introduce students to the practical skills of the historian and provide them with opportunities to develop their critical analysis skills especially in relation to evaluating sources and constructing an historical argument.

iii. HIST 217 Different Ways of Looking at the Past

1c-0l-1cr

Introduces different theoretical lenses that historians have used for viewing the past. Includes empiricism and structuralism. Provides a brief overview of the different ways that our view of the past has changed over the course of the twentieth century

Rationale: This course will introduce students to the practical skills of the historian and provide them with opportunities to develop their critical analysis skills especially in relation to evaluating sources and constructing an historical argument.

b. Course Revisions, One with Title Change and Catalog Description Change

i. Current Catalog Description:

HIST 295 Introduction to Historical Studies

3c-0l-3cr

Prerequisite: History, history/pre-law, or social studies education majors

First of a two-course sequence. Introduces students to the study of history, analysis of primary and secondary sources, historical interpretation and historical writing. The student is encouraged to become a better historian and to identify with the historical profession.

Proposed Catalog Description:

HIST 295 Introduction to Historical Studies

2c-0l-2cr

Prerequisite: History, history/pre-law, or social studies education majors

First of a two-course sequence. Introduces students to the study of history, analysis of primary and secondary sources, historical interpretation and historical writing. The student is encouraged to become a better critical thinker and historian.

Rationale: We are removing some of the content from HIST 295 and, instead, moving some of it into a series of one-credit courses that students will get to choose from.

ii. Current and Proposed Catalog Description:

HIST 360 History of Pennsylvania

3c-0l-3cr

Emphasizes the cultural, economic, political, and social development of Pennsylvania in its various periods from colonial times to today. Special attention is given to the diversity of Pennsylvania's people, their institutions and problems.

Rationale: This revision is being made as it is currently not in the course catalog as well as the addition of Liberal Studies designation. The LS designation requested is for Information Literacy: Students will analyze and apply a variety of texts and research methodologies from a variety of disciplines including, but not exclusive of History. Assignments will require that they demonstrate a learned familiarity with textual, visual,

oral, and electronically created literacies. The course will engage the various uses of information.

iii. Current Catalog Description:

HIST 365 History of Black America since Emancipation

3c-01-3cr

Prerequisite: Sophomore standing; 3cr of college history

Description and analysis of the role of blacks in the history of the United States since the Civil War; emphasis on key leaders, major organizations, leading movements, and crucial ideologies of blacks in modern America.

Proposed Catalog Description:

HIST 365 History of Black America since Emancipation

3c-01-3cr

Prerequisite: Sophomore standing; 3cr of college history

Examines the history of black America from slavery and the Civil War through the twenty-first century. Investigates and analyzes the struggles and successes of black Americans and immigrants of African ancestry as fought to define their place in American history and shape the future of the nation. Links “black” history to broader issues of race, gender, and citizenship. Explores crucial ideologies, key leaders, major organizations, leading movements and individuals, as well as average individuals seeking to make their voices heard in American history.

Rationale: The catalog description is being revised to update it with more current terminology. The course focuses on the experience and history of black Americans, which is integral to a deeper understanding of historical and contemporary United States. We also explicitly consider the experiences of women and gay activists to see how the intersection of race and gender affect their experiences. The course is also going to be offered as a Liberal Studies Elective.

iv. Current Catalog Description:

HIST 374 Blind Pigs and Brothels: A History of Crime and Vice in America 3c-01- 3cr

Prerequisite: Sophomore standing; 3cr of college history

Studies the relationship between urban, entrepreneurial crime and the evolution of industrial America.

Proposed Catalog Description:

HIST 374 Blind Pigs and Brothels: A History of Crime and Vice in America 3c-01- 3cr

Prerequisite: Sophomore standing; 3cr of college history

Examines the origins, development and growth of the various types of crime and vice in America, from the colonial era to the recent past. Explores the relationships between individuals, cultures, communities, institutions, government and law enforcement.

Rationale: There is a need to change the title of the course to more accurately reflect its evolving content to be more current and allow for diversity in teaching and learning. This

revision is being made as it is currently not in the course catalog as well as the addition of Liberal Studies designation. The LS designation requested is for information Literacy: Students will analyze and apply a variety of texts and research methodologies from a variety of disciplines including, but not exclusive of History. Assignments will require that they demonstrate a learned familiarity with textual, visual, oral, and electronically created literacies. The course will engage the various uses of information.

c. Program Revisions

i. Current Programs:

Bachelor of Arts–History Bachelor of Arts—History/Pre-law Track

Bachelor of Arts–History

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 46-47
Humanities-History: Fulfilled by required courses in major
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with HIST prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 39
Required Courses:
 HIST 295 Introduction to Historical Studies 3cr
 HIST 395 Introduction to Historical Methods 3cr
Controlled Electives:
 Three foundation courses from the following: (2) 9cr
 HIST 201, 202, 204, 205, 206, 207, 208
 Two courses from HIST 494-498 (Topics) (3) 6cr
 One non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level 3cr
 Four additional upper-division history courses 300–498 (4) 12cr
 One additional history course 200, 300, or 400 level 3cr

Free Electives: 28-35

Total Degree Requirements: 120

- (1) Intermediate-level foreign language may be included in Liberal Studies electives.
- (2) No more than 12cr in foundation courses may be counted toward the major.
- (3) This requirement may also be fulfilled by completing one topics course and the departmental honors program. Students taking two topics courses must take two with different numbers.
- (4) Courses selected from 300- and 400-level offerings; no more than 6cr from HIST 493 as major elective.

Bachelor of Arts—History/Pre-law Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Humanities-History: Fulfilled by required courses in major
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with HIST prefix

Proposed Program:

Bachelor of Arts–History

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 46-47
Humanities-History: Fulfilled by required courses in major
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with HIST prefix

College: 0-8
 Foreign Language Intermediate Level (1)

Major: 41
Skills Courses: 8cr
 HIST 295 Introduction to Historical Studies 2cr
 HIST 395 Introduction to Historical Methods 3cr
Three 1cr skills courses (numbered HIST 215-225) 3cr
Foundation Courses: 9cr
 Choose from: HIST 201, 202, 204, 205, 206, 207
Controlled Electives: 12cr
Three courses must fit into one theme; an additional course into a second theme. Note that many courses fit into two themes.
At least ONE must be a Non-western HIST course: Latin America, Africa, Asia, Middle East or Russia, 300-400 level

Theme: Society, Culture, the Environment
 HIST 301, 302, 304, 305, 306, 310, 312, 313, 323, 326, 338, 340, 343, 345, 346, 350, 360, 363, 365, 369, 372, 373, 374, 385, 394, 433, 436, 475
Theme: Transnational, Global and Comparative
 HIST 307, 311, 313, 322, 327, 329, 330, 331, 332, 339, 340, 342, 345, 348, 351, 362, 385, 391, 434, 437
Theme: Government, Nations and Empires HIST 301, 302, 303, 304, 305, 307, 311, 312, 320, 322, 323, 326, 327, 330, 331, 332, 338, 341, 342, 343, 346, 348, 350, 351, 360, 365, 369, 372, 373, 374, 391, 434, 437, 475
Non-Western HIST 326, 327, 330, 331, 332, 338, 339, 350, 433, 434, 436, 437

Specializations

During sophomore year each student, in consultation with their advisor, will select a specialization

Public History Specialization 12cr
Required: HIST 420, 499. HIST 493 Internship *or*

College: Foreign Language Intermediate Level (1)	0-6	Appropriate Substitution Controlled Electives 3cr from HIST 421, 422, 423	9cr 3cr
Required Course: HIST 295 Introduction to Historical Studies HIST 395 Introduction to Historical Methods Controlled Electives: Three foundation courses from the following: (2) HIST 201, 202, 204, 205, 206, 207, 208, Two courses from HIST 494-498 (Topics) (3) One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level Four additional upper-division history courses 300-498 (4) One additional history course 200, 300, or 400 level	3cr 3cr 9cr 6cr 3cr 12cr 3cr	Public Service Specialization Required: HIST 495/496/497/498; HIST 493 Internship <i>or</i> Appropriate Substitution Controlled Electives: 6cr from COMM 315, 335, 354; ECON 223, 335, 361; ELR 314, 480; ENGL 310, 321; GEOG 231; GEOS 119, 151, 156; JRNL 126, 301; NURS 314; PLSC 351, 354, 358; SOC 231, 337, 345; WGS 200; Other appropriate substitutions, with approval of advisor Private Sector Specialization Required: HIST 495/496/497/498; HIST 493 Internship <i>or</i> Appropriate Substitution Controlled Electives 6cr from BLAW 235; COMM 315, 335; ECON 330, 331, 345; ENGL 310, 321; HOSP 212, 235; JRNL 105, 126, 301; MGMT 105, 275; SOC 421; WGS 200; Other appropriate substitutions, with approval of advisor	12cr 6cr 6cr 6cr 12cr 6cr 6cr 12cr 6cr
Other Requirements: Pre-law Interdisciplinary Track Seven courses, including at least one from each of six areas: <i>Business:</i> ACCT 201, ACCT 202, BLAW 235 <i>Criminology:</i> CRIM 210, 215, 225, 255 <i>Economics:</i> ECON 121, 122, 332 <i>English:</i> ENGL 212, 227, 265, 310, 321 <i>Philosophy:</i> PHIL 101, 122, 130, 221, 270, 320, 450 <i>Political Science:</i> PLSC 358, 359, 361, 405	12-21		
Free Electives:	7-23		
Total Degree Requirements:	120	Pre-Law Specialization Required: HIST 495/496/497/498 Controlled Electives: 9cr from HIST 320/341/342/346/475 Other requirements: Take the Pre-law Interdisciplinary Minor Individualized Specialization Required: HIST 495/496/497/498 Controlled Electives: 9cr from Upper division HIST courses Other requirements: <i>Student must complete an honors thesis, double major, minor or certificate</i> Free Electives: Total Degree Requirements: (1) Intermediate-level foreign language may be included in Liberal Studies electives.	12cr 3cr 9cr 12cr 3cr 9cr 24-33 120

Rationale skills courses: HIST 295 Introduction to Historical Studies, which is currently a 3cr course, will be split into a 2cr course that students take their first semester and a series of 1cr courses (numbered 210-220). Students will need to take three at some point in their program. Currently freshmen take HIST 295 in their first semester. We think this works well to build community, teach study skills, writing, and basic research. First semester freshman year works less well for some other things, like deeper discussion of careers and how to prepare for them, historiography, and advanced research. This credit change will also enable us to add a 1cr class for SSED majors. HIST 395 remains unchanged and will continue to be required for all students to teach them advanced historiography and research methods.

Foundation courses: Currently students take 3 or 4 foundations classes (HIST 201-209, US History to 1865, History of East Asia, etc.) This will be reduced to 3 classes (9cr).

Concentrations: During sophomore year students will choose one of five specializations. These are Public History, Private Sector, Public Sector, Pre-Law and Individualized. Students are to choose the specialization that best suits their interests and career plans, in consultation with their advisor. In each specialization students take a set of concentration courses, which include a capstone course (495/496/497/498 or the new 499 Public History Capstone), an internship or appropriate substitution, and a set of controlled electives.

Upper-division classes: Each student takes 12cr of upper-division history courses. These have been divided into three themes. Each student takes three classes from one theme and one from another. (most classes are in more than one theme.) The themes are intended to encourage students to think about their coursework and in particular how their courses (and different aspects of history) fit together. Each student still takes one class designated as non-western by the department.

Note that the History Honors Track and the certificates are unchanged.

ii. Current Program:

Bachelor of Science in Education–Social Studies Education/History Track (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 43
Humanities-History: Fulfilled by required courses in major
Mathematics: 3cr
Natural Science: Option II
Social Science: ANTH 110, ECON 121, PSYC 101
Liberal Studies Electives: 6cr, ECON 122, GEOG 230, no courses with HIST prefix

College: 35
 3 additional credits of MATH 101 level or above 3cr
 (in addition to Liberal Studies MATH) (1)
Preprofessional Educational Sequence:
 ACE 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:
 CHSS 342 Social Studies Teaching Lab 1cr
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr
 EDUC 441 Student Teaching 12cr
 EDUC 442 School Law 1cr
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

Major: 30

Proposed Program:

Bachelor of Science in Education– Social Studies Education/History Track (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 43
Humanities-History: Fulfilled by required courses in major
Mathematics: 3cr
Natural Science: Option II
Social Science: ANTH 110, ECON 121, PSYC 101
Liberal Studies Electives: 6cr, ECON 122, GEOG 230, no courses with HIST prefix

College: 36
 3 additional credits of MATH 101 level or above 3cr
 (in addition to Liberal Studies MATH) (1)
CHSS 142 Introduction to Social Studies Education 1cr
Preprofessional Educational Sequence:
 ACE 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:
 CHSS 342 Social Studies Teaching Lab 1cr
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr
 EDUC 441 Student Teaching 12cr
 EDUC 442 School Law 1cr
 EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

Major: 29

Foundation Courses: (2)

HIST 201	Western Civilization before 1600	3cr
HIST 202	Western Civilization since 1600	3cr
HIST 204	United States History to 1877	3cr
HIST 205	United States History since 1877	3cr

Research Courses:

HIST 295	Introduction to Historical Studies	3cr
HIST 395	Introduction to Historical Methods	3cr
HIST 495-498 Topics (3)		9cr

Controlled Electives:

One non-Western history course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level
 One United States history course at the 300 or 400 level
 One history course at the 300 or 400 level

Social Science Distribution:

GEOG XXX	200-level or higher GEOG course	3cr
PLSC 111	Power and Democracy in America	3cr
PLSC 280	Comparative Government I: Western Political Systems <i>or</i> 285	
	Non-Western Political Systems	3cr
SOC 337	Society, Globalization, and Risk <i>or</i> 362	
	Racial and Ethnic Minorities <i>or</i> 231	
	Contemporary Social Problems	3cr

Total Degree Requirements: 120

- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Communications section of this catalog. To student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach, education/history majors must apply for social studies education certification.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 101 level or above.
 - (2) In exceptional cases, the student’s advisor may give special permission to substitute two upper-level courses for one of the foundation courses.
 - (3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.

Foundation Courses: (2)

HIST 201	Western Civilization before 1600	3cr
HIST 202	Western Civilization since 1600	3cr
HIST 204	United States History to 1877	3cr
HIST 205	United States History since 1877	3cr

Research Courses:

HIST 295	Introduction to Historical Studies	2cr
HIST 395	Introduction to Historical Methods	3cr
HIST 495-498 Topics (3)		9cr

Controlled Electives:

One non-Western history course: Latin America, Africa, Asia, Middle East, or Russia, 300 or 400 level
 One United States history course at the 300 or 400 level
 One history course at the 300 or 400 level

Social Science Distribution:

GEOG XXX	200-level or higher GEOG course	3cr
PLSC 111	Power and Democracy in America	3cr
PLSC 280	Comparative Government I: Western Political Systems <i>or</i> 285	
	Non-Western Political Systems	3cr
SOC 337	Society, Globalization, and Risk <i>or</i> 362	
	Racial and Ethnic Minorities <i>or</i> 231	
	Contemporary Social Problems	3cr

Total Degree Requirements: 120

- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Communications section of this catalog. To student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach, education/history majors must apply for social studies education certification.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 101 level or above.
 - (2) In exceptional cases, the student’s advisor may give special permission to substitute two upper-level courses for one of the foundation courses.
 - (3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.

Rationale: The program is being revised in order add: a) a one-credit Introduction to Social Studies Education course in the freshman year. The addition of this course provides majors with an early opportunity to observe an educator in the field, as recommended by our accreditation agencies, and allows students to clarify their own thinking regarding their career choice.

b) Currently, Social Studies majors in all tracks begin taking specialized classes in Social Studies education in the first semester of their junior year, after admission to Step One. In addition, they have little exposure to the work of a Social Studies educator in the first two years of their college experience. This course provides an introduction to topics relevant to Social Studies education, provides students with the opportunity to shadow a Social Studies educator, and introduces foundational concepts and ideas that are further developed in EDUC 242, 342, and 455.

d. Program Catalog Description Change

Current Catalog Description:

Programs in history are designed to give students an opportunity to study in some depth the past story of peoples and their world. Degree programs offered by the History Department are the bachelor of arts degree program in history and the bachelor of science in education degree program in social studies, concentrating in history. The Social Studies Education program prepares students to teach at the junior- and senior-high school levels.

The history student will find that the program is excellent preparation for government service, for pre-law training, for broad business opportunities, for work in varied fields of journalism and public relations, for public history positions, and for teaching. Not only the story of the people of the United States, but also that of other peoples is covered, in the belief that global historical understanding is essential for the future of civilization.

Requirements for the bachelor of arts degree program in history are 39 credits in history. Requirements for the bachelor of science in education degree program in social studies, concentrating on history, are a minimum of 30 credits in history within the 57 credits required for social studies certification. For department majors, courses in history in Liberal Studies are applicable only if numbered 300 or higher.

To minor in history, 18 credits of courses with an HIST prefix are required, with at least 6 credits taken at the 300 or higher level and no more than 3 credits taken at the 100 level. No more than 9 transfer credits may be counted toward the minor.

All programs should be planned with an advisor. Every major and concentrate in history will be advised by department faculty members.

Admission to departmental honors, initiation in the local chapters of Phi Alpha Theta and Pi Gamma Mu, participation in study tours and study abroad programs, internships, and other activities should be investigated by every history student. The department is committed to the ideal of a broad liberal arts education.

Proposed Catalog Description:

History is a critical study of the past that examines how societies have been shaped by cultural, political, social, and economic influences across time and space. Degree programs offered by the History Department are the bachelor of arts degree program in history, and the bachelor of science in education degree program in social studies education, concentrating in history. The Social Studies Education program prepares students to teach at the junior- and senior-high school levels. The Bachelor of Arts program includes a number of specializations that prepare students for careers in law, government service, public history, and broad business opportunities.

History is the study of change in human societies over time, and thus it is of broad applicability. The many careers in teaching and in Public History (including work in museums, archives and the park service) attest to the continued importance of history to communities everywhere. Governments, non-government organizations and businesses all value the understanding of social change and the research skills the study of history is based on. All of us are living through the process of historical change and studying the discipline of history is the best way to

understand these changes.

All students complete a set of skills and foundation courses where they develop the skills of research, analysis, and presentation that are essential to history and are introduced to the broad outlines of the history of the peoples of the United States and the world. During sophomore year B.A. students, in consultation with their advisor, choose a specialization based on their future career plans.

Public History Specialization

The BA in History Public History Specialization is designed for students interested in interpreting and creating history. Students can take courses in archival studies, digital history, museum studies, and oral history. Through these types of courses, public history students develop practical skills that will help them secure employment in libraries, museums, archives, national parks, heritage sites, media, and corporations. Furthermore, this specialization prepares students for graduate study in more specialized fields such as historic preservation, information sciences, library and archival science, material culture conservation, and museum curation.

Public Service Specialization

The BA in History Public Service Specialization prepares students for careers focused on helping others, from their local neighborhood to global communities. This broad field covers a range of occupations (Government, Nonprofits, and NGOs) all united by providing individuals an opportunity to make an impact. This specialization combines History's emphasis on critical thinking and communication skills (both oral and written) with skills from courses selected by the student and their advisor as an area of focused interest.

Private Sector Specialization

The BA in History Private Sector Specialization is designed to prepare students for job opportunities in today's global economy. History's focus on learning to recognize cause and effect, to distinguish change over time, to understand the value of context, and to appreciate the complexity of the human experience are essential skills in the marketplace. These skills transition well to a host of occupations in a variety of fields.

Pre-Law Specialization

The BA in History Pre-Law Specialization is aimed for students planning to pursue a legal career. History's emphasis on research, analyzing evidence, and using this evidence to produce a convincing argument is valuable preparation for a legal career.

Individualized Specialization

The BA in History Individualized Specialization is designed by the student in consultation with their advisor. It is particularly suited to those students pursuing a double major or planning to attend graduate school. All students in the Individualized specialization are required to complete the departmental honors program, a double major, minor, or certificate.

Requirements for the bachelor of arts degree program in history are 41 credits in history.
Requirements for the bachelor of science in education degree program in social studies,

concentrating on history, are a minimum of 30 credits in history within the 57 credits required for social studies certification.

6. Eberly College of Business and Information Technology—Program Revisions to Revise Liberal Studies Requirements, Credits, and Footnotes and Revision of Junior Standing Policy

a. Program Revisions to Revise Liberal Studies Requirements, Credits, and Footnotes

Current Liberal Studies Requirements and Footnotes:	Proposed Liberal Studies Requirements and Footnotes:
<p>Bachelors of Science for the majors/tracks listed below:</p> <ol style="list-style-type: none"> 1) Accounting 2) Finance 3) Management Information Systems/ Information System Track 4) Management Information Systems/ Information Technology Track 5) Management/General Management Track 6) Management/Entrepreneurship and Small Business Management Track 7) Management/Supply Chain Management Track 8) Human Resource Management 9) Marketing 	<p>Bachelors of Science for the majors/tracks listed below:</p> <ol style="list-style-type: none"> 1) Accounting 2) Finance 3) Management Information Systems/ Information System Track 4) Management Information Systems/ Information Technology Track 5) Management/General Management Track 6) Management/Entrepreneurship and Small Business Management Track 7) Management/Supply Chain Management Track 8) Human Resource Management 9) Marketing
<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47 Mathematics: MATH 115 (1) Social Science: ECON 121, PSYC 101 Liberal Studies Elective: 6cr, ECON 122, MATH 214 (2), no course with Dept prefix College: Business Administration Core 36 Major: 24 Free Electives: 13-14 Total Degree Requirements: 120 (1) MATH 115 or 121 or 125 (2) MATH 214 or 216 or 217</p>	<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47-48 Mathematics: MATH 107 and 108 Natural Science: Option II Social Science: ECON 121, PSYC 101 Liberal Studies Elective: 6cr, ECON 122, MATH 214 (1) College: Business Administration Core 36 Major: 24 Free Electives: 12-13 Total Degree Requirements: 120 (1) MATH 214 or 216 or 217 (2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.</p>
Current Liberal Studies Requirements and Footnotes:	Proposed Liberal Studies Requirements and Footnotes:
<p>Bachelors of Science— Management/Energy Management</p>	<p>Bachelors of Science— Management/Energy Management</p>

Liberal Studies: As outlined in Liberal Studies Studies section with the following specifications: Mathematics: MATH 115 (1) Natural Science: GEOS 201 Social Science: ECON 121, PSYC 101 Liberal Studies Elective: 6cr, ECON 122, MATH 214 (2), no course with Dept prefix	46-47	Liberal Studies: As outlined in Liberal Studies Studies section with the following specifications: Mathematics: MATH 107 and 108 Natural Science: Option II, GEOS 201 Social Science: ECON 121, PSYC 101 Liberal Studies Elective: 6cr, ECON 122, MATH 214 (1)	47-48
College: Business Administration Core	36	College: Business Administration Core	36
Major:	24	Major:	24
Free Electives:	13-14	Free Electives:	12-13
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) MATH 115 or 121 or 125 (2) MATH 214 or 216 or 217		(1) MATH 214 or 216 or 217 (2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.	

Current Liberal Studies Requirements and Footnotes:		Proposed Liberal Studies Requirements and Footnotes:	
Bachelors of Science—International Business		Bachelors of Science—International Business	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities: PHIL 122 Mathematics: MATH 115 (1) Social Science: ECON 121, PSYC 101 Liberal Studies Elective: 6cr, ECON 122, MATH 214 (2), no course with Dept prefix	46-47	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities: PHIL 122 Mathematics: MATH 107 and 108 Natural Science: Option II Social Science: ECON 121, PSYC 101 Liberal Studies Elective: 6cr, ECON 122, MATH 214 (1)	47-48
College: Business Administration Core	36	College: Business Administration Core	36
Major:	24	Major:	24
Free Electives:	13-14	Free Electives:	12-13
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) MATH 115 or 121 or 125 (2) MATH 214 or 216 or 217		(1) MATH 214 or 216 or 217 (2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.	

Rationale: The changes are required due to the newly designed MATH courses (4 credits) for ECOBIT, which would replace the previous requirement of MATH 115 (3 credits). Please note that the specification wording of “no courses with DEPT prefix” was unnecessary as all 6-credits of LS Electives are defined with no variations allowed. These changes require a correction in the Free Electives numbers.

b. Revision of Junior Standing Policy

Current Program:	Proposed Program:
-------------------------	--------------------------

<p>Junior Standing</p> <p>To be accepted for junior standing, a business major must have:</p> <ul style="list-style-type: none"> • accumulated 60 credits or more of academic credit, • achieved a minimum 2.0 cumulative GPA, • successfully completed the following courses: ACCT 201, 202, BLAW 235, BTEDCOSC/IFMG 101, ECON 121, 122, ENGL 101, 202, MATH 115, 214, PSYC 101, and QBUS 215. <p>Business majors are required to have achieved junior standing before enrolling in 300- or 400-level courses in the ECOBIT. Students who have not completed the junior standing requirements may, with permission from the dean or dean's designee, enroll in 300- or 400-level courses in ECOBIT; however, they may be expected to schedule courses during the winter and/or summer sessions to meet the requirements in a timely manner.</p> <p>Note to Business Majors: All business core classes must be successfully completed before MGMT 495 Business Policy can be taken. No exceptions are being made. These classes include ACCT 201, ACCT 202, BCOM 321, BLAW 235, FIN 310, IFMG 300, MGMT 310, MGMT 330, MKTG 320, and QBUS 215.</p>	<p>Junior Standing</p> <p>To be accepted for junior standing, a business major must have:</p> <ul style="list-style-type: none"> • accumulated 60 credits or more of academic credit, • achieved a minimum 2.0 cumulative GPA, • successfully completed the following courses: ACCT 201, 202, BLAW 235, COSC/IFMG 101 or IFMG 110, ECON 121, 122, ENGL 101, 202, MATH 105 or 107/108, 214, PSYC 101, and QBUS 215. <p>Business majors are required to have achieved junior standing before enrolling in 300- or 400-level courses in the ECOBIT. Students who have not completed the junior standing requirements may, with permission from the dean or dean's designee, enroll in 300- or 400-level courses in ECOBIT; however, they may be expected to schedule courses during the winter and/or summer sessions to meet the requirements in a timely manner.</p> <p>Note to Business Majors: All business core classes must be successfully completed before MGMT 495 Business Policy can be taken. No exceptions are being made. These classes include ACCT 201, ACCT 202, BCOM 321, BLAW 235, COSC/IFMG 101 or IFMG 110, FIN 310, IFMG 300, MGMT 310, MGMT 330, MKTG 320, and QBUS 215.</p>
--	---

Rationale: The change in the ECOBIT junior standing policy (mathematics requirement) is necessitated due to the newly developed MATH 107/108 that replace MATH 115. Also, it has been established by the faculty, in consultation with the Mathematics Department, to not require students to take MATH 107/108 if they have successfully transferred or completed MATH 105 due to a substantial overlap between MATH 107/108 and MATH 105. Because of the LS changes that were approved last year (already in the 2018-19 catalog), the requirement of “COSC/IFMG 101 or IFMG 110” is now a part of the business core. This change was overlooked last year and hence the catalog correction is necessary.

7. Department of Management—New Course and Modification of Prerequisite

a. New Course:

MGMT 441 Business Fundamentals of Oil and Gas

3c-0l-3cr

Prerequisite: Junior standing is required, may be waived upon approval through Eberly's Center for Leadership and Academic Student Success

Introduces oil and gas, particular emphasis on discovery, drilling, completion, and production. Discusses downstream processes including pipeline and transportation, processing and refining, marketing and distribution. Includes history, trends, and global issues.

Rationale: This course brings students up to a basic level of comprehension of oil and gas operations. It furnishes a broad fundamental overview of practitioner elements that would be generally acquired through experience. Such vocabulary and procedural knowledge will enable students to function and converse among a variety of industry stakeholders

b. Modification of Prerequisite:

Current Title and Prerequisites:

MGMT 330 Production and Operations Management **3c-0l-3cr**

Prerequisites: MATH 115, 214, junior standing, Eberly College of Business and Information Technology or approved major

Proposed Title and Prerequisites:

MGMT 330 Production and Operations Management **3c-0l-3cr**

Prerequisites: MATH 107 or MATH 105, and MATH 214, junior standing, Eberly College of Business and Information Technology or approved major

Rationale: The prerequisite change is necessitated because of the newly designed MATH 107/108 that will replace MATH 115. Students transferring in MATH 105 will not be required to take MATH 107/108 as the content coverage significantly overlap. Hence, MATH 105 is being included as an alternative option to MATH 107/108.

8. Department of Finance—New Course

FIN 323 Retirement Planning

3c-0l-3cr

Prerequisites: FIN 300 and 310

Introduces retirement planning concepts from both the employer/employee and individual client perspectives, via theory based lectures and case studies. Examines the relationships between retirement plans and legal, tax, insurance, and other concepts as they relate to effective financial planning.

Rationale: FIN 323 will be required for students who wish to complete the Financial Planning Track. Retirement planning concepts comprise 17% of the Principal Knowledge topics required by the Certified Financial Planner (CFP) board in order to sit for the CFP exam. This course covers the required content for that section of the exam.

9. Department of Information Systems and Decision Sciences—New Course and New Program

a. New Course:

IFMG 431 Python Programming

3c-0l-3cr

Prerequisite: COSC/IFMG 101, or IFMG 110 or permission of instructor

Builds expertise in a high-level programming language known for its readability and

support for multiple programming styles, and, due to its many libraries, a large range of applications. Introduces concepts to apply programming syntax and problem solving to business cases. Covers topics that includes data types, programming constructs, and different libraries.

Rationale: The course has been offered as 481/581 special topic for three times. This is a popular course since Python has applications in various fields as Artificial Intelligence, Business Analytics, Data Science, Big Data, and Software Defined Networking. These are some of the emerging areas in Information Systems with a great demand in the market place. This course is now an integral part of our MBA MIS concentration and offered to both undergraduate and graduate MBA students. Knowledge and expertise in Python will help both our graduate and undergraduate students to put this skill on their resume thus improving their marketability. In addition having both graduate and undergraduate students in the class allows for interaction between the two groups of students and research into topics related to teaching and learning of programming. Students can also collaborate on implementation of novel techniques to solve various business problems.

b. New Program:

Bachelor of Science in Information Technology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47-48

Mathematics: MATH 107/108

Natural Science: Option II

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 6cr, ECON 122, MATH 214 (1)

College: 36

Required Courses:

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

Major: Information Technology 21

Required Courses:

IFMG 219	Computer Operating Systems Principles	3cr
IFMG 250	Business Systems Theory	3cr
IFMG 254	Computer Technology Virtualization	3cr
IFMG/COSC 352	LAN Design and Installation	3cr
IFMG 360	Information Storage and Management	3cr
IFMG 468	Information Technology Security	3cr

IFMG 471	Data Center and Cloud Computing	3cr
Controlled Electives: (3)		
One course from the following:		3
<i>Software Development:</i> COSC 210, 300, 310, 362, 365, IFMG 330		
<i>Networks and Cybersecurity:</i> COSC 316, 345, 356, CRIM 321, 323, IFMG 368, 382		
<i>Database and Decision Support:</i> IFMG 455, 456, 465, QBUS 380, 401, 450, 481		
<i>Information Technology:</i> IFMG 360, 414, 471		
<i>Special Topics and Internships:</i> IFMG 481, 493		

Free Electives: 12-13

Total Degree Requirements: 120

- (1) MATH 214 or 216 or 217.
- (2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101.
- (3) A student may choose to fulfill the requirements through an internship

Rationale: The plan is to offer a new degree program in Information Technology for our students. We currently offer a track in Information Technology along with another track Information Systems. But the two tracks are different and the Information Technology Track is distinct and it will help our program to make it a separate degree (bachelor degree in information technology) and it will provide opportunities for our program to attract more students in this new program.

10. Department of Psychology—New Course

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

Acclimates students to the culture and opportunities associated with the study of Psychology at IUP. Emphasizes career options and pathways to success in as a psychology major and the benefits of the discipline to individuals and society.

Rationale: This new course is designed to increase student success and retention in the Psychology Major. Career paths within psychology will be discussed. Opportunities for personal and career development provided by the Psychology Department will be highlighted. Through this course students will be better integrated into the culture of the Psychology Department, and material covered in the course will promote student achievement and serve to engage them in the process of critical thinking and recognizing the importance of the discipline.

11. Department of Professional Studies in Education—New Certificate and Program Revision

a. New Certificate:

Certificate in Urban Education

The 15-18 credit certificate in urban education prepares education majors for teaching in urban school districts, especially in low-income communities with high minority enrollments, where the need for high-quality teachers is great. Course work and field experiences emphasize the historical, economic, political, and socioeconomic contexts of urban schools and seek to develop

within future teachers the skills, knowledge base, and dispositions for working with students whose backgrounds and life experiences may differ from their own.

Certificate in Urban Education (1, 2, 3)

15-18

EDUC 342	Pre-Student Teaching Clinical Experience II (1)	1cr
EDUC 441 or 421 and 441	Student Teaching	9-12cr
FDED 440	Orientation to Teaching in Urban Centers	2cr
FDED 441	Field Experience in Urban Education (2)	3cr

- (1) Field experience portion of this course must be completed in an urban setting.
- (2) This course may replace EDUC 242 in some education programs. Others may substitute this for the field experience portion of EDUC 242.
- (3) Student teaching must be completed in an urban setting. The number of student teaching credits and the course numbers vary in accordance to the requirements of the major.

Rationale: This certificate is a way for IUP to commit to engaging with neighboring urban communities. Research has shown that urban schools face greater challenges in hiring and retaining good quality teachers. The certificate can more fully prepare students for their future positions by highlighting the particular rewards and challenges of urban teaching through this pathway, as many graduates go on to teach in schools in Pennsylvania, Maryland, and Virginia that have urban designations.

Both Greater Johnstown School District (GJSD) and Pittsburgh Public Schools (PPS) have committed to serving as field placement sites for full year residency, and a certificate in urban education would allow us to better respond to their interest with student teachers who are well-prepared for their contexts.

b. Program Revision:

Current Program:

Bachelor of Science in Education—Middle-Level Education 4-8/Mathematics Specialization (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Humanities: HIST 196
Mathematics: MATH 151
Natural Science: BIOL 103 or 104 or 106, SCI 105
Social Science: ECON 101 or 121; GEOG 101, 102, 104; PLSC 101 or 111
Liberal Studies Elective: 3cr, MATH 152

College: 28
Preprofessional Education Sequence:
 ACE 103 Digital Instruction Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:

Proposed Program:

Bachelor of Science in Education—Middle-Level Education 4-8/Mathematics Specialization (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Humanities: HIST 196
Mathematics: MATH 151
Natural Science: BIOL 103 or 104 or 106, SCI 105
Social Science: ECON 101 or 121; GEOG 101, 102, 104; PLSC 101 or 111
Liberal Studies Elective: 3cr, MATH 152

College: 28
Preprofessional Education Sequence:
 ACE 103 Digital Instruction Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr	EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr	EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr	EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching (non-mathematics setting)	5cr	EDUC 421	Student Teaching	6cr
EDUC 440	Professional Seminar: Teachers as Leader and Researcher Grades 4-8	2cr	EDUC 441	Student Teaching	1cr
EDUC 441	Student Teaching (mathematics setting)	5cr	EDUC 442	School Law	2cr
EDUC 442	School Law	1cr	EDUC 499	Multicultural/Multiethnic Education	
EDUC 499	Multicultural/Multiethnic Education	2cr			
Major:		25	Major:		25
Required Middle-Level Courses: (1)			Required Middle-Level Courses: (1)		
GEOS 101	The Dynamic Earth (2)	3cr	GEOS 101	The Dynamic Earth (2)	3cr
GEOS 102	The Dynamic Earth Lab	1cr	GEOS 102	The Dynamic Earth Lab	1cr
MIDL 221	Literature for Middle Level	3cr	MIDL 221	Literature for Middle Level	3cr
MIDL 222	Reading Instructions and Assessment in Grades 4-8	3cr	MIDL 222	Reading Instructions and Assessment in Grades 4-8	3cr
MIDL 310	Instructional Theory and Planning for the Middle Level	3cr	MIDL 310	Instructional Theory and Planning for the Middle Level	3cr
MIDL 311	Social Studies Instruction and Assessment in Grades 4-8	3cr	MIDL 311	Social Studies Instruction and Assessment in Grades 4-8	3cr
MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr	MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr
MIDL 315	Classroom Management and Adolescent Development	3cr	MIDL 315	Classroom Management and Adolescent Development	3cr
MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr	MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr
Mathematics Distribution Requirements:		24	Mathematics Distribution Requirements:		24
MATH 153	Elements of Algebra	3cr	MATH 153	Elements of Algebra	3cr
MATH 317	Probability and Statistics for Elementary/Middle-Level Teachers	3cr	MATH 317	Probability and Statistics for Elementary/Middle-Level Teachers	3cr
MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr	MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr
MATH 420	Patterns and Functions for Elementary/Middle-Level Teachers	3cr	MATH 420	Patterns and Functions for Elementary/Middle-Level Teachers	3cr
MATH 456	Geometry for Elementary/Middle-Level Teachers	3cr	MATH 456	Geometry for Elementary/Middle-Level Teachers	3cr
MATH 458	Logic and Logical Games for Elementary/Middle-Level Teachers	3cr	MATH 471	Algebra for Elementary/Middle-Level Teachers	3cr
MATH 471	Algebra for Elementary/Middle-Level Teachers	3cr		Two courses from the following: MATH 457, 458, 459, or 461	6cr
One course from the following: MATH 457, 459, or 461		3cr			
Total Degree Requirements:		121	Total Degree Requirements:		121
(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education" in the College of Education and Communications section of this catalog.			(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education" in the College of Education and Communications section of this catalog.		
(1) The course meets the PDE requirement of 4cr in geoscience for Middle-Level Education Grades 4-8 certification.			(1) The course meets the PDE requirement of 4cr in geoscience for Middle-Level Education Grades 4-8 certification.		
(2) A 3.0 cumulative GPA is required to register for Teacher Certification sequence courses.			(2) A 3.0 cumulative GPA is required to register for Teacher Certification sequence courses.		

Rationale: MATH 458 Logic and Logical Games is being converted from a program required 3 credit course to a 3 credit elective. The number of credit hours to complete the Middle Level Education 4-8, with specialization in Mathematics, will remain the same (121 total credits). MATH 458 Logic and Logical Games is being converted to an elective as a result of changes to

the National Council of Teachers of Mathematics (NCTM) standards, which no longer require coursework targeting Logic and Logical Games. EDUC 442 was removed from the program. The two outstanding credits were distributed to the two student teaching placements (e.g., mathematics and nonmathematics student-teaching placements).

12. Department of Religious Studies—Course Revisions for Liberal Studies

a. Current and Proposed Catalog Description:

RLST 100 Introduction to Religion

3c-01-3cr

An introduction to the academic study of religion through an examination of various dimensions of religious expression and traditions. Will cover such areas as problems about definition of religion; approaches to the study of religion; the goals, language, and rituals of religion; cases of religious experience; faith, disbelief, and alternatives to religion; religion and the sociocultural context.

b. Current and Proposed Catalog Description:

RLST 110 World Religions

3c-01-3cr

A comparative study of the history, teachings, and rituals of the major religions of the world and their influence on contemporary society. This nonsectarian approach to religions emphasizes comparisons/contrasts between Western and non-Western religious traditions as well as the contemporary global nature of Western traditions.

Rationale: These courses are being revised to map the student learning outcomes to the EUSLOS and to include assessments.

13. Department of Theatre, Dance, and Performance—Course Revision for Liberal Studies

Current and Proposed Catalog Description:

DANC 102 Introduction to Dance

3c-01-3cr

Explores dance as communication, ritual, social engagement, entertainment, and as an art form. Dance history, genealogy, aesthetics, critical analysis and response, and the creative process are examined. Class experience includes viewing and critical analysis of professional dance works, attending at least two live productions, and engaging in the creative process in practice and performance.

Rationale: It is being revised to map the SLO's to the Liberal Studies EUSLO'S and to include an assessment for each outcome.

14. Department of Music--Course Revisions for Liberal Studies and Program Revision

a. Course Revisions

i. Current and Proposed Description:

MUHI 101 Introduction to Music**3c-01-3cr**

A broad introduction to the technical, artistic, historical, social, and cultural dimensions of music, drawing on musical traditions from around the world. Students learn to recognize basic ways in which music is put together, communicates meaning to its listeners, and enriches many aspects of life. Through attendance at concerts, students gain familiarity with musical events in their community.

Rationale: MUHI 101 Introduction to Music is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The proposal also describes the methods by which the SLOs are assessed.

ii. Current and Proposed Description:**MUHI 102 Music and Literature Survey****3c-01-3cr**

Introduces students to a broad spectrum of music and literature of various genres through a careful analysis of poetry, fiction, and drama, both in the original format and in a variety of musical settings. Includes music and literature of various time periods, nationalities, and minorities, including works by women and works from non-western musical and literary traditions. Designed for music majors and others who have a substantial knowledge of music, this course fulfills both the liberal studies fine arts and humanities literature requirements for music majors.

Rationale: MUHI 102 Music and Literature Survey is being revised in order to align the course with the recent revision of ENGL 121, on which it is closely modeled. In addition, the revision aligns the student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program and describes the methods by which the SLOs are assessed.

b. Program Revision:**Current Program:****Bachelor of Science in Education—Music Education (*)**

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

College:**Professional Education Sequence:**

EDEX 323 Instruction of English Language Learners with Special Needs

2cr

Proposed Program:**Bachelor of Science in Education—Music Education (*)**

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

College:**Professional Education Sequence:**

EDEX 323 Instruction of English Language Learners with Special Needs

2cr

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

Major:

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	Music Ensembles (7 semesters)	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 or	
or 313	Instrumental Conducting	3cr
MUSC 475	Music Lab (7 semesters)	0cr

Concentration Area Courses (select one concentration):

Voice Concentration

APMU 101, 151, 201, and 251	Applied Piano I-IV (1cr each)	4cr
APMU 127	Piano Proficiency Level II	0cr
MUSC 351	Italian Diction and Literature	1cr
MUSC 353	French Diction and Literature	1cr
MUSC 354	German Diction and Literature	1cr
Select two of the following class instrument courses:		2cr
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, MUHI, or APMU prefixes to earn a total of 53cr in major.

Total Degree Requirements:

128

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

Major:

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	Music Ensembles (7 semesters)	0-1cr
MUSC 190	Introduction to Music Education	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 or	
or 313	Instrumental Conducting	3cr
MUSC 475	Music Lab (7 semesters)	0cr

Concentration Area Courses (select one concentration):

Voice Concentration

APMU 101, 151, 201, and 251	Applied Piano I-IV (1cr each)	4cr
APMU 127	Piano Proficiency Level II	0cr
MUSC 351	Italian Diction and Literature	1cr
MUSC 353	French Diction and Literature	1cr
MUSC 354	German Diction and Literature	1cr
Select two of the following class instrument courses:		2cr
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, MUHI, or APMU prefixes to earn a total of 53cr in major.

Total Degree Requirements:

128

(*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Communications section of this catalog.

(*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Communications section of this catalog.

Rationale: The proposal is to add MUSC 190 to the program as a required course. With this addition, and depending upon concentration, students will complete 47 or 48cr in required courses. They will complete 5 or 6cr in controlled electives in order to earn a total of 53cr in the major. In effect, then, the addition of MUSC 190 reduces the controlled electives by 1cr. The program as a whole is unchanged at 128cr. The Music Education Committee believes that MUSC 190 will enrich the B.S.Ed. program generally by providing students with initial experiences in the discipline, essential tools for observation and reflection, and a clearer understanding of the three-step process. The revision will have no impact on students in other programs.

15. Department of Nursing and Allied Health Professions—Course Revisions, Catalog Description Changes, Prerequisite Modifications, Program Revisions, New Tracks, and Program Catalog Description Changes

a. Course Revisions and Other Course Changes:

i. Current Catalog Description:

NURS 334 Transitions in Professional Nursing

3c-0l-3cr

Prerequisites: ENGL 202, Licensed Practical Nurse

Explores the dynamic nature of health and its impact on the practice of nursing. Nursing theories, concepts, and issues related to nursing practice are analyzed. Linkages among theory, research, and practice are explored for relevance and utility.

Proposed Catalog Description:

NURS 334 Transitions in Professional Nursing

3c-0l-3cr

Prerequisite: Licensed Practical Nurse

Facilitates the transition of the LPN to the professional nurse role. Explores the dynamic nature of health and its impact on the practice of nursing. Analyzes nursing theories, concepts, and issues related to nursing practice. Explores linkages among theory, research, and practice for relevance and utility.

Rationale: This course was last revised in 2014. Since then curricular changes have occurred requiring modification of this course to meet the learning needs of the LPN to RN transition students.

ii. Current Catalog Description:

NURS 437 Adult Health II Clinical

0c-6l-2cr

Prerequisites: NURS 312, 316; grades of "C" or better in NURS 330, 331, 332, 333, 336, 337; or permission

Opportunities for clinical practice as a provider of care for critical and/or complex, acutely

ill clients in a variety of settings. Places emphasis on leadership, management, and providing safe, comprehensive, evidence-based nursing care. Utilizes patient care technologies, information systems, and communication devices that support safe, patient-centered nursing care.

Proposed Catalog Description:

NURS 437 Adult Health II Clinical **0c-7.5l-2.5cr**

Prerequisites: NURS 312, 316; grades of "C" or better in NURS 330, 331, 332, 333, 336, 337; or permission

Opportunities for clinical practice as a provider of care for critical and/or complex, acutely ill clients in a variety of settings. Places emphasis on leadership, management, and providing safe, comprehensive, evidence-based nursing care. Utilizes patient care technologies, information systems, and communication devices that support safe, patient-centered nursing care.

iii. Current Catalog Description:

NURS 440 Nursing Management Clinical **0c-6l-2cr**

Prerequisites: NURS 312, 316; grades of "C" or better in NURS 330, 331, 332, 333, 336, 337; or permission

Opportunities for clinical practice as a provider of care for critical and/or complex, acutely ill clients in a variety of settings. Places emphasis on leadership, management, and providing safe, comprehensive, evidence-based nursing care. Utilizes patient care technologies, information systems, and communication devices that support safe, patient-centered nursing care.

Proposed Catalog Description:

NURS 440 Nursing Management Clinical **0c-7.5l-2.5cr**

Prerequisites: NURS 312, 316; grades of "C" or better in NURS 330, 331, 332, 333, 336, 337; or permission

Opportunities for clinical practice as a provider of care for critical and/or complex, acutely ill clients in a variety of settings. Places emphasis on leadership, management, and providing safe, comprehensive, evidence-based nursing care. Utilizes patient care technologies, information systems, and communication devices that support safe, patient-centered nursing care.

Rationale: The department is unable to get enough preceptors for the Nursing internship (493), which is a required 1cr course. The nursing clinical hours from the internship need to be put back into the clinical courses. NURS 437 will go from a 2.0 credit course to a 2.5 credit course and NURS 440 will go from a 2.0 credit course to a 2.5 credit course. Clinical hours are needed in the program and are required by the Pennsylvania State Board of Nursing.

b. Modification of Prerequisites:

Current Course Title and Prerequisite:

NURS 410 Health Promotion and Social Issues

Prerequisite: ANTH 211, PHIL 122 and SOC 151

Proposed Course Title and Prerequisites:

NURS 410 Health Promotion and Social Issues

Prerequisite: 6cr in Liberal Studies-Social Sciences and 3cr in Liberal Studies-Philosophy or Religious Studies

Rationale: Change the existing prerequisites so that undergraduate students in Public Health, Nursing, and other majors can take the course without needing overrides or permits to do so.

c. Program Revisions:

i. Current Program:

Bachelor of Science—Nursing (*)

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

Mathematics: MATH 217

Natural Science: CHEM 101-102 (CHEM 111/112 could fulfill with permission)

Social Science: PSYC 101, SOC 151 or 161

Liberal Studies Elective: 3cr, PSYC 310, ~~no courses with NURS prefix~~

Major:

Required Courses:

NURS 211	Fundamentals I Clinical	1cr
NURS 212	Fundamentals I Theory	3cr
NURS 213	Fundamentals II Clinical	1cr
NURS 214	Health Assessment	3cr
NURS 236	Fundamentals II Theory	3cr
NURS 312	Professional Nursing	2cr
NURS 316	Evidence-Based Practice in Nursing	3cr
NURS 330	Care of the Child and Family	2cr
NURS 331	Care of the Child and Family Clinical	2cr
NURS 332	Maternal-Neonatal Health	2cr
NURS 333	Maternal-Neonatal Clinical	2cr
NURS 336	Adult Health I	4cr
NURS 337	Adult Health I Clinical	5cr
NURS 412	Nursing Management	2cr
NURS 431	Public/Community Nursing Clinical	2cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric/Mental Health Clinical	2cr
NURS 434	Public/Community Nursing	2cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	2cr
NURS 440	Nursing Management Clinical	2cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (1)	3cr

~~NURS 493—Internship 4cr~~

Proposed Program:

Bachelor of Science—Nursing (*)

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

Mathematics: MATH 217

Natural Science: CHEM 101-102 (CHEM 111/112 could fulfill with permission)

Social Science: PSYC 101, SOC 151 or 161

Liberal Studies Elective: 3cr, PSYC 310

Major:

Required Courses:

NURS 211	Fundamentals I Clinical	1cr
NURS 212	Fundamentals I Theory	3cr
NURS 213	Fundamentals II Clinical	1cr
NURS 214	Health Assessment	3cr
NURS 236	Fundamentals II Theory	3cr
NURS 312	Professional Nursing	2cr
NURS 316	Evidence-Based Practice in Nursing	3cr
NURS 330	Care of the Child and Family	2cr
NURS 331	Care of the Child and Family Clinical	2cr
NURS 332	Maternal-Neonatal Health	2cr
NURS 333	Maternal-Neonatal Clinical	2cr
NURS 336	Adult Health I	4cr
NURS 337	Adult Health I Clinical	5cr
NURS 412	Nursing Management	2cr
NURS 431	Public/Community Nursing Clinical	2cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric/Mental Health Clinical	2cr
NURS 434	Public/Community Nursing	2cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	2.5cr
NURS 440	Nursing Management Clinical	2.5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (1)	3cr

Other Requirements:	15	Other Requirements:	15
Science Sequence:		Science Sequence:	
BIOL 150 Human Anatomy	4cr	BIOL 150 Human Anatomy	4cr
BIOL 240 Human Physiology	4cr	BIOL 240 Human Physiology	4cr
BIOL 241 Introductory Medical Microbiology	4cr	BIOL 241 Introductory Medical Microbiology	4cr
FDNT 212 Nutrition	3cr	FDNT 212 Nutrition	3cr
Free Electives:	6-9	Free Electives:	6-9
(#) Total Degree Requirements:	120	(#) Total Degree Requirements:	120
(*) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the nursing major. (1) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 9cr of free electives. (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.		(*) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the nursing major. (1) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 9cr of free electives. (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.	

ii. Current Program:

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

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Dimensions of Wellness: Fulfilled by the major
Mathematics: MATH 217
Natural Science: CHEM 101-102 (CHEM 111/112 could fulfill with permission)
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Electives: 5cr, PSYC, no course with NURS prefix

Major:	50-53
Required Courses:	
NURS 214 Health Assessment	2cr
NURS 312 Professional Nursing	2cr
NURS 316 Evidence-Based Practice in Nursing	3cr
NURS 334 Transitions in Professional Nursing	3cr
NURS 412 Nursing Management	2cr
NURS 431 Public/Community Nursing Clinical	2cr
NURS 432 Psychiatric/Mental Health	2cr
NURS 433 Psychiatric/Mental Health Clinical	2cr
NURS 434 Public/Community Nursing	2cr
NURS 436 Adult Health II	4cr
NURS 437 Adult Health II Clinical	2cr
NURS 440 Nursing Management Clinical	2cr
NURS 450 A Cognitive Approach to Clinical Problem Solving (2)	3cr
NURS 493 Internship 1cr	4cr
NURS XXX Advisor approved NURS elective	3cr
Adult Health:	
NURS 336 Adult Health I	
NURS 337 Adult Health Clinical I	4cr
OR	5cr
Credits by Exam (3) <i>and</i>	
NURS 493 Internship	8cr
Maternal Neonatal Health:	1cr
NURS 330 Care of the Child and Family	2cr

Proposed Program:

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

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Dimensions of Wellness: Fulfilled by the major
Mathematics: MATH 217
Natural Science: CHEM 101-102 (CHEM 111/112 could fulfill with permission)
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Electives: 5cr, PSYC, no course with NURS prefix

Major:	50-53
Required Courses:	2cr
NURS 214 Health Assessment	2cr
NURS 312 Professional Nursing	3cr
NURS 316 Evidence-Based Practice in Nursing	3cr
NURS 334 Transitions in Professional Nursing	2cr
NURS 412 Nursing Management	2cr
NURS 431 Public/Community Nursing Clinical	2cr
NURS 432 Psychiatric/Mental Health	2cr
NURS 433 Psychiatric/Mental Health Clinical	2cr
NURS 434 Public/Community Nursing	2cr
NURS 436 Adult Health II	4cr
NURS 437 Adult Health II Clinical	2.5cr
NURS 440 Nursing Management Clinical	2.5cr
NURS 450 A Cognitive Approach to Clinical Problem Solving (2)	3cr
NURS XXX Advisor approved NURS elective	3cr
Adult Health:	
NURS 336 Adult Health I	4cr
NURS 337 Adult Health Clinical I	5cr
OR	
Credits by Exam (3) <i>and</i>	8cr
NURS 493 Internship	1cr
Maternal Neonatal Health:	
NURS 330 Care of the Child and Family	2cr
NURS 331 Care of the Child and Family Clinical	2cr

NURS 331	Care of the Child and Family Clinical	2cr	NURS 332	Maternal-Neonatal Health	2cr
NURS 332	Maternal-Neonatal Health	2cr	NURS 333	Maternal-Neonatal Clinical	2cr
NURS 333	Maternal-Neonatal Clinical		OR		
OR		7cr	Credits by Exam (3) <i>and</i>		7cr
Credits by Exam (3) <i>and</i>			NURS 493	Internship	1cr
NURS 493	Internship	1cr	Other Requirements:		15
Other Requirements:		15	BIOL 150	Human Anatomy	4cr
BIOL 150	Human Anatomy	4cr	BIOL 240	Human Physiology	4cr
BIOL 240	Human Physiology	4cr	BIOL 241	Introductory Medical Microbiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr	FDNT 212	Nutrition	3cr
FDNT 212	Nutrition	3cr	Free Electives:		9-12
Free Electives:		9-12	Total Degree Requirements:		120
Total Degree Requirements:		120			
(1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.			(1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.		
(2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 12cr of free electives.			(2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 12cr of free electives.		
(3) Students have the option of earning up to 15cr via examination and taking NURS 493 (up to 2cr) or completing NURS 330, 331, 332, 333, 336, and 337 (17cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.			(3) Students have the option of earning up to 15cr via examination and taking NURS 493 (up to 2cr) or completing NURS 330, 331, 332, 333, 336, and 337 (17cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.		

Rationale: The department is unable to get enough preceptors for the Nursing internship (493), which is a required 1 credit course. The nursing clinical hours from the internship need to be put back into the clinical courses. NURS 437 will go from a 2.0 credit course to a 2.5 credit course and NURS 440 will go from a 2.0 credit course to a 2.5 credit course. Clinical hours are needed in the program and are required by the Pennsylvania State Board of Nursing.

iii. Current Program:

Bachelor of Science—Clinical Laboratory Science

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	44
Mathematics: MATH 217	
Natural Science: CHEM 111-112	
Writing Intensive: One required	
Liberal Studies Elective: 3cr, PHYS 111, no course with MEDT prefix	
Major:	32
Required Courses: (1)	
MEDT 494- Clinical Microbiology	8cr
MEDT 495- Clinical Chemistry	10cr
MEDT 496- Clinical Hematology/Coagulation	6cr
MEDT 497- Clinical Immunohematology	4cr
MEDT 498- Clinical Immunology/Serology	2cr
MEDT 499- Clinical Seminar	2cr
Other Requirements:	40
BIOL 150 Human Anatomy	4cr
BIOL 202 Principles of Cell and Molecular Biology	4cr
BIOL 240 Human Physiology	4cr
BIOL 241 Introductory Medical Microbiology <i>or</i>	

Proposed Program:

Bachelor of Science—**Medical Technology**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	44
Mathematics: MATH 217	
Natural Science: CHEM 111-112	
Writing Intensive: One required	
Liberal Studies Electives: 3cr, PHYS 111	
Major:	32
Required Courses: (1)	
Articulated courses in Medical Technology transferred from affiliation agreement (1)	
Other Requirements:	40
BIOL 150 Human Anatomy	4cr
BIOL 202 Principles of Cell and Molecular Biology	4cr
BIOL 240 Human Physiology	4cr
BIOL 241 Introductory Medical Microbiology <i>or</i>	

or 250	Principles of Microbiology	4cr
BIOL 364	Immunology	4cr
CHEM 231	Organic Chemistry I	4cr
CHEM 332	Organic Chemistry II	4cr
CHEM 325	Analytical Methods	4cr
CHEM 351	Biochemistry	4cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: 4

(#) Total Degree Requirements: 120

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

or 250	Principles of Microbiology	4cr
BIOL 364	Immunology	4cr
CHEM 231	Organic Chemistry I	4cr
CHEM 332	Organic Chemistry II	4cr
CHEM 325	Analytical Methods	4cr
CHEM 351	Biochemistry	4cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: 4

(#) Total Degree Requirements: 120

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

Rationale: There are several changes occurring. One is the title from Clinical Laboratory Science to Medical Technology. This is being done as a result of five-year data from Google trends conducted by the Web Team at IUP. The data supports changing the name to Medical Technology. Medical Technologist came up with 68 searches in Google trends USA and 39 Google trends in PA compared with 6 searches in Google trends USA and 0 Google trends in PA for Clinical Laboratory Science.

The other change involves removing the shell MEDT courses from the curriculum and making the program a 3 + 1 with three years at IUP taking the required sciences and liberal studies courses and then one year of clinical experience at an IUP approved affiliate program. All of the coursework at IUP is preparatory towards the final year and the requirements by the Medical Technology profession. Acceptance at an affiliate school is contingent upon the student meeting the academic program requirements. At the end of their senior year, upon successful completion of the program at an articulated clinical affiliate accredited within the discipline, IUP will grant 32 credits that will be applied to the student’s transcript and the Bachelor’s degree in Medical Technology will be conferred.

iv. Current Program:

Bachelor of Science—Nuclear Medicine Technology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47
Mathematics: MATH 105
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Elective: 6cr, COSC/IFMG 101, PHYS 111, ~~no~~
~~courses with NMDT prefix~~

Major: 32
Required Courses: (1)
~~NMDT 427 — Nuclear Scintigraphy 3cr~~

Proposed Program:

Bachelor of Science—**Medical Imaging**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47
Mathematics: MATH 105
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161
Liberal Studies Elective: 6cr, COSC/IFMG 101, PHYS 111

Major: 32
Required Courses: (1)

NMDT 428	Radiation Physics	3cr
NMDT 429	Nuclear Medicine Instrumentation	3cr
NMDT 430	Radiation Biology and Radiation Protection	2cr
NMDT 431	In Vivo/In Vitro Nonimaging	1cr
NMDT 432	Radiopharmaceuticals	3cr
NMDT 433	Introduction to Tomographic Imaging	1cr
NMDT 434	Clinical Nuclear Medicine	16cr

Other Requirements:		40
BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking or	
or BCOM 321	Business Communication	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr
Free Electives: (3)		21

Total Degree Requirements: 120

- (1) These courses are offered at the University of Findlay/Nuclear Medicine Institute, Findlay, Ohio; ~~and/or Community College of Allegheny County nuclear medicine technology program, Pittsburgh.~~ These areas of study are consistent with requirements of the JRCNMT. All eight of these areas of study are completed during the final 12 months of the degree program.
- (2) Students are also required to complete a medical terminology course/program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
- (3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or Free Electives.

Articulated courses in track transferred from affiliation agreement (1)

Other Requirements:		40
BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking or	
or BCOM 321	Business and Interpersonal	
	Communications	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	2cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 21

Total Degree Requirements: 120

- (1) These courses are offered at the University of Findlay/Nuclear Medicine Institute, Findlay, Ohio **in one of the three tracks – Nuclear Medicine Technology, Diagnostic Medical Sonography or Electrocardiography.** These areas of study are consistent with requirements of the Joint Review Committee on Education Program in Nuclear Medicine Technology (JRCNMT). All eight of these areas of study are completed during the final 12 months of the degree program.
- (2) Students are also required to complete a medical terminology course/program prior to admission into the clinical phase of the program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
- (3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or Free Electives.

Rationale: Program is being revised to allow for expansion into alternate areas of medical imaging. Additional tracks are part of program revision.

d. New Tracks:

i. Bachelor of Science—Medical Imaging/Diagnostic Medical Sonography (Ultrasound)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47

Mathematics: MATH 105

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151 or 161

Liberal Studies Electives: 6c, COSC/IFMG 101, PHYS 111

Major: 32

Required Courses: (1)

Articulated courses in track transferred from affiliation agreement (1)

Other Requirements: (2)

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr

ENGL 310	Public Speaking <i>or</i>	
<i>or</i> BCOM 321	Business and Interpersonal Communications	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 21

Total Degree Requirements: 120

- (1) These courses are offered at the University of Findlay, Ohio and are consistent with requirements of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). The courses are completed during the final 12 months of the degree program.
- (2) Students are also required to complete a medical terminology course/program prior to admission into the clinical phase of the program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
- (3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or Free Electives.

ii. Bachelor of Science—Medical Imaging Echocardiography

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 47

Mathematics: MATH 105

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151 or 161

Liberal Studies Electives: 6c, COSC/IFMG 101, PHYS 111

Major: 32

Required Courses: (1)

Articulated courses in track transferred from affiliation agreement (1)

Other Requirements: (2)

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking <i>or</i>	
<i>or</i> BCOM 321	Business and Interpersonal Communications	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: (3) 21

Total Degree Requirements: 120

- (1) These courses are offered at the University of Findlay and are consistent with requirements of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). The courses are completed during the final 12 months of the degree program.
- (2) Students are also required to complete a medical terminology course/program prior to admission into the clinical phase of the program. Options to fulfill this requirement must be approved by the coordinator of allied health professions.
- (3) Two writing-intensive courses are required. Both courses may be from either Liberal Studies or Free Electives.

e. Program Catalog Description Changes:

Current Catalog Description:

Clinical Laboratory Science

Clinical Laboratory Science encompasses the study of analytical and diagnostic procedures used in clinical laboratories and in medical research. Clinical laboratory scientists (also known as medical technologists) perform a variety of laboratory tests upon which the physician depends for accurate diagnosis, prognosis, and proper treatment of the patient. The programs of study, presented jointly by IUP and accredited clinical laboratory science programs in hospitals, prepares the student to enter the profession. Upon completion of the four-year program, the bachelor of science degree with a major in clinical laboratory science is granted. The program also prepares the student for graduate and professional schools.

IUP maintains affiliations with accredited schools of clinical laboratory science/medical technology. To be competitive for clinical placement, the student must have a minimum overall GPA and math/science GPA of 2.8. Since admission to any hospital program is on a competitive basis, IUP cannot guarantee admission.

The following programs maintain agreements of affiliation with IUP: UPMC Altoona Regional Health System, Altoona; Memorial Medical Center, Johnstown; Pennsylvania General College of Health Sciences, Lancaster; the Reading Hospital and Medical Center, Reading; St. Christopher's Hospital for Children, North Philadelphia; St. Vincent Health Center, Erie; Williamsport Hospital and Medical Center, Williamsport; UPMC Chautauqua WCA Hospital, Jamestown, New York; and Wellspan York Hospital, York.

Completion of academic studies at IUP and of one year of clinical experience qualifies the student to take a national certification examination. Successful results on this examination lead to certification as a professionally qualified medical technologist/clinical laboratory scientist.

Nuclear Medicine Technology

Nuclear medicine technology is a medical specialty in which allied health care professionals, under the direction of a nuclear medicine physician, use radioactive materials in the diagnosis and treatment of disease. They are responsible for patient education and preparation regarding the nuclear medicine procedures, administration of radiopharmaceuticals, performing complex computer imaging studies, and radiation safety procedures for both patients and staff. The nuclear medicine technologist's skills complement those of the nuclear medicine physician.

The College of Health and Human Services offers a curriculum leading to the bachelor of science degree with a major in nuclear medicine technology. Students are admitted to the major as freshmen. Transfer students and those with a previous degree may also be admitted. The program of study consists of three years of preclinical study on the IUP Indiana campus and one year of clinical study at either the Nuclear Medicine Institute (NMI) at the University of Findlay, Findlay, Ohio; or the Nuclear Medicine Technology program at the Community College of Allegheny County (CCAC), Pittsburgh. The programs at NMI and CCAC are fully accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). Graduates of the program are eligible to take the nuclear medicine technology national certificate examination offered by the Nuclear Medicine Technology Certification Board and the American Registry of Radiologic Technologists (ARRT). The granting of the degree is not contingent upon passing the examinations.

Students must meet specific academic requirements to be considered for admission to the NMI or to the CCAC Nuclear Medicine Technology program. Admission is competitive; IUP cannot guarantee admission into either of these facilities. Information regarding academic requirements and other special requirements for the clinical year is available in the department's office.

Proposed Catalog Description:

Medical Technology

Medical Technology encompasses the study of analytical and diagnostic procedures used in clinical laboratories and in medical research. Medical technologists (also known as clinical laboratory scientists) perform a variety of laboratory tests upon which the physician depends for accurate diagnosis, prognosis, and proper treatment of the patient. The program is designed as a 3 + 1 with three years at IUP taking the required sciences and liberal studies courses and then one year of clinical experience at an IUP approved affiliate program. All of the coursework at IUP is preparatory towards the final year and the requirements by the Medical Technology profession. At the end of their senior year, upon successful completion of the program at an articulated clinical affiliate accredited within the discipline, IUP will grant 32 credits that will be applied to the student's transcript and the Bachelor's degree in Medical Technology will be conferred. The program also prepares the student for graduate and professional schools.

IUP maintains affiliations with accredited schools of medical technology/clinical laboratory science. To be competitive for clinical placement, the student must have a minimum overall GPA and math/science GPA of 2.8. Since admission to any hospital program is on a competitive basis, IUP cannot guarantee admission.

The following programs maintain agreements of affiliation with IUP: UPMC Altoona Regional Health System, Altoona; Memorial Medical Center, Johnstown; Pennsylvania General College of Health Sciences, Lancaster; the Reading Hospital School of Health Science, Reading; St. Christopher's Hospital for Children, North Philadelphia; St. Vincent Health Center, Erie; UPMC Susquehanna Health, Williamsport; UPMC Chautauqua WCA Hospital, Jamestown, New York; and Wellspan York Hospital, York.

Completion of academic studies at IUP and of one year of clinical experience qualifies the student to take a national certification examination. Successful results on this examination lead to certification as a professionally qualified medical technologist/clinical laboratory scientist.

Diagnostic Imaging

The program leading to the BS degree in Diagnostic Imaging is designed to prepare students for admission into an IUP affiliate institution focused on one of three tracks: Nuclear Medicine Technology, Diagnostic Medical Sonography (Ultrasound), or Echocardiography. This program is a 3 + 1 whereby the student spends the first 3 years at IUP taking the required math/science and liberal studies courses and then a year at an affiliate where they earn a certificate in one of the specialty diagnostic imaging programs. All of the coursework at IUP is preparatory towards the final year and the requirements by the Medical Imaging profession. A C or better in the following courses is required: MATH 105, CHEM 101, ENGL 101, PHYS 111, BIOL 150, and ENGL 310 or BCOM 321. Acceptance at an affiliate school is contingent upon the student meeting the academic program requirements. At the end of their senior year, upon successful completion of the certificate program at an articulated clinical affiliate accredited within the specific discipline, IUP will grant 32 credits that will be applied to the student's transcript and the Bachelor's degree in the Diagnostic Imaging track will be conferred.

Nuclear Medicine Technology

Nuclear medicine technology is a medical specialty in which allied health care professionals, under the direction of a nuclear medicine physician, use radioactive materials in the diagnosis and treatment of disease. They are responsible for patient education and preparation regarding the nuclear medicine procedures, administration of radiopharmaceuticals, performing complex computer imaging studies, and radiation safety procedures for both patients and staff. The nuclear medicine technologist's skills complement those of the nuclear medicine physician.

Diagnostic Medical Sonography (Ultrasound)

Diagnostic medical sonography or ultrasound is a medical specialty in which allied health care professions, use specialized equipment to create images of structures inside the human body. The process involves placing a small device called a transducer against the patient's skin near the body area to be imaged. A stream of high-frequency sound waves are sent into the body, then are detected as the sound waves bounce off internal structures. Different structures in the body reflect these sound waves differently. The reflected sound waves are analyzed by a computer to make an image of the structure(s) on a monitor or that can be recorded on hard copy images. These images created by sonographers help aid physicians in diagnosing and treating medical conditions in the abdomen, breast, heart and blood vessels and, more recently, in diagnosing and treating musculoskeletal problems.

Echocardiography

Echocardiography is a medical specialty in which allied health care professionals use specialized equipment to create images of structures inside the human body. These professionals use echocardiogram technology to produce images of the patient's hearts. They create 2-D and 3-D pictures of the heart through the use of high frequency sound waves and special equipment. A transducer is placed against the patient's skin by sending a stream of high frequency sound waves into the body and then detects the sound waves as they bounce off the heart. The reflected sound waves are analyzed by a computer to make an image of the structure(s) on a monitor or that can be recorded on hard copy images. The images created by sonographers help aid physicians in diagnosing and treating numerous disease processes. Sonographers are trusted members of the healthcare team and are relied upon to obtain diagnostic images that will allow physicians to provide the best possible care for their patients. Echocardiography technicians may specialize in adult echocardiography, pediatric echocardiography or fetal echocardiography.

Students are admitted to the Medical Imaging major as freshmen into any of the three tracks. Transfer students and those with a previous degree may also be admitted into one of the tracks. Students must meet specific academic requirements to be considered for admission to the affiliate Medical Imaging track. Admission is competitive; IUP cannot guarantee admission. Information regarding academic requirements and other special requirements for the clinical year is available in the department's office.

The Nuclear Medicine Technology program is fully accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. Diagnostic Medical Sonography and Echocardiography Programs are accredited by the Commission on Accreditation of Allied Health Education Programs upon recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

16. Department of Philosophy—Modification of Prerequisite

Current Course Title and Prerequisite:

PHIL 360 Philosophy of Mind

Prerequisite: Philosophy major or minor, or junior or senior standing, or instructor permission.

Proposed Course Title and Prerequisites:**PHIL 360 Philosophy of Mind**

Rationale: We're removing this prerequisite to bring PHIL 360 in line with our other upper-level PHIL courses, none of which have this restriction.

17. Department of Sociology—Course Revisions for Liberal Studies and Catalog Description Changes**i. 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. Meets Social Science requirement for Liberal Studies. SOC 151 and 161 may be substituted interchangeably for D/F repeats. SOC 151 and 161 may not be used for duplicate credit. SOC 161 is required for the Effective Teamwork and Communication minor.

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 requirement for Liberal Studies. **SOC 151 and 161 may be substituted interchangeably as prerequisites only. SOC 151 and 161 cannot be substituted interchangeably for D/F repeats and may not be used for duplicate credit.**

Rationale: This course is being revised to better articulate the outcomes of this course and to map the course outcomes to the liberal studies EUSLOs. Additionally the catalog descriptions for 151 and 161 are being revised to include the language: SOC 151 and 161 may be substituted interchangeably as prerequisites only. SOC 151 and 161 cannot be substituted interchangeably for D/F repeats and may not be used for duplicate credit.

ii. Current Catalog Description:

SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations 3c-0l-3cr

Studies the structure of human societies and the behavior of individual people, groups, and teams in society. Examines the relationship between individual and societal institutions, processes, and interactions with emphasis on the ways power/status are reflected. Explores the relationship between individual identity and team dynamics as it pertains to race, gender, class, sexuality, ability, and age while relating to the methods and research findings of sociologists. Applies decision-making and problem-solving as members of small teams, working to achieve a shared objective within a larger organizational context. For those seeking a minor in Effective Teamwork and Communication. Meets Social Science for Liberal Studies. SOC 151 and 161 may be substituted interchangeably for D/F repeats, but SOC 161 is required for the Effective Teamwork and Communication minor. SOC 151 and 161 may not be used for duplicate credit.

Proposed Catalog Description:

SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations 3c-0l-3cr

Studies the structure of human societies and the behavior of individual people, groups, and teams in society. Examines the relationship between individual and societal institutions, processes, and interactions with emphasis on the ways power/status are reflected. Explores the relationship between individual identity and team dynamics as it pertains to race, gender, class, sexuality, ability, and age while relating to the methods and research findings of sociologists. Applies decision-making and problem-solving as members of small teams, working to achieve a shared objective within a larger organizational context. For those seeking a minor in **Professional Teamwork and Leadership**. SOC 161 is required for the Effective Teamwork and Communication minor. Meets Social Science **and Global and Multicultural Awareness** requirements for Liberal Studies. **SOC 151 and 161 may be substituted interchangeably as prerequisites only. SOC 151 and 161 cannot be substituted interchangeably for D/F repeats and may not be used for duplicate credit.**

Rationale: This course is being revised to meet the LS requirements for Global and Multicultural Awareness. This course studies the structure of human societies and the behavior of individual people, cultures, and teams in society to address the development of attitudes and understandings needed to live in a culturally diverse world. Depending on the instructor, discussions will include at least one non-Western culture to structure perspectives to delineate differences in customs and values between said culture and the dominant culture. Examples include, but are not limited to, Native American cultures and histories, a significant portion of the course content meets the GMA criteria.

iii. Current and Proposed Catalog Description:

SOC 231 Contemporary Social Problems

3c-0l-3cr

Using a sociological perspective, this course examines pressing social problems as they relate to race, class and gender in contemporary American society. Such problems may include various issues such as poverty, delinquency, substance abuse, crime, divorce, and others. These issues will be considered through multiple lenses, including historical, economic and social, with connections to current social policy.

Rationale: This course is being revised to better articulate the outcomes of this course and to map the course outcomes to the liberal studies EUSLOs.

18. Department of Food and Nutrition—New Course, Catalog Description Change, Modification of Prerequisites, and Program Revision

a. New Course:

FDNT 445 Advanced Sports Nutrition

3c-0l-3cr

Prerequisite: FDNT 245

Examines and evaluates evidence-based sports nutrition guidelines and current research related to nutrition and athletic performance. Explores special populations, environments and clinical conditions related to nutrition and athletic performance. Includes an emphasis on dietary supplements and ergogenic aids for sport.

Rationale: Due to the vast number and broad array of individuals who consider themselves physically active, each with their own unique nutritional needs and health or performance goals has led to an increased demand of health and exercise professionals being sought out to provide sports nutrition guidance. This course provides students in food and nutrition and related disciplines a review of basic sports nutrition principles, along with an introduction of the application of sports nutrition principles for individuals of different life cycle stages, special populations, exposure to unique conditions, and some clinical conditions. All of which, students who desire future careers working with active individuals, may be faced with and require the evidence-based knowledge and ability to apply sound sports nutrition principles.

b. Catalog Description Changes and Modifications of Some Prerequisites:

i. Current Catalog Description:

FDNT 145 Personal Nutrition

3c-0l-3cr

Encourages students to practice and adopt food behavior choices that can be applied to everyday life. Evidence-based information concerning weight control, nutrients, diseases, and lifecycle nutrition is presented. Appropriate for students who are not nutrition majors or minors.

Proposed Catalog Description:

FDNT 145 Personal Nutrition

3c-0l-3cr

Evaluates food choices and behaviors that can be applied to everyday life. Presents evidence-based information about nutrients, weight control, diseases, and lifecycle nutrition. Includes emerging and alternative food and nutrition topics. Appropriate for students who are not nutrition majors or minors.

Rationale: The course description for FDNT 145, Personal Nutrition, is being changed to update the description to modernize the description by including the

phrase, "emerging and alternative food and nutrition topics." This change was recommended by the Dean's office to modernize the course description. Food and Nutrition faculty unanimously agree that adding this phrase does not change the course, since we always include emerging and alternative food and nutrition topics in our courses.

ii. Current Catalog Description:

FDNT 150 Foods **3c-0l-3cr**

Prerequisites: Grade of "C" or better in FDNT 151, and CHEM 101 or 111
Basic principles of food: composition, sanitation, preparation, and preservation.

Proposed Catalog Description:

FDNT 150 Foods **3c-0l-3cr**

Prerequisites: Grade of "C" or better in CHEM 101 or 111 or BIOL 104

Corequisite: FDNT 151

Applies basic principles of food composition, preparation, preservation, and sanitation.

Rationale: A change to the prerequisites for FDNT 150 Foods is being proposed so that students in the Nutrition Track, who choose BIOL 104 Human Biology: How the Body Works as a Liberal Studies Laboratory course will be able to enroll for FDNT 150 Foods, a required course in the Nutrition Track. FDNT 150 Foods is proposed to be taken concurrently with FDNT 151 Foods Laboratory so that lecture and lab are coordinated in the same semester.

iii. Current Catalog Description:

FDNT 151 Foods Laboratory **0c-3l-1cr**

Prerequisite: CHEM 101 or 111

Application of the basic principles of food preparation.

Proposed Catalog Description:

FDNT 151 Foods Laboratory **0c-3l-1cr**

Prerequisite: CHEM 101 or 111 or BIOL 104

Corequisite: Must be taken with FDNT 150

Applies basic principles of food preparation. Taken only by Food and Nutrition majors or Family and Consumer Science Education majors or by permission.

Rationale: The prerequisites and course description for FDNT 151 Foods Laboratory are being changed for three reasons: (1) Prerequisites must now include BIOL 104. This change is necessary because the Nutrition Track has been revised to include BIOL 104 and students in the Nutrition Track are required to take FDNT 151 Foods Laboratory, (2) FDNT 151 will be taken during the same semester as FDNT 150

so that the lecture and laboratory are complementary, and (3) due to food costs, enrollment in FDNT 151 Foods Laboratory is restricted to students whose major requires it.

iv. Current Catalog Description:

FDNT 212 Nutrition

3c-0l-3cr

Prerequisite: CHEM 102 or 112

Sources and functions of nutrients, interdependence of dietary essentials, and nutritive value of an optimum diet are studied. Attention given to varied conditions in human life.

Proposed Catalog Description:

FDNT 212 Nutrition

3c-0l-3cr

Prerequisite: CHEM 102 or 112 or BIOL 104 and BIOL 106; sophomore standing

Examines sources and functions of nutrients, the interdependence of dietary essentials, and nutritive value of an optimum diet. Discusses dietary risk factors to chronic diseases and varied conditions in human life. Includes emerging and alternative food and nutrition topics.

Rationale: Proposed changes and prerequisites to FDNT 212 Nutrition, are:

(1) BIOL 104 Human Biology: How the Human Body Works and BIOL 106 Human Genetics and Health as prerequisites since they have been added as an option to the Liberal Studies natural science choices in the Nutrition Track curriculum. (2) modernize the course description, and (3) limit the course to students who have at least sophomore status.

c. Program Revision:

Current Program:

Bachelor of Science—Nutrition/Nutrition Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Natural Science: CHEM 101-102-or ~~111-112 (4)~~
Social Science: ~~ANTH, ECON, JNRL, PLSC, PSYC,~~
~~or SOC prefix~~
Liberal Studies Electives: 3cr, no course with FDNT prefix (2)

Major:

Required Courses: (1)

FDNT 110	Careers in Food and Nutrition	1cr
FDNT 150	Foods	3cr
FDNT 151	Foods Laboratory	1cr
FDNT 212	Nutrition	3cr
FDNT 213	Life Cycle Nutrition	3cr

Proposed Program:

Bachelor of Science—Nutrition/Nutrition Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: MATH 217
Natural Science: CHEM 101 and 102 or **BIOL 104**
and 106 (1)
Liberal Studies Electives: 3cr, no course with FDNT prefix (2)

Major:

Required Courses:

FDNT 110	Careers in Food and Nutrition	1cr
FDNT 150	Foods	3cr
FDNT 151	Foods Laboratory	1cr
FDNT 212	Nutrition	3cr
FDNT 213	Life Cycle Nutrition	3cr

FDNT 364	Methods of Teaching Food and Nutrition (3)	3cr
FDNT 402	Community Nutrition	3cr
FDNT 493	Internship	3cr

Controlled Electives: 24-33

Nutrition Track:

FDNT electives (200 level and above) (4) 6-12cr

Program minor, certificate, or core concentration required for program completion (5) 18-21cr

~~Other Requirements: 7-8 cr~~

~~Natural Science Sequence: Select Option A or Option B (6)~~

~~Option A:~~

~~BIOL 104 — Human Biology: How the Human Body Works 4cr~~

~~BIOL 106 or Human Genetics and Health or 4cr~~

~~— 113 Genetics in Modern Society~~

~~Option B:~~

~~BIOL 150 — Human Anatomy 4cr~~

~~BIOL 240 — Human Physiology 4cr~~

Free Electives: 14-22

Total Degree Requirements: 120

~~(1) Students who take CHEM 111/112 in place of 101, can take CHEM 231 instead of CHEM 102. CHEM 231 is then added to major credits.~~

(2) For the gerontology certificate, ~~PHIL 405 or 400 or~~ PSYC 378 can be applied as a Liberal Studies elective. For the business administration minor, ECON 122 can be applied as a Liberal Studies elective.

(3) FCSE 450 may be substituted, with permission of the Human Development, Fashion, and Interior Design department chairperson.

(4) Number of FDNT electives depends upon number of credits in the minor, certificate, or concentration.

(5) Select one of the following:

--Minor in anthropology, biochemistry, biology, business administration, chemistry, ~~child development and family relations~~, communications media, ~~educational technology~~, journalism and public relations, ~~political science~~, psychology, ~~psychological science~~, or sociology. Other minors with Food and Nutrition department chairperson permission.

-- Certificate in culinary arts or gerontology.

~~Core centration including a series of courses in Hospitality Management (.259, .260, .265, .320, and .335).~~

~~Prerequisites must be met.~~

~~(6) Depending upon the student's minor and/or career interest, upper-level biology courses may substitute for some or all of these.~~

FDNT 364	Methods of Teaching Food and Nutrition (3)	3cr
FDNT 402	Community Nutrition	3cr
FDNT 493	Internship	3cr

Controlled Electives: 24-33

Nutrition Track:

FDNT electives (200 level and above) (4) 6-12cr

Program minor, certificate, or core concentration required for program completion (5) 18-21cr

Free Electives: 23-32

Total Degree Requirements: 120

(1) Depending upon career goals, different chemistry and biology coursework may be needed in addition to the Natural Science Liberal Studies requirements. Students that desire to change to the dietetics track should select CHEM 101/102.

(2) For the gerontology certificate, PSYC 378 can be applied as a Liberal Studies elective. For the business administration minor, ECON 122 can be applied as a Liberal Studies elective.

(3) FCSE 450 may be substituted, with permission of the Human Development, Fashion, and Interior Design department chairperson.

(4) Number of FDNT electives depends upon number of credits in the minor, certificate, or concentration. **Students that choose the exercise science or community health minor must take FDNT 245 Sports Nutrition.**

(5) Select one of the following:

--Minor in anthropology, biochemistry, biology, **biomedical sciences**, business administration, chemistry, child development and family relations, communications media, **community health**, **exercise science**, **global health**, **hospitality management**, journalism and public relations, psychology, sociology, or **sustainability studies**. Other minors with Food and Nutrition department chairperson permission.

(6) Students that desire certification as a Certified Health Education Specialist (CHES) must also choose KHSS 341 and NURS 410.

Rationale: The Nutrition Track program revision is to provide more recognition for the career opportunities and to expand the minors that Nutrition Track students might choose. The major revisions to the Nutrition Track are to: 1) change the Liberal Studies Natural Science courses so that students can choose between Biology and Chemistry. Either choice provides an adequate background to succeed in this track. 2) add new minors that specifically include the Exercise Science and Community Health. These minors can lead to certifications from The American College of Sports Medicine or the National Commission for Health Education Credentialing. These certifications maximize the career opportunities of students enrolled in the Nutrition

Track. 3) add the Hospitality Management minor that did not exist when the Nutrition Track was last revised. 4) delete minors that are rarely or never chosen. 5) change the number of "major" credits from 20 - 24 to 20 by changing the CHEM 231 remark (see footnote #1).

d. Program Catalog Description Change:

Current Catalog Description:

The Nutrition Track provides a foundation in food and nutrition integrated with another field of the student's choosing. Career opportunities for a graduate of the Nutrition Track include public health, foodservice, communications media, gerontology, wellness education and planning, culinary arts, and as an advocate for nutrition programming and interventions.

Students who wish to pursue graduate education in nutrition or other natural science programs should work carefully with their adviser so that appropriate chemistry, biology, and nutrition electives are chosen.

Proposed Catalog Description:

The Nutrition Track provides flexibility and options for students based upon their career goals or plans for a graduate education, depending upon the minor or second major that is chosen. Students can personalize the track towards employment within the fitness industry, community nutrition and health education, food and nutrition management, or other specialty areas. Students who minor in exercise science are prepared to take certification examinations offered by professional organizations including the American College of Sports Medicine and the National Strength and Conditioning Association, among others. Those who graduate in the Nutrition Track with a minor in exercise science are eligible for early admission to the Master of Science in Exercise Science and/or Food and Nutrition. Students who minor in community health are eligible to take the National Commission for Health Education Credentialing (NCHEC) exam and be recognized as a Certified Health Education Specialist (CHES). Students in the Nutrition Track who complete Medical Nutrition Therapy I and II are eligible for employment with the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Students who wish to pursue graduate education in nutrition or other natural science-related programs should work carefully with their adviser so that appropriate chemistry, biology, and nutrition electives are chosen.

Students receive specific academic advisement regarding science and nutrition courses needed to progress to graduation, depending upon their career plans. Faculty advisers work across disciplines to effectively mentor students toward their educational and career goals. Students in the Nutrition Track may transfer to the Dietetics Track if their GPA is greater than or equal to a 3.0 and grades in science and food and nutrition courses are greater than or equal to a "C" or better. Students without these academic accomplishments are not competitive to receive a required post-graduate supervised practice experience to become a Registered Dietitian Nutritionist.

19. Department of Human Development, Fashion, and Interior Design—Program Revision to Revise Liberal Studies Requirements, Program Title Change, Program Catalog Description Change, New Minor, Course Revisions, Catalog Description Changes, Course Title Change, and Modification of Prerequisites

a. Program Revision to Revise Liberal Studies Requirements:

Current Approved Program:	Proposed Program:
Bachelor of Science in Education – K-12 Family and Consumer Sciences Education (*)	Bachelor of Science in Education – K-12 Family and Consumer Sciences Education (*)
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 151 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 or 161, ANTH 110 or any global or multicultural social science Liberal Studies Electives: 6cr, CDFR 218, MATH 152, no courses with FCSE prefix	Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 151 Natural Science: Option II, BIOL 104 recommended, <i>or</i> CHEM 101-102, <i>or</i> CHEM 111-112 Social Science: PSYC 101, SOC 151 or 161, ANTH 110 or any global or multicultural social science Liberal Studies Electives: 6cr, CDFR 218, MATH 152, no courses with FCSE prefix

Rationale: The program currently requires that CHEM 101 and CHEM 102 are completed. This requirement exists because of the prerequisites for FDNT 150, FDNT 151, and FDNT 212. Recently a curriculum change was submitted for those courses. The prerequisites are now CHEM 101 or CHEM 111 or BIOL 104 for FDNT 150 and FDNT 151. The prerequisites for FDNT 212 are now CHEM 102 or CHEM 112 or BIOL 104. The proposed changes to the FCSE program will incorporate the changes to those FDNT courses.

b. Program Title Change and Program Catalog Description Change

Current Program Title: B.S.—Child Development and Family Relations

Proposed Program Title: B.S.—Human Development and Family Science

Current Program Description:

Child Development and Family Relations

The Child Development and Family Relations program leads to a Bachelor of Science degree. Primary objectives of the program are to prepare professionals to work in a variety of programs with children, youth, and families; to work in or supervise programs that entail all aspects of child development, early care and education, and family relations; to teach at the adult level; or to work in or supervise human service agencies at federal, state, or local levels. The program also provides preparation for students who want to pursue graduate study in child development, family studies, and/or related areas.

IUP students who major or minor in CDFR must earn a “C” grade or better in CDFR 218 and CDFR 224 and maintain a 2.0 GPA in major courses to graduate from the CDFR program.

The CDFR minor, consisting of 18 credits, is for students who desire to work in programs that entail all aspects of child development and family relationships and administration in human service agencies at federal, state, and local levels but who have their major course work in a related field. The CDFR minor is appropriate for all majors who wish to pursue careers working with children and families. The minor includes two required courses and any combination of four additional courses, including at least one 400-level course, with a CDFR prefix from the list provided.

Proposed Catalog Description:

Human Development and Family Science

The Human Development and Family Science program leads to a Bachelor of Science degree. Primary objectives of the program are to prepare professionals to work in or supervise human service agencies that serve children, youth, and/or families. The program also provides preparation for students who want to pursue graduate study in applied programs such as social work, counseling, or education.

IUP students who major in Human Development and Family Science must maintain a 2.0 major GPA to graduate from the program.

The CDFR minor, consisting of 18 credits, is for students who desire to work in programs that entail all aspects of child development and family relationships and administration in human service agencies at federal, state, and local levels but who have their major course work in a related field. The CDFR minor is appropriate for all majors who wish to pursue careers working with children and families. The minor includes two required courses and any combination of four additional courses, including at least one 400-level course, with a CDFR prefix from the list provided.

c. New Minor

Minor—Family and Consumer Sciences

18

Required Courses:

CDFR 218	Child Development	3cr
CDFR 224	Marriage and Family	3cr
FCSE 315	Consumer Economics and Family Finance	3cr
FSMR 112	Fundamentals of Clothing Construction <i>or</i>	
<i>or</i> 180	Introduction to Fashion	3cr
INDS 105	Introduction to Interior Design	3cr

Controlled Elective:

Any 300 or 400 level course in CDFR, INDS, FCSE, FDNT, or FSMR (1)	3cr
---	-----

(1) Prerequisites and/or instructor permission may be required

Rationale: Students in other education majors pursuing state certification are able to take a test and add on the Family Consumer Science (FCS) certification. This minor will support students preparing to take the exam. In addition, students in other majors may be interested in work that involves engaging or supporting families and/or consumers. Students may also be interested in this minor for their own personal growth. The FCS minor focuses on basic knowledge and life skills that are needed to function in society and manage a household.

d. Course Revisions, Catalog Description Changes, Modification of Prerequisites, and one Course Title Change

i. Current Catalog Description:

CDFR 218 Child Development

3c-0l-3cr

Prerequisite: PSYC 101 C or better

A survey of basic theories and research findings in child development from a global perspective. Coverage includes consideration of theories and research findings from prenatal development through pre-adolescence. Included among the topics covered are physical, cognitive, and social/emotional development and the development of self-understanding, language development, and moral development.

Proposed Catalog Description:

CDFR 218 Child Development

3c-0l-3cr

Prerequisites: PSYC 101 C or better; or instructor permission

Prerequisite or Corequisite: SOC 151/161

Reviews cultural practices within and across global communities, developmental theories, learning theories, as well as the interrelationships among culture, development, and learning. Focuses on physical, cognitive, and social-emotional development from conception to adolescence.

Rationale: We are in the midst of a large scale revision of our entire program and we will be revising many of our courses. This is an introductory course in the major that needs to broaden the focus at the start of our students' studies. We are adding SOC 151/161 as pre or co-requisite course. The course objectives of CDFR 218 were mapped to EUSLOs more closely and assessments are being included.

ii. Current Catalog Description:

CDFR 224 Child and Family

3c-0l-3cr

Prerequisite: PSYC 101 C or better

A developmental and interactional approach to understanding family studies and aids in understanding family life, with a primary emphasis on contemporary families. Relevant theoretical perspectives of how families operate are discussed. Areas covered include trends in family structures and functions globally, conducting research in family studies from a global perspective, diversity among families, gender roles in dating and marital relationships from a global perspective, communication and conflict resolution, human sexuality in contextual relationships, dating and singlehood, combining work and family roles, trends from a global perspective on parenting, effects of race and class on families, domestic violence, and divorce and remarriage.

Proposed Catalog Description:

CDFR 224 Child and Family

3c-0l-3cr

Prerequisite: PSYC 101 C or better; or instructor permission

Prerequisite or Corequisite: SOC 151/161

Reviews cultural practices within and across global communities, intimate relationships, human sexuality, family structures, as well as the interrelationships among culture, intimacy, and family. Focuses on adult cognitive, physical, and social-emotional development, family development, and trends within families.

Rationale: We are in the midst of a large scale revision of our entire program and we will be revising many of our courses. This is an introductory course in the major that needs to broaden the focus at the start of our students' studies. We are adding SOC 151/161 as pre or co-requisite course. The course objectives of CDFR 218 were mapped to EUSLOs more closely and assessments are being included. The word relations is being removed from the title of 224 because we are promoting the scientific study of families, and because it better aligns with what others programs' similar course is called.

20. Department of English—New Courses, Course Revisions, Prerequisite Modifications, and Course Number Changes

a. New Courses:

i. ENGL 424 Second Language Acquisition 3c-0l-3cr

Focuses on how people learn and develop a second language. Explores research in second language acquisition (SLA) and focuses on the multi-disciplinary nature of second language learning and use. Concentrates on the history of SLA and how understanding SLA can affect teaching and learning.

ii. ENGL 441 Topics in ELL and Public ESOL Education 3c-0l-3cr

Explores major trends in English Language Learner (ELL) education. Focuses on current topics and trends in the field of English as a Second Language in both public and non-traditional schooling settings.

iii. ENGL 442 Cross-Cultural Communication 3c-0l-3cr

Explores major trends, issues, research, and exploration in cross-cultural communication. Introduces conceptual frameworks for understanding cross-cultural communication in and out of the classroom.

Rationale: These courses are being proposed as undergraduate courses designed to allow students to obtain the ESL Specialist Add on Certification for the Pennsylvania Department of Education. This program currently exists at the graduate level (with PDE approval) but there are not undergraduate courses offered that can be used to have current education students (all subjects getting Instructional 1 certificates) get this Add on Certificate (which makes them more marketable). These courses will be part a total of five courses that will allow the PDE ESL Specialist to be obtained.

b. Course Revisions some with Course Number Changes and Prerequisite Modification:

i. Current Catalog Description:

ENGL 202 Composition II**3c-0l-3cr****Prerequisites:** ENGL 101 and sophomore standing

Serves as a bridge between Composition I and students' professional writing. Develops rhetorical skills for informed inquiry. Also develops the following abilities: writing, critical reading, revising, citing and documenting, speaking and listening, and reflecting.

Proposed Catalog Description:**ENGL 202 Composition II****3c-0l-3cr****Prerequisites:** ENGL 101 and sophomore standing

Serves as a bridge between Composition I and students' majors; introduces the informed inquiry skills important to research in educational and practical contexts. Develops abilities in writing, critical reading, revising, citing and documenting sources, and reflecting, and other rhetorical knowledge.

Rationale: The course objectives are being revised (1) to align them more with language used in standards documents used by national organizations in the teaching of college writing and (2) in response to our Liberal Studies English committee's concerns that the current objectives cannot effectively be assessed. The course description is being revised to match the new objectives.

ii. Current Catalog Description:**ENGL 461 Topics in British Literature****3c-0l-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Examines major works of a particular topic in British literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Proposed Catalog Description:**ENGL 345 Topics in British Literature****3c-0l-3cr****Prerequisites:** ENGL 121 or 122 and 202

Examines major works and trends in British literature by focusing on its cultural, historical, and literary contexts. Topics vary by instructor.

iii. Current Catalog Description:**ENGL 462 Topics in American Literature****3c-0l-3cr****Prerequisites:** ENGL 122, 202; and one of 210-213 or 226

Examines major works of a particular topic in American literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Proposed Catalog Description:**ENGL 346 Topics in American Literature****3c-0l-3cr**

Prerequisites: ENGL 121 or 122 and 202

Examines major works and trends in American literature by focusing on its cultural, historical, and literary contexts. Topics vary by instructor.

Rationale: The department is working to help all of our students complete requirements in a more timely, better sequenced way. We will be making our Topics in British Literature and Topics in American Literature courses available to fill English Education requirements and BA core requirements, and we feel the 300-level designation is a better fit for the rising juniors who will need to take one of these courses prior to senior-level education courses.

21. Department of Geosciences—New Course

GEOS 111 Earth and Environmental Systems

3c-2l-4cr

Prerequisite: for freshman and sophomore students in disciplines that require a deeper understanding of the Earth's systems particularly science education majors, anthropology, geography and geoscience majors

Examines environmental science from an Earth systems science perspective. Introduces the interactions between various systems that make up the Earth's critical zone (the near-surface interface between humans and our planet's atmosphere, biosphere, lithosphere and hydrosphere). Explores spatial and temporal variation of environmental processes through the use of hands-on data collection, manipulation and modeling.

Rationale: This course is being proposed in order to provide students with an understanding of environmental processes in a context of Earth as a system. It will serve as an alternative starting course for some geoscience students who will benefit from additional mentoring and academic preparation prior to enrolling in GEOS 201, a required major's course focused on a quantitative understanding of foundational concepts in geology. It is also designed for non-majors who desire a broad understanding of the Earth's surface environment and interactions between the atmosphere, biosphere, hydrosphere and lithosphere. An important goal of this course is to provide a nurturing environment where new students can begin to build a relationship with faculty mentors and explore career pathways early in their academic career. Therefore we will encourage students to enroll early as possible in their academic careers for this class.

22. Department of Foreign Languages—Revisions of Minors

i. Current Program:

Minor—French

19

Required Courses:

FRNC 201	Intermediate French	4cr
FRNC 331	Intermediate French Conversation	3cr
FRNC 341	French Grammar	3cr
FRNC 353	Intermediate French Composition	3cr
FRNC 370	Introduction to French Literature	3cr

Controlled Elective:

One course from the following: FRNC 253, 373, 375, 376, 431, 432 3cr

Proposed Program:**Minor—French (1)****18-19****Required Courses:**

FRNC 201	Intermediate French (2)	4cr
FRNC 220	Intermediate French Conversation	3cr
FRNC 230	Intermediate Composition and Grammar	3cr
One IUP French elective course		3cr
Two or three courses at IUP or an accredited institution in the U.S. or abroad; transfer or ACE credit; individualized instruction or independent study courses (3,4)		6-9cr

- (1) At least 9 of the 18 or 10 of the 19 credits must be taken at IUP. No more than 9cr transfer or study abroad credits will be counted toward the French minor; any additional transfer or study abroad credits will count as free electives.
- (2) If a student is exempted from FRNC 201 based on his/her score on the French placement test, the student must instead take a course designated as FRNC 2XX in place of FRNC 201.
- (3) At least 6cr of the minor must be upper-division courses, generally those numbered 300 and above or otherwise designated as upper-division.
- (4) All courses taken outside of IUP must be approved by the French minor advisor. Various study abroad opportunities in France and French-speaking countries are available to students through departmental programs and offerings provided by the Office of International Education (OIE).

Rationale: This minor is being revised because the course offerings mentioned in the minor are out of date. Most of the courses numbered above FRNC 201 (at the 200-, 300-, and 400-level) are not listed in the current catalog because they are no longer offered. These courses have either been made inactive or been deleted from the catalog.

ii. Current Program:**Minor in German**

Students must complete 18 credits in GRMN courses numbered higher than 102 to be recognized as having minored in German. Nine of the 18 credits must be taken at the 300 level with only 3 credits from the conversation sequence, GRMN 221, 222, 321, 322. This achievement will be noted on the student's transcript and thus provide more career flexibility.

Proposed Program:**Minor—German (1)****18-19****Required Courses:**

GRMN 201	Intermediate German (2)	4cr
GRMN 220	Intermediate German Conversation	3cr
GRMN 230	Intermediate German Composition and Grammar	3cr

One IUP German elective course 3cr
 Two or three courses at IUP or an accredited institution in the U.S. or abroad; transfer credit; individualized instruction or independent study courses (3, 4). 6-9cr

- (1) At least 9 of the 18 or 10 of the 19 credits must be taken at IUP. No more than 9cr transfer or study abroad credits will be counted toward the German minor; any additional transfer or study abroad credits will count as free electives.
- (2) If a student is exempted from GRMN 201 based on his/her score on the German placement test, the student must instead take a course designated as GRMN 2XX in place of GRMN 201.
- (3) At least 6cr of the minor must be upper-division courses, generally those numbered 300 and above or otherwise designated as upper-division.
- (4) All courses taken outside of IUP must be approved by the German minor advisor. Various study abroad opportunities in Germany are available to students through the Office of International Education (OIE).

Rationale: This minor is being revised because the course offerings mentioned in the minor are out of date. Most of the courses numbered above GRMN 201 are not listed in the current catalog because they are no longer being offered. (Even the one that is listed, GRMN 221, is not being offered.) Most of the courses listed in this minor description have been made inactive or have been deleted from the catalog.

23. Teamwork and Leadership Studies—Program Revision, Program Deletions, Course Deletion, and Program Catalog Description Change

a. Course Deletion: TMWK 461 Teamwork and Communications Capstone 1c-0l-1cr

Rationale: A proposed program revision will combine the three teamwork and leadership minors under one program, to better utilize university resources. Currently, the Civic and Community Leadership minor contains only a handful of declared students. Only one capstone course will be needed in the new program. Thus, TMWK 461 will be removed and LDSP 499 will be used as the capstone course.

b. Program Revision:

Current Program:

Minor--Effective Teamwork and Communication	18-20
Required Courses:	12
COMM 261—Teamwork and Communication Skills for College and Career (1)	3cr
LDSP 361 Introduction to Leadership	3cr
SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations (2,3)	3cr
THTR 161 Introduction to Theater: Interpersonal Practices (4)	3cr
Interdisciplinary Teamwork Course (5)	3-4
One course approved as a Teamwork-Intensive section (T-Course) course.	3-4cr

Proposed Program:

Minor--Professional Teamwork and Leadership	18-20
Core Courses: (1)	10
LDSP 361 Introduction to Leadership	3cr
LDSP 461 Leadership Capstone	1cr
SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations	3cr
THTR 161 Introduction to Theater: Interpersonal Practices	3cr
Select one Professional Teamwork and Leadership Pathway	8-10
Applications of Teamwork and Leadership	
Links the theory of teamwork and leadership to applications within your chosen field. Employers seek graduates who pursue opportunities to develop and apply their team and leadership skills	

The following courses have been approved as Teamwork-Intensive.

BCOM 321	Business and Interpersonal Communications
BIOL 240	Human Physiology
BIOL 409	Pharmacology Principles and Applications
CHEM 326	Analytical Chemistry II
CHEM 481	Special Topics in Chemistry: Environmental Chemistry
FDNT 355	Medical Nutrition Therapy I
FDNT 415	Sustainable Nutrition
GEOG 440	Conservation: Environmental Analysis
GEOS 356	Coastal Processes and Geology
PSYC 350	Physiological Psychology
THTR 281	Special Topics: Applied Theater I

Capstone Courses: (6)

TMWK 461	Teamwork and Communication in Research (7)	1cr
And one to two credits of independent study, honors thesis, or undergraduate research. (8)		1-2cr

- (1) COMM 261 counts as a liberal studies elective in oral communication and information literacy requirements.
- (2) SOC 161 counts toward the liberal studies social science requirement.
- ~~(3) SOC 161 and SOC 151 are interchangeable for pass/repeat. SOC 161 is required for the Effective Teamwork and Communication minor.~~
- ~~(4) THTR 161 counts toward the Liberal Studies Fine Arts requirement. THTR 161 and 101 are interchangeable for pass/repeat. THTR 161 is required for the minor.~~
- ~~(5) Any teamwork-intensive course can count towards a student's minor. Students are encouraged to take a teamwork-intensive course that is a required course or elective in their major.~~
- ~~(6) Students need a minimum 6cr of 300- and 400-level coursework. This requirement is completed using one of the two following approaches: 1) LDSP 361 and a 3cr 300- or 400-level teamwork-intensive course or 2) LDSP 361, TMWK 461, and 2cr of a 300- or 400-level independent studies/honors thesis/undergraduate research.~~
- ~~(7) TMWK 461 is a required course for the minor. The independent studies/honors thesis/undergraduate research course is a co-requirement (or may be taken as a prerequisite) for TMWK 461.~~
- ~~(8) Students who take a 3cr teamwork-intensive course need 2cr of independent study, honors thesis, or undergraduate research.~~

c. Program Deletions:

Minor—Community and Civic Leadership Minor—Professional Leadership

Rationale: The program revision combines the three teamwork and leadership minors under one program, to better utilize university resources. Students and advisors are often confused as to the purpose of each minor and how to advise or matriculate through the minors. Currently, the Civic and Community and Professional Leadership minors each contain only a handful of declared students. The new minor, Professional Teamwork and Leadership, combines all the original coursework of each minor in a manner that best illustrates pathways in business leadership theory, community and civic leadership theory, and in-major applications of team and leadership skills.

through current, real-world problems that graduates will face during employment.

COMM 261	Teamwork and Communication Skills for College and Career <i>or</i>	
<i>or</i> JRNL 361	Presentation Making	3cr
A Teamwork Intensive Course: (2)		
BCOM 321, CHEM 326, 481, FDNT 355, 415, GEOG 440, GEOS 356, PSYC 350, THTR 281		3-4cr
1-3 credits from the following: LDSP 482, PHIL 122, independent study, honors thesis, or undergraduate research		
		1-3cr

Business Leadership Theory

Explores top leadership theories and models, motivation of teams, cooperate social responsibility, foundations of commercial sustainability, and corporate ethics in the regional and global marketplaces.

BCOM 321	Business and Interpersonal Communications	3cr
MGMT 461	Business Leadership Theory	3cr
3 credits from the following: MGMT 311, 432, 462		3cr

Community and Civic Leadership Theory

Explores the team and leadership theories regarding evaluation and planning of services, managing, and motivating teams of volunteers while building intergovernmental and intra-organizational relationships.

COMM 261	Teamwork and Communication Skills for College and Career <i>or</i>	3cr
<i>or</i> JRNL 361	Presentation Making	3cr
PLSC 370	The Practice of Public Administration <i>or</i>	3cr
<i>or</i> PSYC 390	Industrial-Organization Psychology	3cr
2-3 credits from the following: LDSP 482, PHIL 122, SOC 345		2-3cr

- (1) COMM 261, JRNL 361, PHIL 122, THTR 161, and SOC 161 can count as one or more liberal studies requirements. Honors College students can satisfy PHIL 122, THTR 161, and SOC 161 by taking the appropriate HRNC core courses. THTR 111 is a substitute for THTR 161.
- (2) At least one course from pathway is required to be of 300- or 400-level coursework. If possible, take an in-major teamwork-intensive course or elective. **Ensure the section chosen has the Teamwork Intensive course attribute.**

The new minor provides access to Honors College students using their honors core to fulfill 2-3 required courses. A change at this time will streamline the matriculation of students currently enrolled in all team and leadership minors since all students have only completed the common core coursework.

d. Program Catalog Description Change:

Current Catalog Description:

Community and Civic Leadership Minor

The Community and Civic Leadership minor is open to all IUP students and provides the necessary leadership skills through an academic and experiential framework to meet current challenges in academic, community, government, and the non-profit organizational sectors. Effective leadership equates to solving key problems and promoting sustainable change in one's community. The minor in Community and Civic Leadership provides leaders the fundamental background and confidence to meet the needs found in the local and regional communities and civic organizations. The coursework of the Community and Civic Leadership minor exposes students to the planning, managing, evaluation of services, motivating teams of volunteers, and situational leadership while building effective intergovernmental and intra-organizational relationships. Opportunities exist for experiential applications in local non-profit and student organizations.

The Community and Civic Leadership and Effective Teamwork and Communication minors were designed to build on related concepts and share selected coursework. Students are encouraged to consider a dual minor to further strengthen their future marketability as team members and leaders.

Effective Teamwork and Communication Minor

The Effective Teamwork and Communication minor is an interdisciplinary program that aims to better prepare students for a competitive job market by instilling interpersonal, teamwork, and communication skills for use in their field. Employers of today seek job candidates who possess a strong set of technical skills, but strongly prefer someone who can also work in a team environment. Ninety percent of employers believe that team skills are equally, or even more important, than technical skills when hiring. This minor provides students with ways to stand out from the crowd.

The addition of the minor is practical for all majors, particularly those programs with few free electives. The minor draws expertise from appropriate faculty across the university to introduce and relate in-demand teamwork attributes to core foundation theories of communication, leadership, sociology, and theater. Students further develop their teamwork and communication skills as they solve current, real-world problems in in-major projects within their required classes. The direct connections of the liberal courses and in-major coursework minimizes the course load for students who wish to enhance their education and future job prospects and emphasizes the application of a liberal studies education.

The coursework of the minor will expose students to understanding how their beliefs, attitudes, and actions affect the team as well as how the diversity of the team adds strength and additional perspective to solve complex problems facing society. Students will learn how to engage audiences with nontechnical and technically rich content, frame and present arguments, and develop the ability to speak about their work and its significance. Traits of good team members and leaders will be examined. Capstone projects, coupled with required in-major courses, provide a direct opportunity for students to develop their skills within their chosen field. Students will reflect on the personal qualities and attributes they bring to a team and prepare materials that best illustrate these skills to future employers.

Professional Leadership Minor

The Professional Leadership minor is open to all IUP students and provides the necessary leadership skills through an academic and experiential framework to meet current challenges in business, government and related fields. Successful leaders have confidence in their abilities, are passionate, possess strong values, are excellent planners and organizers as well as effective communicators. These attributes are imperative to solving key problems. The minor will build students' identities as leaders, transform and enhance their thought processes, and provide an expanded toolkit to cultivate effective teams. The course work of the Professional Leadership minor will expose students to the top leadership theories and models, human behavior and motivation of teams, situational leadership, cooperate social responsibility, foundations of commercial sustainability, corporate ethics, and experiential applications in the regional and global marketplaces.

The Professional Leadership and Effective Teamwork and Communication minors were designed to build on related concepts and share selected coursework. Students are encouraged to consider a dual minor to further strengthen their future marketability as team members and leaders.

Proposed Catalog Description:

Professional Teamwork and Leadership Minor

The Professional Teamwork and Leadership minor is an interdisciplinary program that aims to better prepare students for a competitive job market by instilling interpersonal, teamwork, communication, and leadership skills for use in their field. Employers of today seek job candidates who possess a strong set of technical skills but strongly prefer someone who can also work in a team environment. Ninety percent of employers believe that team and leadership skills are equally or even more important than technical skills when hiring. This minor provides students with ways to stand out from the crowd, preparing them for the 21st-century workforce.

The minor is open to all IUP students and provides three pathways to best acquire the necessary team and leadership skills:

Applications of Teamwork and Leadership: Links the theory of teamwork and leadership to applications within your chosen field. Employers seek graduates who pursue opportunities to develop and apply their team and leadership skills through current, real-world problems that graduates will face during employment.

Business Leadership Theory: Explores top leadership theories and models, the motivation of teams, cooperate social responsibility, foundations of commercial sustainability, and corporate ethics in the regional and global marketplaces.

Community and Civic Leadership Theory: Explores the team and leadership theories regarding the evaluation and planning of services, managing, and motivating teams of volunteers while building intergovernmental and intra-organizational relationships.

Successful leaders have confidence in their abilities, are passionate, possess strong values, are excellent planners and organizers as well as effective communicators. These attributes are imperative to solving key problems. The minor will build students' identities as team members and leaders, transform and enhance their thought processes, and provide an expanded toolkit to cultivate effective teams.

The addition of the minor is practical for all majors, particularly those programs with few free electives looking to add more value and marketability. **This minor** will expose students to understanding how their beliefs, attitudes, and actions affect the team as well as how the diversity of the team adds strength and additional perspective to solve complex problems facing society. Students will learn how to engage audiences with nontechnical and technically rich content, frame and present arguments, and develop the ability to speak about their work and its significance. Traits of good team members and leaders will be examined **and applied through case studies or by solving current, real-world problems in in-major projects within their required coursework**. The capstone course, coupled with the **teamwork-intensive course**, provides direct opportunities for students to **develop and apply their team and leadership** skills within their chosen field. Students will reflect on the personal qualities and attributes they bring to a team and prepare materials that best illustrate these skills to future employers.

24. Department of Mathematical and Computer Sciences—Course Revisions, Catalog Description Changes, Modification of Prerequisites, Course Number and Title Changes, and Program Revisions

a. Course Revision:

i. Current Catalog Description:

COSC 316 Host Computer Security

3c-0l-3cr

Prerequisite: COSC 110 or equivalent course, as approved by instructor

An introduction to the theory and concepts of host computer security. Topics include security and policy guidelines, attack strategies and attacker profiles, users and groups security, file systems and security, integrity management, cryptography basics, back-up utilities, auditing and logging, and strategies for defending user accounts. A practical hands-on course.

Proposed Catalog Description:

COSC 216 Introduction to Cyber Security

3c-0l-3cr

Prerequisite: COSC 110

Introduces the fundamental theory and concepts for cyber security including security principles, ethical and professional issues in cyber security, attack strategies, risk management, access control, integrity management, cryptography basics, security protocols, and strategies for defending computers and networks. Includes practical hands-on learning activities to enhance understanding and to apply the theory and concepts.

Rationale: This course is being revised to address recent changes in cyber security issues and technology. It is being changed to a 200-level, from 300-level, to better reflect the content that is being covered in the course. The original course name "Host Computer Security" implies large mainframe computers. It is now necessary to address security in a wider variety of computing devices. The prerequisite was modified to remove "or equivalent course, as approved by instructor."

ii. Current Catalog Description:

COSC 319 Software Engineering Concepts

3c-0l-3cr

Prerequisite: COSC 310 or instructor permission

Software engineering concepts include the collection of tools, procedures, methodologies, and accumulated knowledge about the development and maintenance of software-based systems. Strongly suggested for any student planning to take an internship in Computer Science. After an overview of the phases of the software lifecycle, current methodologies, tools, and techniques being applied to each phase will be discussed in depth with localized exercises given to reinforce learning of concepts.

Proposed Catalog Description:

COSC 319 Software Engineering Concepts**3c-01-3cr****Prerequisite:** Grade of "C" or better in COSC 310

Introduces classical software engineering life cycle models and modern agile methodologies. Includes requirements elicitation, specification, design, and testing. Covers metrics, risk mitigation, and other tools required for software development. Students will participate on a team to develop a large-scale software product using an appropriate software engineering methodology.

Rationale: This course is being revised to reflect changes in software engineering techniques and methodologies currently used in industry. The addition of "C or better" to the prerequisite is done because students must have a thorough understanding of programming concepts to succeed in this course.

iii. Current Catalog Description:**COSC 365 Web Architecture and Application Development****3c-01-3cr****Prerequisite:** COSC 310 and 341 or instructor permission

Covers the fundamental architecture of Internet systems and the process of developing computer applications running on the Internet in general and on the World Wide-Web in particular. Students gain a basic understanding of the TCP/IP protocols and the client/server technology. Methods, languages, and tools for developing distributed applications on the Internet are evaluated. Programming projects developing distributed applications, using a representative suite of development tools and languages, are an integral part of this course.

Proposed Catalog Description:**COSC 365 Web Application Development****3c-01-3cr****Prerequisite:** COSC 310 and 341

Covers the fundamental architecture of web-based applications. Presents client-side application development using markup languages such as XHTML/CSS, forms, scripting languages such as JavaScript and PHP, asynchronous updating of data such as AJAX, database access using SQL. Projects include development of distributed applications on the Internet. Includes best practices in usability, internationalization, security, and W3C accessibility standards for web applications.

Rationale: Course is being revised to accommodate the advancement of technology. The SLOs have been updated because the old SLOs included out-of-date technology and neglected current technology. The course description and outcomes are being revised to refer to more general concepts and refer less to specific technology that may change in the future. The course title is being changed to reflect a change in emphasis in the course away from architecture. Instructor permission has been removed from the prerequisites.

iv. Current Catalog Description:

COSC 427 Introduction to Cryptography**3c-0l-3cr****Prerequisite:** COSC 310, MATH 122 or 123

Fundamental concepts of encoding and/or encrypting information, cryptographic protocols and techniques, various cryptographic algorithms, and security of information will be covered in depth.

Proposed Catalog Description:**COSC 427 Introduction to Cryptography****3c-0l-3cr****Prerequisite:** COSC 310 and MATH 309

Covers fundamental concepts of encoding and/or encrypting information, cryptographic protocols and techniques, various cryptographic algorithms, and security of information in depth.

Rationale: The prerequisites are updated to list MATH 309 in place of MATH 122 or MATH 123. SLOs are reworded with active verbs and added assessments. Course outline is updated to be in line with current practice.

b. Program Revisions:

i. Minor—Computer Science	18	Minor—Computer Science	18
Required Courses: COSC 210 Object-Oriented and GUI Programming 3cr COSC electives (1, 2) 9cr Upper-Level Electives 6cr		Required Courses: COSC 110 Problem Solving and Structured Programming 3cr COSC 210 Object-Oriented and GUI Programming 3cr Controlled Electives: (1, 2, 3) 12cr Select additional 12 credits in Computer Science including at least 6 credits from 300-level or higher courses. COSC 143 cannot be counted as part of a Computer Science minor.	
(1) COSC 101 is an appropriate entry course for minor. However, COSC 101 cannot be counted as part of a Computer Science minor by management information systems majors. (2) See Computer Science minor advisor for suggestions.		(1) COSC 101 is an appropriate entry course for this minor. However, COSC 101 cannot be counted as part of a Computer Science minor by Management Information Systems majors. (2) No more than 6 credits of overlap can be used for Computer Science and Cyber Security minors. (3) See Computer Science minor advisor for suggestions.	

Rationale: The program is being revised to specify that 6 credits of 300-level or above COSC classes are required for the minor and to limit the overlap of courses that can be used for Computer Science and Cyber Security minors to 6 credits. Additionally, a footnote specifies that

COSC 143 (a liberal studies course in dimensions of wellness) cannot be counted. COSC 110 has been listed as a required course since it is a prerequisite of COSC 210 which is required.

ii. Current Program:

Bachelor of Science—Computer Science/ Cyber Security Track

Liberal Studies: As outlined in Liberal Studies section 43-44 with the following specifications:

Mathematics: 3cr, MATH 125 (1)

Social Science: CRIM 101 (2)

Liberal Studies Elective: 3cr, MATH 216, no courses with COSC prefix

Major: 49

Core Courses:

COSC 105 Fundamentals of Computer Science 3cr

COSC 110 Problem Solving and Structured Programming 3cr

COSC 210 Object-Oriented and GUI Programming 3cr

COSC 220 Applied Computer Programming 4cr

COSC 300 Computer Organization and Assembly Language 3cr

COSC 310 Data Structures and Algorithms 3cr

COSC 319 Software Engineering Concepts 3cr

COSC 341 Introduction to Database Management Systems 3cr

COSC 380 Seminar on the Computing Profession and Ethics 2cr

COSC 480 Seminar on Technical Topics 1cr

Cyber Security Required Courses:

COSC 316 Host Computer Security ~~(3, 4, 5)~~ 3cr

COSC 345 Computer Networks 3cr

COSC 356 Network Security ~~(3, 4, 5)~~ 3cr

COSC 473 Software Engineering Practice *or* *or* 493 Internship in Computer Science (6) 3cr

Controlled Electives: 6cr from the following: (7, 8)

~~COSC/IFMG 354 Testing and Controlling LANs,~~

~~COSC 362, 365, IFMG 382~~

Upper-Level Electives: 3cr from the following: (8)

COSC 427, 429, 432, 454, 465, 482

Minor in Criminology (2) 15

Other Requirements: 3

Additional Mathematics:

MATH 309 Discrete Mathematics 3cr

Free Electives: 9-10

Total Degree Requirements: 120

(1) MATH 125 can be substituted by MATH 121.

(2) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen additional credits of CRIM are required.

~~(3) A CNSS 4011 certificate will be granted upon completion of COSC 316, 356, CRIM 321, 323.~~

~~(4) A CNSS 4012 certificate will be granted upon completion of COSC 316, 356, 454, CRIM 321, 323.~~

~~(5) A CNSS 4013 certificate will be granted upon completion of COSC 220, 316, 356, CRIM 321, 323.~~

Proposed Program:

Bachelor of Science—Computer Science/ Cyber Security Track

Liberal Studies: As outlined in Liberal Studies section 43-44 with the following specifications:

Mathematics: 3cr, MATH 125 (1)

Social Science: CRIM 101 (2)

Liberal Studies Elective: 3cr, MATH 216, no courses with COSC prefix

Major: 49

Core Courses:

COSC 105 Fundamentals of Computer Science 3cr

COSC 110 Problem Solving and Structured Programming 3cr

COSC 210 Object-Oriented and GUI Programming 3cr

COSC 220 Applied Computer Programming 4cr

COSC 300 Computer Organization and Assembly Language 3cr

COSC 310 Data Structures and Algorithms 3cr

COSC 319 Software Engineering Concepts 3cr

COSC 341 Introduction to Database Management Systems 3cr

COSC 380 Seminar on the Computer Profession and Ethics 2cr

COSC 480 Seminar on Technical Topics 1cr

Cyber Security Required Courses:

COSC 216 Introduction to Cyber Security 3cr

COSC 345 Computer Networks 3cr

COSC 356 Network Security 3cr

COSC 473 Software Engineering Practice *or* *or* 493 Internship in Computer Science (3) 3cr

Controlled Electives: 6cr from the following: (4, 5)

COSC 362 Unix Systems 3cr

COSC 365 Web Program Development 3cr

IFMG 468 Information Technology Security 3cr

Upper-Level Electives: 3cr from the following: (5, 6)

COSC 410, 427, 429, 430, 432, 454, 465, 482

Minor in Criminology (2) 15

Other Requirements: 3

Additional Mathematics:

MATH 309 Discrete Mathematics 3cr

Free Electives: 9-10

Total Degree Requirements: 120

(1) MATH 125 can be substituted by MATH 121.

(2) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen additional credits of CRIM are required.

(3) COSC 493 may be selected after completion of sophomore year. **Note:** If a 6cr COSC 493 is taken, 3cr are applied toward COSC Required Courses and COSC 473 is required. If a 12cr COSC 493 is taken, 3cr are applied toward COSC Required Courses and COSC 473 is required. If a 12cr COSC

- (6) COSC 493 may be selected after completion of sophomore year. **Note:** Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted toward major. A student who does not complete all 12cr of COSC 493 must take COSC 473.
- (7) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
- (8) Controlled and upper-level electives may not be applied toward more than one track in computer science.

- 493 is taken, 3cr are applied toward COSC Required Courses and 3cr toward COSC Upper-level Electives.**
- (4) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
- (5) Controlled and upper-level electives may not be applied toward more than one track in computer science.
- (6) **No more than 6 credits of overlap can be used for Computer Science majors and Cyber Security minors.**

iii. Current Program:

Bachelor of Science—Computer Science/ Languages and Systems Track

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

Mathematics: 3cr, MATH 125 (1)

Natural Science: Must choose Option I

Liberal Studies Electives: 3cr, MATH ~~426~~ (+), no courses with COSC prefix.

Major:

Core Courses:

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

Languages and Systems Required Courses:

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

Controlled Electives: Select 9-10cr from the following:

(5,6) COSC 220, ~~346~~, 355, 362, 365, COSC/MATH 343 (4)

Upper-level Electives: Select 6cr from the following: (6)

COSC 405, 410, 420, **or** 424, 430, 465, 473, **or** 493 (2), ~~481 (as approved for majors)~~

Other Requirements:

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

MATH 171 Introduction to Linear Algebra

~~MATH 216 Probability and Statistics for Natural Sciences~~

~~MATH 225 Calculus III for Physics, Chemistry & Mathematics~~

or 343 Introduction to Numerical Methods (4)

MATH 309 Discrete Mathematics

Proposed Program:

Bachelor of Science—Computer Science/ Languages and Systems Track

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

Mathematics: 3cr, MATH 125 (1)

Natural Science: Must Choose Option I

Liberal Studies Electives: 3cr, MATH 216, no courses with COSC prefix.

Major:

Core Courses:

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

Languages and Systems Required Courses:

COSC 460	Theory of Computation	3cr
COSC 420	Modern Programming Languages or	
	or COSC 424 Compiler Construction	3cr
COSC 473	Software Engineering Practice or	
	or COSC 493 Internship in Computer Science (2)	3cr

Controlled Electives:

COSC 220	Applied Computer Programming	4cr
COSC/MATH 343	Introduction to Numerical Methods (5)	3cr
COSC 345	Computer Networks	3cr
COSC 355	Computer Graphics	3cr
COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr

Upper-level Electives: 6cr from the following: (4)

COSC 405	Artificial Intelligence	3cr
COSC 410	Computer Architecture	3cr
COSC 430	Systems Programming	3cr
COSC 432	Introduction to Operating Systems	3cr
COSC 465	Distributed Processing and Web Services	3cr
COSC 493	Internship in Computer Science (2)	3cr

Free Electives:	15-16	Other Requirements:	12
Total Degree Requirements:	120	Mathematics: A minor in mathematics which must include: (6)	12cr
(1) MATH 125 and 126 can be substituted by MATH 121 and 122.		MATH 171 Introduction to Linear Algebra	
(2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted towards COSC electives.		MATH 309 Discrete Mathematics	
(3) MATH 125 and 126 (taken as Liberal Studies requirements) are also counted towards the minor.		Free Electives:	15-16
(4) COSC/MATH 343 may be counted as a Computer Science elective or as a part of the Mathematics minor, but not both.		Total Degree Requirements:	120
(5) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.		(1) MATH 125 can be substituted by MATH 121.	
(6) Controlled and upper level electives may not be applied toward more than one track in Computer Science.		(2) COSC 493 may be selected after completion of sophomore year. Note: If a 6cr COSC 493 is taken, 3cr are applied toward COSC Required Courses. If a 12cr COSC 493 is taken, 3cr are applied toward Required Courses and 3cr toward COSC Upper-level Electives.	
		(3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.	
		(4) Controlled and upper level electives may not be applied toward more than one track in Computer Science.	
		(5) COSC/MATH 343 may be counted as a Computer Science elective or as a part of the Mathematics minor, but not both.	
		(6) MATH 125 and 216 (taken as Liberal Studies requirements) are also counted towards the minor. Mathematics minor requires at least 6cr of 300-level or higher MATH courses.	

Rationale: The programs are being revised in response to recommendations made by the ABET accreditation team that visited campus and the results of an interim ABET report. Additionally, the revised ABET criteria for computing programs effective 2019-2020 added the following two requirements for: 1) Substantial coverage of algorithms and complexity, computer science theory, concepts of programming languages, and software development. 2) A major project that requires integration and application of knowledge and skills acquired in earlier course work.

Therefore, we are adding to the Required Courses COSC 420 or 424 (addresses #1) and COSC 473 or 493 (addresses #5) for COSC 473 or COSC 493 which were lacking the current curriculum. We have moved COSC 345 and 432 to Controlled and Upper-level Electives, respectively, since ABET now only requires "exposure to" networking and operating systems.

The SLOs are being revised to conform with the new set of Outcomes required by the ABET accreditation agency. We are also changing the requirement of MATH 126 for the Liberal Studies Requirement to MATH 216 for consistency with the other tracks to help students who change tracks. Footnotes are renumbered in order of appearance in the curriculum.

iv. Current Program:

Bachelor of Science—Computer Science/ Software Engineering Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: 3cr, MATH 125 (1)
Natural Science: ~~Must Choose Option I with two labs~~
Liberal Studies Electives: 3cr, MATH 216, no courses with COSC prefix.

Major:
Core Courses:
COSC 105 Fundamentals of Computer Science

44

46

3cr

Proposed Program:

Bachelor of Science—Computer Science/Software Engineering Track

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

Major:
Core Courses:
COSC 105 Fundamentals of Computer Science 3cr
COSC 110 Problem Solving and Structured Programming 3cr

46

3cr

COSC 110	Problem Solving and Structured Programming	3cr	COSC 210	Object-Oriented and GUI Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr	COSC 220	Applied Computer Programming	4cr
COSC 220	Applied Computer Programming	4cr	COSC 300	Computer Organization and Assembly Language	3cr
COSC 300	Computer Organization and Assembly Language	3cr	COSC 310	Data Structures and Algorithms	3cr
COSC 310	Data Structures and Algorithms	3cr	COSC 319	Software Engineering Concepts	3cr
COSC 319	Software Engineering Concepts	3cr	COSC 341	Introduction to Database Management Systems	3cr
COSC 341	Introduction to Database Management Systems	3cr	COSC 365	Web Architecture and Application Development	3cr
COSC 365	Web Architecture and Application Development	3cr	COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 380	Seminar on the Computing Profession and Ethics	2cr	COSC 480	Seminar on Technical Topics	1cr
COSC 480	Seminar on Technical Topics	1cr	COSC 473	Software Engineering <i>or</i>	
COSC 473	Software Engineering Practice <i>or</i>		<i>or</i> 493	Internship in Computer Science (2)	3cr
<i>or</i> 493	Internship in Computer Science (2)	3cr	Controlled Electives: 9cr from the following (3), (4), (5)		
Controlled Electives: 9cr from the following (3), (5)			COSC/MATH 343	Introduction to Numerical Methods	3cr
COSC/MATH 343, COSC 316, 345, 355, 356 , 362, 481 (only sections approved for majors) 482, COSC/IFMG 354, IFMG 455			COSC 216	Introduction to Cyber Security (3) <i>or</i>	
			<i>or</i> 356	Network Security	3cr
			COSC 345	Computer Networks	3cr
			COSC 355	Computer Graphics	3cr
			COSC 362	Unix Systems	3cr
			IFMG 455	Business Data Mining	3cr
Upper-level Electives: 3cr from the following: (5)			Upper-level Electives: 3cr from the following: (5)		
Artificial Intelligence: COSC 405			COSC 405	Artificial Intelligence	3cr
Computer Architecture: COSC 410			COSC 410	Computer Architecture	3cr
Database Management: COSC 444			COSC 420	Modern Programming Languages	3cr
Distributed Systems: COSC 465			COSC 424	Compiler Construction	3cr
Numerical Methods: COSC 427, 451			COSC 430	Introduction to Systems Programming	3cr
Systems Programming: COSC 430, 432			COSC 406	Theory of Computation	3cr
Theory of Languages: COSC 420, 424, 460			COSC 465	Distributed Processing and Web Services	3cr
Other Requirements:			3	Other Requirements	
Additional Mathematics:				Additional Mathematics	
MATH 309	Discrete Mathematics	3cr	MATH 309 Discrete Mathematics		
Minor: Complete a minor from one of the following areas:			Minor: Complete a minor from one of the following areas:		
Cyber Security		9-20	Cyber Security		
Any department in the College of Natural Sciences and Mathematics		12-18	Any department in the College of Natural Sciences and Mathematics (6)		
Designated business courses		9-20cr	Business		
Designated economics courses		18cr	Economics		
Designated communications media courses		18cr	Communications Media		
Free Electives:			7-8	Geography or Regional Planning	
			120	other minors <i>or</i> concentrations approved by the department chair	
Total Degree Requirements:			120	Free Electives:	
				7-19	
				120	
(1)	MATH 125 can be substituted by MATH 121.		(1)	MATH 125 can be substituted by MATH 121.	
(2)	COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.		(2)	COSC 493 may be selected after completion of sophomore year. Note: If a 6cr COSC 493 is taken, 3cr are applied toward COSC Upper-level Electives and COSC 473 is required. If a 12cr COSC 493 is taken, 3cr are applied toward COSC Required Courses and 3cr toward COSC Upper-level Electives.	
(3)	Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.		(3)	Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.	
(4)	COSC 316 cannot be counted for major credit if a student does a Cyber Security minor.		(4)	COSC 216 cannot be counted for major credit if a student does a Cyber Security minor.	
(5)	Controlled and upper level electives may not be applied toward more than one track in Computer Science.				

- (5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.
- (6) Mathematics minor can be completed with 3 courses in addition to MATH 125, 216, and 309 which are required by the track.

Rationale: The program is being revised to address courses that are no longer taught and changes in courses. The Controlled and Upper-level electives have been restructured for clarity and to conform with the manner in which they are normally listed individually with name in the catalog. The requirement for Natural Science option 1 has been removed due to relaxation of this requirement by the ABET accreditation agency. The SLOs are being revised to conform with the new set of Outcomes required by the ABET accreditation agency.

c. Program Catalog Description Change:

Current Catalog Description:

The programs in computer science at IUP lead to the BS or BA degree and are designed primarily to prepare graduates for productive work in highly computer-dependent areas of business, government, and industry. In recent years, majors graduating from the program have attained their first jobs in business applications, programming and systems analysis, computer software development, scientific and applied mathematical programming, and other computer-related areas and have gone to graduate school.

In a rapidly developing field such as computer science, it is important that the graduate's education be broad and fundamental so that new trends can more readily be followed. The goal is to balance fundamentality and breadth with sufficient supervised practice so that the graduates are productive at the time they graduate but ready and willing to change with the field.

The ~~Computer Science Department~~, working with its Corporate Advisory Board, has identified objectives of a computer science professional over the length of his/her career (Program Educational Objectives). These Program Educational Objectives can be found on the departmental website, ~~www.iup.edu/compsei~~.

The department encourages computer science majors to take a strong minor (or area concentration) in a second area of interest. Some students may wish to double major. Majors in other disciplines at IUP are also welcome to take computer science courses for which they are qualified or to complete a Computer Science minor or Cyber Security minor.

~~Students in a Computer Science Track should set their goals beyond simple programming and should be preparing to:~~

- ~~1. apply computer science knowledge to application areas from science and industry;~~
- ~~2. apply appropriate data structures and algorithms to analyze and solve new problems;~~
- ~~3. apply software engineering techniques to designing, implementing, documenting, testing, and maintaining software systems;~~
- ~~4. contribute to improving the design and implementation of databases;~~
- ~~5. use more than one programming language and choose an appropriate one for the project;~~
- ~~6. work with and communicate effectively with professionals in various fields;~~
- ~~7. continue a lifelong professional development in computing;~~
- ~~8. act ethically and professionally.~~

~~There are additional goals for students dependent on the track they choose.~~

Bachelor of Science—Computer Science/Software Engineering Track

A graduate of this track will be prepared to:

1. develop Web-based applications and interfaces,
2. work with all types of computer systems—legacy, current, and future;
3. apply knowledge of computing to an area of secondary interest (dependent on the minor taken),
4. work with a variety of software tools in designing and implementing computer-based systems,
5. manage activities that are strongly computer-system dependent,
6. be employed at entry-level through project-leader positions.

Bachelor of Science—Computer Science/Languages and Systems Track

A graduate of this track will be prepared to:

- ~~1. improve (a) the software tools that programmers and analysts use, (b) operating systems, (c) Web-based applications and interfaces, and (d) networks and system security;~~
- ~~2. develop (a) better languages for communicating with computers and (b) software that takes computer organization into account, and enter graduate studies.~~

Bachelor of Science—Computer Science/Cyber Security Track

A graduate of this track will be prepared to:

- ~~1. work with business personnel to implement information security policy;~~
- ~~2. work with law enforcement personnel at all levels to prevent information security violations and prosecute those who attack computer systems;~~
- ~~3. manage security in network systems;~~
- ~~4. increase the public's knowledge of cyber security issues;~~
- ~~5. establish procedures that provide information assurance in computer systems for which he/she is responsible;~~
- ~~6. contribute to improving secure data communications;~~
- ~~7. strengthen the security of application programs.~~

Proposed Catalog Description:

The programs in computer science at IUP lead to the BS or BA degree and are designed primarily to prepare graduates for productive work in highly computer-dependent areas of business, government, and industry. In recent years, majors graduating from the program have attained their first jobs in business applications, programming and systems analysis, computer software development, scientific and applied mathematical programming, and other computer-related areas and have gone to graduate school.

In a rapidly developing field such as computer science, it is important that the graduate's education be broad and fundamental so that new trends can more readily be followed. The goal is to balance fundamentality and breadth with sufficient supervised practice so that the graduates are productive at the time they graduate but ready and willing to change with the field.

The **Department of Mathematical and Computer Sciences**, working with its Corporate Advisory Board, has identified objectives of a computer science professional over the length of his/her career (Program Educational Objectives). These Program Educational Objectives can be found **under each program category** on the departmental website, www.iup.edu/math-computer-sciences/undergrad/computer-sciences/.

The department encourages computer science majors to take a strong minor (or area concentration) in a second area of interest. Some students may wish to double major. Majors in other disciplines at IUP are also welcome to take computer science courses for which they are qualified or to complete a Computer Science minor or Cyber Security minor.

Bachelor of Science—Computer Science/Software Engineering Track

A graduate of this track will be prepared to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of software engineering.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to software engineering.
6. Apply computer science fundamentals and software engineering principles to produce computing-based solutions.

Bachelor of Science—Computer Science/Languages and Systems Track

A graduate of this track will be prepared to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of languages, systems, and/or tools used in the field of computer science.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to languages, systems, and/or tools used in the field of computer science.
6. Apply computer science theory, mathematical concepts, and software development fundamentals to produce computing-based solutions.

Bachelor of Science—Computer Science/Cyber Security Track

A graduate of this track will be prepared to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of cybersecurity.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to cybersecurity.
6. Apply security principles and practices to the computing environment, hardware, software, and human aspects of a system.
7. Analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats.

25. Department of Biology—Title Correction

Current approved Title: BIOL 420 Entomology Principle and Practice

Proposed Title: BIOL 420 Entomology Principles and Practice

Rationale: The title for BIOL 420 was incorrectly submitted in the iwiki as Principle when it was meant to be Principles. Senate approved the title at the March 5, 2019 meeting.

26. Living-Learning Programs--New Courses, New Programs

a. New Courses:

i. LLCP 100 Co-Curricular Activity Lab

0c-2l-0.5cr

Corequisite: Enrolled in a Living-Learning Certificate Program

A first-year practical co-curricular experience to enhance the course work contained in the Living Learning Certificate Program.

Rationale: Living and Learning combines curricular and co-curricular activities to enhance educational value and is known as a high impact practice. This course will provide a dedicated time for students of each certificate program to perform co-curricular activities that reinforce curricular components of the certificate. Faculty and staff will be better able to coordinate their efforts to support co-curricular activities. LLCP will utilize the residence halls in the way which they were envisioned for the residential revival.

ii. LLCP 200 Co-Curricular Activity Lab

0c-2l-0.5cr

Corequisite: Enrolled in a Living-Learning Certificate Program

A second-year practical co-curricular experience to enhance the course work contained in the Living Learning Certificate Program.

Rationale: Living and Learning combines curricular and co-curricular activities to enhance educational value and is known as a high impact practice. This course will provide a dedicated time for students of each certificate program to perform co-curricular activities that reinforce curricular components of the certificate. Faculty and staff will be better able to coordinate their efforts to support co-curricular activities. LLCP will utilize the residence halls in the way which they were envisioned for the residential revival.

b. New Programs:

i. Certificate in Global Scholarship/LLC

The goal of this certificate is to provide students with enhanced socio-humanistic analysis and communication skills. The certificate is completed in the first four semesters providing students an advantage in obtaining internships as part of their undergraduate experience as well as enhanced future employability. Among the proficiencies that the students will develop are: 1) demonstration of effective oral communication skills; 2) analysis and evaluation of cultural data and scholarly sources; 3) interpretation of sources to structure an effective argument; 4) synthesis and evaluation of a series of arguments into comprehensive written and oral presentations; 5) effective communication of socio-humanistic knowledge base to a diverse audience. Hands-on co-curricular activities will reinforce students' proficiencies including opportunities for mentorship to grow and apply their skills in their chosen field of study.

Includes designated coursework that integrates core principles of analysis and communication over the first four semesters. Participation involves coursework and an

on-campus residency requirement for 4 consecutive semesters. Most students can complete the certificate within the framework of their 120-credit degree requirements.

Certificate in Global Scholarship/LLC	14
--	-----------

Core Curricular (1)	12
----------------------------	-----------

ANTH 211	Cultural Anthropology	3cr
ENGL 202	Composition II	3cr
HIST 198	Explorations in Global History	3cr
JRNL 361	Presentation Making	3cr

Co-Curricular Lab (2)	2
------------------------------	----------

LLCP 100	Co-curricular Activity Lab	0.5cr
LLCP 200	Co-curricular Activity Lab	0.5cr

- (1) Students will take core certificate courses as a cohort, one course each semester. Cohort sections of each course will be identified for students to register. Typical cohort sequence: Fall year one ANTH 211; Spring year two HIST 198; Fall year two JRNL 361; Spring year two ENGL 202.
- (2) Students will take LLCP 100 (0.5cr) once each semester in the first year and LLCP 200 (0.5cr) once each semester in the second year.

Rationale: The certificate program specifically addresses socio-humanistic knowledge acquisition through a 4-semester sequence of courses. The Living-Learning Component will provide a sense of community for engaging a diverse population as well as multiple opportunities for developing and practicing effective communication skills, which employers note as key skills that are often lacking for college graduates.

Certificate in Scientific Communication/LLC

The goal of this certificate is to provide students with enhanced scientific analysis and communication skills. The certificate is completed in the first four semesters providing students an advantage in obtaining internships and external research opportunities as part of their undergraduate experience as well as enhanced future employability. Among the proficiencies that the students will develop are: 1) demonstration of effective oral communication skills in a scientific setting; 2) analysis and evaluation of scientific arguments for scientific validity; 3) interpretation of scientific data to structure an effective argument; 4) synthesis and evaluation of a series of arguments into a comprehensive written and oral presentation; 5) effective communication of scientific knowledgebase to a general and diverse audience. Hands-on co-curricular activities will reinforce students' proficiencies including opportunities for mentorship to grow and apply their skills in their chosen field of study.

Enrolled students will participate in a living-learning community while earning their certificate as a cohort. Includes designated coursework that integrates core principles of scientific communication over the first four semesters. Participation involves coursework and an on-campus residency requirement for 4 consecutive semesters. Most students can complete the certificate within the framework of their 120-credit degree requirements.

Certificate in Scientific Communication/LLC	(1)	15
Core Lab Science		4
BIOL 104 Human Biology: How the Human Body Works <i>or</i>		
<i>or</i> 201 Principles of Ecology and Evolution <i>or</i>		
<i>or</i> CHEM 111 General Chemistry <i>or</i>		
<i>or</i> CHEM 113 Advanced General Chemistry <i>or</i>		
<i>or</i> GEOS 201 Foundations of Geology	4cr	
Core Philosophy		3
PHIL 221 Symbolic Logic I <i>or</i>		
<i>or</i> 101 Critical Thinking	3cr	
Core Math (2)		3
MATH 217 Probability and Statistics	3cr	
Capstone Course		3
ENGL 202 Composition II <i>or</i>		
<i>or</i> COMM 261 Teamwork and Communication Skills for College and Career	3cr	
Co-Curricular Lab (3)		2
LLCP 100 Co-curricular Activity Lab	0.5cr	
LLCP 200 Co-curricular Activity Lab	0.5cr	

- (1) Students will take core certificate courses as a Living-Learning cohort, one course each semester. Cohort sections of each course will be identified for students to register. Typical cohort sequence: Fall year one Core Lab Science; Spring year two Core Philosophy; Fall year two Core Math; Spring year two Capstone Course. The specific course in each course area will be specified one year before the start of each certificate program to coincide with freshmen recruitment.
- (2) MATH 216 is interchangeable for MATH 217.
- (3) Students will take LLCP 100 (0.5cr) once each semester in the first year and LLCP 200 (0.5cr) once each semester in the second year.

Rationale: Employers cite the lack of effective communication skills as a key deficit for college graduates, especially in the sciences. The certificate program specifically addresses communication skills through a 4-semester sequence of courses. The Living-Learning Component will provide a sense of community for engaging a diverse population as well as multiple opportunities for developing and practicing effective communicating skills. This certificate program is open to all university students. A targeted audience will be incoming College of Natural Sciences and Mathematics students. The program aims to increase student recruitment, retention and persistence by providing an early credential and a sense of community through Living-Learning. UWUCC approved of these two courses and programs for one year only and expects revisions next spring.

27. Department of Geography and Regional Planning—Course Revision for Liberal Studies and Program Revision

a. Course Revision

Current and Proposed Catalog Description:

GEOG 104 World Geography: Global Context

3c-01-3cr

Relates theories of the discipline of geography to current world issues and global patterns. Emphasizes local versus global strategies of resource management, spatial legacies of colonialism, contemporary multiscale issues with workforce migration, urban structure, disease, and globalization. Focuses on global patterns of development through comparative approaches and understanding of human and physical geographic characteristics of world regions

Rationale: The course is being revised to add the Liberal Studies assessments. The course description, outline, and outcomes are not changing.

b. Program Revision

Current Program:

Bachelor of Arts—Geography/Environment/ Energy Track

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

Mathematics: MATH 217 (1)

Natural Sciences: GEOS 101-102 and GEOS 103-104 recommended

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

College:

Foreign Language Intermediate Level (2)

Major:

Required Courses:

GEOG 213	Cartography and Map Design	3cr
GEOG 230	Cultural Geography	3cr
GEOG 231	Economic Geography	3cr
GEOG 316	Introduction to Geographic Information Systems	3cr
GEOG 341	Climatology	3cr
GEOG 342	Physiography	3cr
GEOG 411	History of Geography	3cr
GEOG 412	Research Seminar	3cr
RGPL 350	Introduction to Community Planning	3cr

Controlled Electives:

One course from GEOG 251-257 3cr

Track Courses: Four courses from the following:

GEOG 343	Fresh Water Resources	3cr
GEOG 345	Biogeography for Environmental Managers	3cr
GEOG 415	Introduction to Remote Sensing	3cr
GEOG 425	Global Positioning Systems (GPS) Concepts and Techniques	3cr
GEOG 435	Geography of Energy	3cr
GEOG 440	Conservation: Environmental Analysis	3cr
GEOG 444	Energy Development and Compliance	3cr

Proposed Program:

Bachelor of Arts—Geography/Environment/ Energy Track

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

Mathematics: MATH 217 (1)

Natural Sciences: GEOS 101-102 and GEOS 103-104 recommended

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

College:

Foreign Language Intermediate Level (2)

Major:

Required Courses:

GEOG 213	Cartography and Map Design	3cr
GEOG 230	Cultural Geography	3cr
GEOG 231	Economic Geography	3cr
GEOG 316	Introduction to Geographic Information Systems	3cr
GEOG 341	Climatology	3cr
GEOG 342	Physiography	3cr
GEOG 411	History of Geography	3cr
GEOG 498	Research Seminar	3cr
RGPL 350	Introduction to Community Planning	3cr

Controlled Elective:

One course from GEOG 251-257 3cr

Track Courses: Four courses from the following:

GEOG 222	Geography of National Parks	3cr
GEOG 343	Fresh Water Resources	3cr
GEOG 345	Biogeography for Environmental Managers	3cr
GEOG 415	Introduction to Remote Sensing	3cr
GEOG 425	Global Positioning Systems (GPS) Concepts and Techniques	3cr
GEOG 435	Geography of Energy	3cr
GEOG 440	Conservation: Environmental Analysis	3cr

GEOG 455	Advanced Remote Sensing	3cr	GEOG 444	Energy Development and Compliance	3cr
			GEOG 455	Advanced Remote Sensing	3cr
Free Electives:		23-32	RGPL 426	Environmental Land Use Planning	3cr
Strongly Recommended: GEOG 493			Free Electives:		23-32
Recommended: BIOL 210, 362, GEOS 201, 202, , 464			Strongly Recommended: GEOG 493		
Total Degree Requirements:		120	Recommended: BIOL 210, 362, GEOG/RGPL 462 , GEOS 201, 202		
			Total Degree Requirements:		120
(1) An alternative to MATH 217 is 6cr of MATH courses.			(1) An alternative to MATH 217 is 6cr of MATH courses.		
(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.			(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.		

Rationale: The program is being revised to add GEOG 222 Geography of National Parks and RGPL 426 Environmental Land Use Planning to the track options. Geography of National Parks is a new course, while Environmental Land Use Planning was in the old Energy Track and it should have stayed on the list of track recommendations for the revised track. Additionally in the Fall of 2018 the course number of Research Seminar was changed from 412 to 498. Lastly, after last spring's revisions the catalog editor left out the RGPL prefix for the last Recommended course. The course number of Planning Policy, Implementation, and Administration had changed from RGPL 464 to RGPL 462 plus it is crosslisted and the department had failed to catch those errors last spring.

28. Liberal Studies and UWUCC Approved/Reapproved the following:

- **HIST 360 History of Pennsylvania as a Liberal Studies Elective (information literacy) course.**
- **HIST 374 Blind Pigs and Brothels: A History of Crime and Vice in America as a Liberal Studies Elective (information literacy) course.**
- **PLSC 101 World Politics as a Social Science Knowledge Area and Global and Multicultural Awareness course**
- **CDFR 218 Child Development as a Liberal Studies Elective (global citizenship) course**
- **ANTH 110 Contemporary Anthropology as a Social Science Knowledge Area and Global and Multicultural Awareness course**
- **ANTH 211 Cultural Anthropology as a Social Science Knowledge Area and Global and Multicultural Awareness course**
- **ANTH 213 World Archaeology as a Social Science Knowledge Area and Global and Multicultural Awareness course**
- **RLST 100 World Religions as a Philosophy/Religious Studies Knowledge Area course**
- **RLST 110 Introduction to Religion as a Philosophy/Religious Studies Knowledge Area course**
- **DANC 102 Introduction to Dance as a Fine Arts Knowledge Area course**
- **GEOG 104 World Geography: Global Context as a Social Science Knowledge Area and Global and Multicultural Awareness course**
- **MUHI 101 Introduction to Music as a Fine Arts Knowledge Area course**
- **MUHI 102 Music and Literature Survey as a Fine Arts Knowledge Area course**

- **ARHI 101 Introduction to Art as a Fine Arts Knowledge Area course**
- **SOC 231 Contemporary Social Problems as a Social Science Knowledge Area course**
- **HIST 365 The History of Black America Since Emancipation as a Liberal Studies Elective (global citizenship, information literacy) course.**
- **ENGL 202 Composition II was reapproved as a Knowledge Area English class.**
- **GEOS 111 Earth and Environmental Systems was approved as a Natural Science Lab class.**

Language for Catalog regarding writing plans:

The departments of Anthropology, **Biology, English, Food and Nutrition, Foreign Languages, History, Hospitality Management, Journalism and Public Relations, Philosophy, and Sociology** currently have approved writing plans. Students majoring in these departments are not required to take writing-intensive courses.

FOR INFORMATION:

UWUCC and UWGC have approved the following rubric that will be used by the Academic Affairs Assessment Team (A3T) in their evaluation of program outcomes. This rubric will be made available to faculty on the iwiki. A3T has been making recommendations to the curriculum committees about the program outcomes.

This information is provided as a separate pdf file.

Appendix D
University Wide Graduate Committee
Co-Chairs Moore and Frenzel

CORRECTION:

At the Feb. 2018 Senate meeting, there was an error in BIOL 608 Biology Teaching Practicum. It was listed as 3 credits to Senate, when it should have been 2 credits.

FOR ACTION:

1. DEPARTMENT: ACCOUNTING

NEW COURSES

Course: ACCT 532: Forensic and Internal Accounting

Rationale: These courses allow EMBA, MBA, and Master of Accounting and Finance students additional accounting courses at the graduate level. There are only four eligible accounting controlled electives and this will increase that number providing students with more options. Course content is increasing in market demand.

Summary:

Course	ACCT 532: Forensic and Internal Accounting
Credits	3
Prerequisite	ACCT 431
Description	Introduces forensic auditing in fraudulent financial reporting and employee theft. Prepares students for expert witnessing and the preparation of the final fraud examination report. Also covers the foundation of internal auditing and operational audits performed by internal auditors from fraud and forensic accounting perspective.

Course: ACCT 561: Accounting Systems

Summary:

Course	ACCT 561: Accounting Systems
Credits	3
Prerequisite	ACCT 305, 311, IFMG 300
Description	Studies concepts, principles, and procedures of accounting system design, installation, implementation, auditing, and maintenance in relating to system objectives, information requirements, constraints, system elements, and considerations on a computerized.

NEW PROGRAM

Program: Master of Science in Accounting and Finance

Rationale: Given the comprehensiveness of the AACSB review process, which includes all undergraduate and graduate programs in the business college, including the M.S. program, this process serves to support the Eberly College academic program review requirements. The Eberly College of Business and Information Technology Plan 2015-2020, Competitive Environment Section Goal A – Continue to expand and Enhance Program Options Aggressively includes seeking approval for a Master Program in Accounting and Finance. This goal links to the Eberly College Mission to provide students with a broad range of high-value undergraduate and graduate programs. The goals of this program are to provide our candidates with a timely and fiscally reasonable option for achieving the academic requirements for certification in their respective disciplines.

This new Masters program will help accounting and finance students meet the requirements to earn 150 credits to be eligible to sit for the CPA exam. This program will add and augment our current programs. The program will help better prepare our accounting and finance students with more advanced accounting classes to prepare for various certification examinations.

Summary:

Catalog Description:	The purpose of this program is to provide the students with advanced education in the areas of accounting and finance to help them earn the academic credits necessary for certifications in their respective disciplines and to better prepare them for successful completion of their respective comprehensive exams.
Program Requirements:	<div>Core Courses: 18 credits</div> <div>Student may choose six courses from the following list; however, no more than 15 credits can be 500 level courses and no courses can be repeated from their undergraduate studies.</div> <div>ACCT 512 Advanced Cost</div> <div>ACCT 522 Federal Taxes II</div> <div>ACCT 531 Auditing</div> <div>ACCT 532 Forensic and Internal Auditing</div> <div>ACCT 541 Accounting for Government and Nonprofits</div> <div>ACCT 561 Accounting Systems</div> <div>ACCT 607 Management Accounting</div> <div>ACCT 698 Internships</div> <div>FIN 510 Financial Institutions and Markets</div> <div>FIN 520 Investment Analyses</div> <div>FIN 524 International Financial Management</div> <div>FIN 525 Financial Derivatives</div> <div>FIN 630 Financial Management</div> <div>FIN 632 Seminar in Finance</div> <div>FIN 635 Principles of Investments in Securities</div>

	FIN 698 Internships
	SELECT ONE TRACK:
	Accounting CPA (Comprehensive Review) Track 12 Credits
	ACCT 610 Auditing and Attestation
	ACCT 611 Financial Accounting and Reporting
	ACCT 612 Regulation
	ACCT 613 Business Environment and Concepts
	Financial Certification Track 12 Credits
	FIN 524 – International Financial Management
	FIN 525 – Financial Derivatives
	FIN 632 – Seminar in Finance
	FIN 635 – Principles of Investments in Securities
	TOTAL 30 Credits

2. DEPARTMENT: ANTHROPOLOGY

NEW COURSE

Course: ANTH 513: Archaeology of Coasts

Rationale: The study of the process of sea level change on archaeological resources is one of the important issues confronting the management of cultural resources in the coastal zone.

Understanding of the processes that are affecting archaeological resources in the coastal zone will allow students to evaluate the preservation potential of cultural resources as sea level continues to rise. This course is proposed to provide students the opportunity to gain an understanding of the issues involved in the management of cultural resources within the coastal zone as sea level continues to rise. This knowledge is becoming a focus of state and federal agencies as cultural resources are being inundated and destroyed by coastal storms and continued sea level rise associated with climate change.

Summary:

Course	ANTH 513: Archaeology of Coasts
Credits	3
Prerequisite	None
Description	Explores the interaction between coastal environments and humans through examination of the archaeological record. Identifies coastal modifications by humans based on the archaeological record. Explores the processes that lead to the destruction or preservation of archaeological resources related to changing sea level. Provides the student the ability to examine the archeological record to understand the interactions between coastal environments, humans, and changing sea levels over the past 15,000 years.

Course: ANTH 570: Environmental Archaeology

Rationale: Within the Applied Archaeology sector, employers are increasingly seeking out employees with a firm understanding of past landscape and climate change as it directly impacts the preservation and distribution of archaeological resources. They additionally need practitioners who know how to use environmental instrumentation and equipment such as microscopes, analytical instrumentation (e.g., x-ray fluoresce, SEM), and flotation systems. This course provides emerging professionals with these critical skills and concepts which will make them more marketable in the workplace.

Summary:

Course	ANTH 570: Environmental Archaeology
Credits	3
Prerequisite	ANTH 244 or GEOS 201 or permission of instructor
Description	Examine past human interactions with the natural environment, including plants, animals, climate, and geologic landscapes. In this class, students will 1) get hands-on practice in the scientific techniques used to reconstruct ancient environments, including analysis of pollen, sediments and soils, and microfauna; 2) use computer software to tabulate, graph & interpret data sets; and 3) evaluate select archaeological case studies designed to illustrate how changing environmental conditions and natural hazards (e.g., volcanoes, tsunamis) impacted past human populations, as well as how people have altered and modified their environment through time. Examination of these interactions using a diachronic and comparative perspective, from the evolution of hominins millions of years ago to the Anthropocene EPOCH will be covered.

3. DEPARTMENT: BIOLOGY

COURSE REVISION

Course: BIOL 520: Entomology Principle and Practice

Rationale: This course is being revised to narrow the focus of the topics covered and to update the content to reflect the most current information related to entomology. This course will be taught in a traditional lecture and lab format. The course was previously taught as BIOL 420 in 1994 and BIOL 520 in 1997. Graduate students will be able to take this course, many of whom did not have the opportunity to take entomology as undergrads, and to extend their laboratory studies with an organized approach to key characters used in identification. The proposed course will cover insects and their role in ecology including identification, life cycles, sociality (social behavior in bees, ants, and termites), pollination, metamorphosis, and insecticide resistance. This course will also cover newsworthy topics such as the emerald ash borer, bedbugs, and honey bee colony collapse disorder.

Current Course Title: Biology of Higher Invertebrates	Proposed Course Title: Entomology Principle and Practice
Current Catalog Description:	Proposed Catalog Description:

A phylogenetic overview of the higher invertebrates, Annelida through lower Chordata. A systematic approach on functional morphology and microstructure, behavior and physiology, under an evolutionary umbrella. Laboratory sessions offer additional research opportunities.	Introduces the biology of insects, including identification and classification. Enables collecting of live insects from different habitats and observation of behavior and ecological roles during outdoor laboratory activities. Emphasizes characteristics unique to insects, such as pollination, metamorphosis, sociality, host plant specificity, and population control.
--	--

4. DEPARTMENT: MANGEMENT PROGRAM REVISION

Program: Master of Business Administration (MBA)

Rationale: We would like to eliminate the requirement of the GMAT exam for applicants to the MBA program with a 3.25 GPA from an AACSB undergraduate business program. Based on internal analysis, students admitted with a 3.25 GPA and who had a business major with an AACSB business school have nearly a 100% graduation rate from our program over the past 5 years and have consistently earned among the highest GPAs in the MBA program. Further, peer institutions have conducted similar analyses and arrived at similar findings. Many peer institutions have implemented similar exemptions for the GMAT exam. Two of our closest peer schools, Duquesne and Robert Morris both offer this exemption. With our requirement in place, IUP is at a competitive disadvantage recruiting these outstanding students by requiring them to sit for an exam with almost no predictive value for these highly qualified students.

<p>Current Catalog Description:</p> <p>Admission Criteria</p> <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>Proposed Catalog Description:</p> <p>Admissions Criteria</p> <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). The GMAT exam will be waived for applicants with a 3.25 GPA from an AACSB accredited business school. 350 points will automatically be awarded to students achieving a 3.25 GPA or higher to fulfill the 1,000 point requirement. Admission decisions are based on academic track record of the applicant, GMAT scores (if not waived), 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>
--	---

--	--

5. DEPARTMENT: CENTER FOR CAREER AND TECHNICAL PERSONNEL PREPARATION

NEW COURSES

Course: VOED 610: Personnel & Student Management in Career and Technical Education

Rationale: Courses are being proposed as part of the 24 credit post-bach certificate for career and technical individuals seeking PDE certification as a Vocational Director. To qualify for grant funding from the Pennsylvania Department of Education (the Center for Career and Technical Personnel Preparation is grant funded by PDE), an approved institute of higher education must have the ability to recommend vocational administrative directors. Courses must meet Vocational Education Director framework guidelines and include 500 hours of authentic simulations, field experiences, and internship.

Summary:

Course	VOED 610: Personnel & Student Management in Career and Technical Education
Credits	3
Prerequisite	None
Description	Develop skills necessary for a career and technical director to supervise career and technical personnel and effectively manage career and technical students. Students will examine practical hiring practices, professional development activities, and negotiation techniques all in reference to Acts 45, 48, and 82. Students will explore the structure and purpose of Joint Operating Committees (JOC), ultimately planning meeting agendas for JOC meetings. Embedded field-experiences will occur through JOC agenda planning, teacher induction program development and presentation of in-service professional development activities with guidance from the supporting Career and Technical Center (CTC) administrator.

Course: VOED 611: School Code and Policy in Career and Technical Education

Summary:

Course	VOED 611: School Code and Policy in Career and Technical Education
Credits	3
Prerequisite	None
Description	Examines the Pennsylvania School Code and federal regulations and the application for the effective operation of approved career and technical programs in Pennsylvania. Implementation of school policies related to Chapter 339, Act 49 Vocational Education Certification standards and required occupational advisory committees is stressed. Embedded field-experiences will occur through analysis of Chapter 339, Act 49 and Civil Rights audit recommendations, occupational advisory evaluation and grant writing with the guidance from the supporting Career and Technical Center (CTC) administrator.

Course: VOED 612: Fiscal Responsibilities and Financial Oversight in Career and Technical Education
Summary:

Course	VOED 612: Fiscal Responsibilities and Financial Oversight in Career and Technical Education
Credits	3
Prerequisite	None
Description	Develop a practical understanding of the career and technical center (CTC) director's role in budget and facilities oversight as authorized by the Joint Operating Committee (JOC). Students will explore facilities management of a school building including day-to-day management and planning for the future. Embedded field-experiences will occur through budget analysis, healthcare projection, and facilities improvement plan recommendations with the guidance from the supporting Career and Technical Center (CTC) administrator.

Course: VOED 613: School Law and Legal Responsibilities in Career and Technical Education
Summary:

Course	VOED 613: School Law and Legal Responsibilities in Career and Technical Education
Credits	3
Prerequisite	None
Description	Expose students to landmark and current cases in school law as well as the impact of PA School Code and application to the operation of a Career and Technical Center (CTC). Application of The Individuals with Disabilities Education Act (IDEA) within a CTC, as well as current education trends is also emphasized. Embedded field-experiences will occur through advocacy project and Individualized Education Plan (IEP) simulation with guidance from the supporting career and technical center (CTC) administrator.

Course: VOED 614: Curriculum Development and Analysis in Career and Technical Education
Summary:

Course	VOED 614: Curriculum Development and Analysis in Career and Technical Education
Credits	3
Prerequisite	None
Description	Evaluate elements to build strong work-based career and technical education (CTE) programs including curriculum development research, curriculum resources and curriculum mapping. Examines the roles these elements play in

	the analysis, design, development, implementation, and evaluation of the CTE programs of study curriculum. Includes review of Pennsylvania Academic and Career Education and Work Standards, and Pennsylvania Programs of Study (POS). Delves into curriculum considerations including Occupational Advisory Committee (OAC) input, industry-recognized student credentials, and program accreditation. Within these parameters, other curricular areas explored will be mandated safety instruction, development of articulation agreements, and supplementing curriculum in the workplace with cooperative education programs. Embedded field-experiences will occur through occupational advisory committee involvement, assisting a CTE instructor with developing a curriculum map, and analysis of end-of-program assessment data for targeted competency area improvements with guidance from the supporting career and technical center (CTC) administrator.
--	--

Course: VOED 615: Administrative Leadership in Career and Technical Education

Summary:

Course	VOED 615: Administrative Leadership in Career and Technical Education
Credits	3
Prerequisite	None
Description	Focuses on roles of an administrator in a career and technical center (CTC). Includes research on administrative leadership styles and planning for development of personal leadership abilities. Analyzes unique characteristics of career and technical education (CTE) programs and different delivery systems. Embedded field-experiences will occur through administrative interviews and comparisons, planning and conducting a building tour and description of operations to orient new Joint Operating Committee (JOC) members and a local service organization with guidance from the supporting career and technical center (CTC) administrator.

NEW CERTIFICATE POST-BACCALAUREATE

Certificate: Vocational Administrative Director

Rationale: This certificate would allow for IUP credentialing. For IUP's Center for Career and Technical Personnel Preparation qualify for grant funding from the Pennsylvania Department of Education, an approved institute of higher education must have the ability to recommend vocational administrative directors. Courses must meet Vocational Education Director framework guidelines and include 500 hours of authentic simulations, field experiences, and internship. IUP is currently one of the three universities (IUP, Penn State, Temple) approved to offer a program that leads to this state-issued PDE certification. IUP has been offering this certificate for several years. Last year a team of three current career and technical directors and a curriculum specialist were hired as consultants, providing recommendations to update courses for this program. The proposed VOED 610 – 615 series will eventually replace the outdated, competency based, VOED 600 – 608 series.

<p>Description</p>	<p>Career and technical directors are responsible for managing a diverse group of tasks, students, faculty, and staff. They are also instrumental in helping others achieve growth, satisfaction, and success with the ultimate objective of improving instruction. The Pennsylvania Department of Education (PDE) requires that all individuals who are employed as a director in a state-approved Career and Technical Center (CTC) must hold state-issued administrator certificate. IUP is an approved provider and offers the program you need to become a career and technical director.</p> <p>The IUP Vocational Administrative Director Certificate program is based on standards established by PDE and prepares individuals to assume the role of institutional leader for long-range planning, effectively promoting community involvement, providing for sound business and financial management, and providing facilities and state-of-the-art equipment. A vocational director creates a climate that allows the management team, faculty, and support staff to function in a self-directed manner and assume responsibility for their actions.</p> <p>Students will be required to work closely with a school administrator who has demonstrated a willingness to sponsor the student while completing the field experiences or course assignments in a real life setting. The program includes 500 hours of authentic simulation and field and internship experiences which are embedded throughout the program. This approach allows students to gain valuable field experience every step of the way, all while learning the related theory.</p> <p>This 24-graduate-credit certificate program is designed to be completed in two years.</p> <p>In addition to completing the 24-credit certificate program, for state-issued vocational administrative director certification, students are required to successfully complete the PRAXIS: School Licensure Assessment (6990) and to have taught in a CTC for a minimum of five years.</p> <p>Admission Requirements:</p> <p>Letter of Support from Vocational Director indicating willingness to assist candidate with field experience and internship requirements.</p> <p>Resume indicating a minimum of three years of successful teaching experience in a CTC.</p> <p>Have a minimum undergraduate GPA of 2.4 (on a 4.0 scale) if the Bachelor's degree was earned more than 5 years ago or Have a minimum undergraduate GPA of 2.6 (on a 4.0 scale) if the Bachelor's degree was earned 5 or fewer years ago or Submit Miller Analogies Test (MAT) scores, if minimum GPA is not met.</p>
---------------------------	--

Program Requirements	Post Baccalaureate Certificate - Vocational Administrative Director Professional Education Sequence: 24 credits VOED 610 Personnel Supervision & Student Management in Career and Technical Education 3 credits VOED 611 School Code and Policy in Career and Technical Education 3 credits VOED 612 Fiscal Responsibilities and Financial Oversight in Career and Technical Education 3 credits VOED 613 School Law and Legal Responsibilities in Career and Technical Education 3 credits VOED 614 Curriculum Development and Analysis in Career and Technical Education 3 credits VOED 615 Administrative Leadership in Career and Technical Education 3 credits MEDU 761 Connecting Community and School 3 credits MEDU 764 Educational Technology for Today and Tomorrow 3 credits
-----------------------------	--

6. DEPARTMENT: COMMUNICATIONS MEDIA

PROGRAM REVISION

Program: Master of Science in Strategic Communication

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

Current Catalog Description: The Master of Science in Strategic Communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication management, political communication, health communication and strategic online messaging. Students will complete a core of required courses (15 credits) that will include: Theories and Principles of Strategic	Proposed Catalog Description: The Master of Science in Strategic Communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication management, political communication, health communication and strategic online messaging. Students will complete a core of required courses (15 credits) that will include: Theories and Principles of Strategic Communication, Writing for Strategic Communication, Multimedia Content
---	---

<p>Communication, Writing for Strategic Communication, Multimedia Content Development and Production, and Elements of Research. The program offers an additional 15 credits of elective courses. The remaining courses will be chosen from one of two tracks, an applied track and a research track. The applied track includes a six-credit internship and the research track includes a six-credit thesis as the culminating experience. An additional 15 credits of elective courses will include topics such as Crisis Communication, Health Communication, Global Strategic Communication and Persuasion. The program will provide an option for a six-credit thesis or internship as the culminating experience. The research track is designed to prepare students for doctoral study.</p>	<p>Development and Production, Advanced Research and Professional Development, and Elements of Research. The program offers an additional 15 credits of elective courses. The remaining courses will be chosen from one of two tracks, an applied track and a research track. The applied track includes a six-credit internship and the research track includes a six-credit thesis as the culminating experience. An additional 15 credits of elective courses will include topics such as Crisis Communication, Health Communication, Global Strategic Communication and Persuasion. The program will provide an option for a six-credit thesis or internship as the culminating experience. The research track is designed to prepare students for doctoral study.</p>
<p>Current Program Requirements: MS in Strategic Communication (36 credits)</p> <p>Current Program</p> <p>I. Core Courses (15 credits) COMM 511 Theories and Principles of Strategic Communication COMM 512 Writing for Strategic Communication COMM 513 Multimedia Content Development and Production GSR 615 Elements of Research COMM 713 Advanced Strategic Communication Writing and Production (or) COMM 715 Research Development in Strategic Communication</p> <p>II. Elective Courses (15 credits) COMM 611 The Strategic Communicator COMM 612 Persuasion COMM 613 Strategic Communication and Online Media Campaigns COMM 712 Global Strategic Communication COMM 714 Crisis Communication</p> <p>COMM 720 Political Communication COMM 745/845 Health Communication</p> <p>III. Internship or Thesis (6 credits)</p>	<p>Proposed Program Requirements: MS in Strategic Communication (36 credits)</p> <p>Revised Program</p> <p>I. Core Courses (15 credits) COMM 511 Theories and Principles of Strategic Communication COMM 512 Writing for Strategic Communication COMM 513 Multimedia Content Development and Production GSR 615 Elements of Research COMM 715 Research Development in Strategic Communication</p> <p>II. Elective Courses (15 credits) COMM 611 The Strategic Communicator COMM 612 Persuasion COMM 613 Strategic Communication and Online Media Campaigns COMM 712 Global Strategic Communication COMM 713 Advanced Strategic Communication Writing and Production COMM 714 Crisis Communication COMM 720 Political Communication COMM 745/845 Health Communication</p> <p>III. Internship or Thesis (6 credits)</p>

COMM 793 Internship (or) COMM 795 Thesis Total 36 credits	COMM 793 Internship (or) COMM 795 Thesis Total 36 credits
---	---

7. DEPARTMENT: COMMUNICATION DISORDERS, SPECIAL EDUCATION, AND DISABILITY SERVICES
COURSE REVISIONS

Course: SPLP 610: Pediatric Speech & Language Disorders 1

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

Current Course Title: Sound System Disorders	Proposed Course Title: Pediatric Speech & Language Disorders 1
Current Catalog Description: Examines the processes related to perception, organization, and production specific to articulation and phonology. Theoretical and etiological foundations will be explored. Specific methods of evaluation and remediation of articulation and phonology will be addressed in depth, including formal and independent analysis and remediation of persistent motor and phonological processes. Relationships between and among phonology, oral language, and literacy as well as current topics related to speech sound disorders will also be discussed.	Proposed Catalog Description: Examines speech and language differences, delays, and disorders in the birth to 5-year-old population. Population-specific anatomical, physiological, developmental, psychological, and cultural correlates related to speech sound production, phonology, and language disorders are discussed. Methods of prevention, evaluation, and treatment of these early childhood disorders are presented. Relationships between phonology, language, and early literacy skills are explored. Disorder-specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

Course: SPLP 614: Swallowing Disorders

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

Current Course Title: Neuropathologies of Speech and Swallowing	Proposed Course Title: Swallowing Disorders
Current Catalog Description: The evaluation, treatment, and prevention of disability in oropharyngeal dysphagia and motor speech disorders, both developmental and acquired. The team approach to management is emphasized.	Proposed Catalog Description: Examines the oral, pharyngeal, and esophageal function of the swallow across the lifespan, including feeding and orofacial myology. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of swallowing and feeding disorders are presented. Relationships between swallowing, feeding, and health outcomes are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

Course: SPLP 616: Fluency and Motor Speech Disorders

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

Current Course Title: Stuttering	Proposed Course Title: Fluency and Motor Speech Disorders
Current Catalog Description: Nature and causes of stuttering. Emphasis on diagnosis and management. Counseling and learning theory application as two main approaches to treatment. Consideration of the person as a stutterer. Review of pertinent and recent research topics.	Proposed Catalog Description: Examines the presentation and classification of speech dysfluencies and dysarthrias across the lifespan. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed for fluency and motor speech disorders. Methods of prevention, evaluation, and treatment are presented. Relationships between fluency disorders and psychosocial aspects of communication are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence,

	collaborative practice, ethical conduct, and accountability are addressed.
--	--

Course: SPLP 618: Voice Disorders

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

Current Course Title: Voice	Proposed Course Title: Voice Disorders
Current Catalog Description: Scientific principles of voice production and modification with emphasis on physiology, pathologies, or malfunctioning which produce voice defects; relationship between disorders of voice and personality; diagnostic and therapeutic considerations for both organic and psychogenic disorders, including the laryngectomized.	Proposed Catalog Description: Examines the voice production differences and disorders across the lifespan. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of acoustic, physiologic, and perceptual measurement of vocal function are demonstrated. Methods of prevention, evaluation, and treatment of voice disorders are presented. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

Course: SPLP 630: Pediatric Speech & Language Disorders 2

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

Current Course Title: Language Disorders of Children	Proposed Course Title: Pediatric Speech & Language Disorders 2
Current Course Number: 630	Proposed Course Number: 611
Current Catalog Description:	Proposed Catalog Description:

Anatomical, physiological, psychological, neurological, and environmental factors related to language delay or disordered language acquisition. An inventory of language skills and means of fostering their development or compensating for inadequacies; a holistic versus specific approach to programs of remediation.	Examines speech and language differences, delays, and disorders in the 5 to 18-year-old population. Population-specific anatomical, physiological, developmental, psychological, and environmental factors related to speech sound production, phonology, and language disorders are discussed. Methods of prevention, evaluation, and treatment of these school-age disorders are presented. Relationships between phonology, language, and literacy are explored. Disorder and population specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.
--	--

Course: SPLP 632: Neurogenic Communication Disorders

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

Current Course Title: Neurological Communication Disorders	Proposed Course Title: Neurogenic Communication Disorders
Current Catalog Description: Consideration of language, speech, and related problems resulting from neurological insult. Neurological dysfunctioning will be highlighted. Diagnosis and management of persons with aphasia, agnosias, apraxias, and dysarthrias will be emphasized, as well as the role of the family in rehabilitation and family counseling.	Proposed Catalog Description: Examines the systemic nature of adult neurogenic disorders that affect language and cognition. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of acquired neurogenic communication disorders of language and cognition, including aphasia, traumatic brain injury, and dementia are presented. Relationships between neurogenic communication disorders and functional outcomes are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

Course: SPLP 661: Treatment Clinic

Rationale: The MS in Speech-language pathology at IUP will have its 8-year accreditation review in the Spring of 2020. Updates of course titles and catalog language are being completed to reflect

contemporary professional language that has evolved in the past 8 years. The title is being changed to be consistent with the other clinical practicum courses: Diagnostic clinic, Simulation Clinic, Hearing Clinic. The catalog description is more contemporary and also more consistent with other clinical courses.

Current Course Title: Advanced Clinical Practicum	Proposed Course Title: Treatment Clinic
Current Catalog Description: Supervised practicum experience in the University Speech and Hearing Clinic with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and administration of programs of therapy plus interviewing, diagnosing, counseling, and report writing.	Proposed Catalog Description: Provides experiences in the treatment of communication and swallowing disorders. Scaffolded experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Treatment planning, clinical teaching, data collection, documentation, communication counseling, and interprofessional practice skills are developed. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by a certified speech-language pathologist. Course can be repeated for credit.

Course: SPLP 662: Diagnostic Clinic

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

Current Catalog Description: Supervised practicum experience in performing in-depth diagnostic evaluations with individuals exhibiting any type of speech, hearing, or language dysfunction. Experience in taking case histories, conferring with patients, and report writing. Must be enrolled	Proposed Catalog Description: Provides experiences in screening, evaluation and diagnosis of communication and swallowing disorders. Scaffolded clinical and simulation experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Skills are developed
--	---

in the following Majors: Speech-Language Pathology. Co-requisite: SPLP 604.	in evaluation planning, case history review, multicultural considerations, interviewing, data collection and analysis, differential diagnosis, documentation, communication counseling, report writing, and interprofessional practice. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist. Prerequisites: MS Degree Candidacy in Speech-Language Pathology.
Current Prerequisites: Must be enrolled in the following Majors: Speech-Language Pathology. Co-requisite: SPLP 604.	Proposed Prerequisites: MS Degree Candidacy in Speech-Language Pathology.
Current Class/Lab Hours: Class hours – 2.5	Proposed Class/Lab Hours: Class hours – 7
Current Credit Hours: 1	Proposed Credit Hours: 3

Course: SPLP 663: Hearing Clinic

Rationale: The course title is being changed because speech-language pathologists only provide screening of hearing to be within their scope of practice. The word 'testing' in the title may be misinterpreted as diagnostic testing which is not within the SLP scope of practice. The clinical experiences in this practicum course have always been at the screening level. The catalog language for the description uses the words 'diagnostic testing' which is not accurate. The speech-language pathology students identify the need for further testing with the screening procedures which is not 'diagnostic' in nature. The language is being updated to reflect that distinction.

Current Course Title: Hearing Testing Clinic	Proposed Course Title: Hearing Clinic
Current Prerequisites: None	Proposed Prerequisites: MS Degree Candidacy in Speech-Language Pathology
Current Catalog Description: Supervised practicum experience in performing diagnostic audiological tests.	Proposed Catalog Description: Provides experiences in hearing screening that are within the speech-language pathology scope of practice, including instrumental screening of pure tones, tympanometry, and otoacoustic emissions. Scaffolded experiences include opportunities for interpreting, integrating, and synthesizing core knowledge. Case history review, instrumentation, documentation, referrals, and interprofessional practice skills are developed. The relationship between hearing and the development, prevention, evaluation, and treatment of communication disorders will be explored. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA

	certified speech-language pathologist or audiologist.
--	---

Course: SPLP 796: Internship: Adult Placement

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

Current Course Title: Internship in Healthcare Organizations	Proposed Course Title: Internship: Adult Placement
Current Prerequisites: Methodology and on-campus practicum courses, permission of graduate coordinator.	Proposed Prerequisites: Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.
Current Catalog Description: Supervised clinical experience in off-campus hospital settings with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and implementing programs of therapy plus interviewing, diagnosing, counseling, and report writing.	Proposed Catalog Description: Provides full-time, full semester clinical practicum experience in a contracted healthcare facility with interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly adult caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

Course: SPLP 798: Internship: Pediatric Placement

Rationale: The MS in Speech-language pathology at IUP will have its 8-year accreditation review in the Spring of 2020. Updates of course titles and catalog language are being completed to reflect contemporary professional language that has evolved in the past 8 years. The accreditation standards require a balance of pediatric and adult clinical placements. The word 'pediatric' is being added to the title. The word 'School' is being removed because the pediatric placement does not need to be in a school. The internship experience is the same, but the catalog language needs to be updated. And, as of 2014, no undergraduate education courses are required so that prerequisite is being removed. The other prerequisites are being streamlined.

Current Course Title: Internship in Schools	Proposed Course Title: Internship: Pediatric Placement
Current Prerequisites: Graduate methodology, on-campus practicum courses, permission of graduate coordinator, and	Proposed Prerequisites: Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.

undergraduate professional education sequence.	
Current Catalog Description: Supervised clinical experience in school settings with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and implementing programs of therapy plus interviewing, diagnosing, counseling, and report writing.	Proposed Catalog Description: Provides a full-time, full-semester clinical practicum experience in a contracted school or healthcare facility interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly pediatric caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

8. DEPARTMENT: DEVELOPMENTAL STUDIES

NEW COURSES

Course: DVST 600: Principles of Developmental Education

Rationale: This course provides the underlying tenets of developmental education and a general overview of developmental education and its purpose, mission, and goals. There are limited number of institutions in the nation that offer graduate courses in developmental education. In addition, roughly 75% of colleges and universities offer courses in developmental education. Therefore, there is a large need for highly-trained developmental education professionals.

Summary:

Course	DVST 600: Principles of Developmental Education
Credits	3
Prerequisite	None
Description	Introduces students to the foundations, principles, and history of developmental education. In addition, the course includes legislation impacting developmental education, purpose and need for developmental education, teaching and learning theories in developmental education, best practices and delivery methods of developmental education, and examination of the developmental student holistically.

Course: DVST 700: Curriculum Design in Developmental Education

Rationale: There are limited number of institutions in the nation that offer a graduate degree in developmental education. In addition, roughly 75% of colleges and universities offer courses in developmental education. This course is essential to creating and managing Developmental Education programs and coursework to ensure student success. Further, this course fulfills a need for highly-trained developmental education professionals.

Summary:

Course	DVST 700: Curriculum Design in Developmental Education
Credits	3

Prerequisite	None
Description	Examines curriculum design in developmental education with a focus on applying theoretical approaches to teaching and learning, implementing design elements, assessing student needs, managing successful programs, developing learning delivery models, and reviewing emerging research and issues

Course: DVST 710: Strategies for Teaching Developmental Students

Rationale: This course is one of five courses that make up the Developmental Studies Track for the MEDU Master's in Education program, preparing educators and administrators in post-secondary education to assist under-prepared and ill-prepared students. It introduces graduate students to the principles of best practices of teaching developmental students and to the theories and research that underlie them. Students will engage in rigorous academic discourse on how to best teach students who are commonly identified as developmental students and how to best address the large spectrum of obstacles that challenge developmental students' success. The main purpose of this course is to help graduate students grow as practitioners, researchers, and mentors in the field of Developmental Education, equipping them with a critical understanding and the competency needed to assist developmental students to succeed with their academic goals and, by extension, with their professional goals.

Summary:

Course	DVST 710: Strategies for Teaching Developmental Students
Credits	3
Prerequisite	None
Description	Focuses on the institutional development, intellectual development, learner development, and self-management for effective teaching and learning in developmental education. Topics include instructional and learner theories, andragogy, assessment and evaluation techniques, best practices for instruction and intervention, and holistic approaches to developmental students from diverse socio-economic, cultural, and ethnic backgrounds.

Course: DVST 720: Critical Issues in Developmental Education

Rationale: This course is one of five courses that make up the Developmental Studies Track for the MEDU Master's in Education program, preparing educators and administrators in post-secondary education to assist under-prepared and ill-prepared students. It introduces graduate students to the social, political, ethical, and economic issues in developmental education, followed by the students' own targeted research to produce one or several publishable research papers on one specific aspect of developmental education. This course emphasizes students' analytical, evaluative, creative learning skills. The main purpose of this course is to help graduate students grow as practitioners, researchers, and mentors in the field of Developmental Education, equipping them with a critical understanding and the competency needed to assist developmental students to succeed with their academic goals and, by extension, with their professional goals.

Summary:

Course	DVST 720: Critical Issues in Developmental Education
Credits	3
Prerequisite	None. Recommended that students take DVST 600 before taking this course
Description	Introduces graduate students to the social, political, ethical, and economic issues in developmental education, followed by the students' own targeted research to produce publishable research papers on specific aspects of developmental education. This course emphasizes students' analytical, evaluative, and creative learning skills. Students will have the opportunity to study in-depth topics of particular interest to them. This course is one of five required courses that make up the Developmental Studies Track for the MEDU Master's in Education program, preparing educators and administrators in post-secondary education to assist under-prepared and ill-prepared students.

Course: DVST 731: Practicum in Developmental Education

Rationale: DVST 731 is being proposed as the practicum course for a graduate-level certificate in Academic Advising and a MEd in Developmental Education. This practicum course will provide the opportunity to apply the concepts and techniques to a developmental education setting. This course will be an option for graduate students enrolled in the SAHE program for a Graduate Certificate in Academic Advising. This course will be a requirement for students in the MEd in Developmental Education.

Summary:

Course	DVST 731: Practicum in Developmental Education
Credits	3
Prerequisite	None
Description	Provides the opportunity to immerse oneself into the field of developmental education. Reinforces skills and knowledge acquired through coursework and provides students an opportunity to apply theory to practice. Receives mentoring and guidance from professionals in the field of developmental education.

NEW DESIGN

Certificate: Graduate Certificate in Academic Advising

Rationale: The graduate certificate in Academic Advising is being proposed to adequately prepare higher education professionals for academic advising. The collaboration between two departments, Students Affairs in Higher Education and Developmental Studies, provides students pursuing the certificate with a broad understanding of student development, as well as knowledge and practical experience in academic advising.

Nationally, there are very limited number of higher education institutions that focus on academic advising at the graduate-level. In Pennsylvania, there are no institutions that offer a graduate-level

certificate in academic advising. This program will therefore fulfill a niche currently unmet in our geographic region.

Summary:

Description	The Graduate Certificate in Academic Advising is designed for individuals interested in working in academic advising in higher education institutions. The certificate provides specialized, hands-on training and specific strategies in academic advising for college students. The certificate requires 12 hours of graduate credit.
Program Requirements	<p>A total of 12 credits from the following courses is required for the graduate certificate.</p> <p>DVST 605: Foundations of Academic Advising, 3 credits</p> <p>DVST 731: Practicum in Developmental Education, 3 credits or SAHE 731: Practicum in Student Affairs, 3 credits</p> <p>SAHE 625: Student Development in Higher Education I, 3 credits</p> <p>SAHE 631: Student Development in Higher Education II, 3 credits</p>

9. DEPARTMENT: FOOD AND NUTRITION

NEW COURSES

Course: FDNT 545: Advanced Sports Nutrition

Rationale: Due to the vast number and broad array of individuals who consider themselves physically active, each with their own unique nutritional needs and health or performance goals has led to an increased demand of health and exercise professionals being sought out to provide sports nutrition guidance. This course provides undergraduate and graduate students in food and nutrition and related disciplines a review of basic sports nutrition principles, along with an introduction of the application of sports nutrition principles for individuals of different life cycle stages, special populations, exposure to unique conditions, and some clinical conditions. All of which, students who desire future careers working with active individuals, may be faced with and require the evidence-based knowledge and ability to apply sound sports nutrition principles

Summary:

Course	FDNT 545: Advanced Sports Nutrition
Credits	3
Prerequisite	Graduate student in FDNT or KHSS or department permission
Description	Examines and evaluates evidence-based sports nutrition guidelines and current research related to nutrition and athletic performance. Explores special populations, environments and clinical conditions related to nutrition and athletic performance. Includes an emphasis on dietary supplements and ergogenic aids for sport.

Course: FDNT 653: Leadership for Nutrition Professionals

Rationale: This course provides graduate students with a foundation in leadership theory and framework commonly used in the nutrition sector. Both the dietetics and nutrition program accreditation body, ACEND, and many past presidents from the largest food and nutrition professional organization, the Academy for Nutrition and Dietetics, cites programs need to prepare students for leadership roles through skill development, including emotional intelligence and conflict-resolution skills (ACEND Accreditation Standards, 2018; McCollum, 2014; Escott-Stump, 2011). These skills, along with incorporating professional ethical considerations and managing to lead through change are required to effectively collaborate with fellow food and nutrition peers, interprofessional healthcare team members, and internal and external stakeholders (McCollum, 2014). Nutrition leaders are required for driving healthcare changes, aiding in treatment and prevention of nutrition-related disease, and advocating for healthier and more affordable food access on local, national, and global platforms (Food and Agriculture Organization of the United Nations, 2014). Increasing knowledge of leadership theories/frameworks and skills, then applying them to practice, will prepare the future nutrition professional for such leadership roles.

Summary:

Course	FDNT 653: Leadership for Nutrition Professionals
Credits	3
Prerequisite	Department permission
Description	Provides a theoretical analysis of leadership theory, organizational management concepts, consulting strategies, and ethics as it relates to both the novice, and advanced food and nutrition professional.

PROGRAM REVISION

Program: Master of Science in Food and Nutrition

Rationale: The program is being revised for two reasons: (1) to add prerequisites, and (2) to move existing courses from the elective category to tracks. The rationale for these changes are:
 (1) Add Prerequisites: Prior to 2017, prerequisites for admission to the MS in Food and Nutrition included biochemistry and anatomy & physiology. Since these undergraduate prerequisite course requirements were dropped, those students admitted without this background preparation are struggling to succeed in our Professional Core Courses: FDNT645, FDNT647, and FDNT648. Adding prerequisites in chemistry and anatomy & physiology back as admission requirements will more accurately represent entrance requirements and improve student success in the program.
 (2) Move courses from elective to tracks: Moving FDNT522 to the Administration Track and FDNT771 to the Education Track better aligns these courses with the competencies associated with these tracks and also provides more flexibility for students to meet track requirements.

Current Requirements: Degree Requirements (36 cr.) Thesis and Non-Thesis Degree Options are distinguished based on III. Research Requirement. I. Core Courses (12 cr.) FDNT 564 Nutrition Research Methods 3 cr.	Proposed Requirements: Degree Requirements (36 cr.) Thesis and Non-Thesis Degree Options are distinguished based on III. Research Requirement. I. Core Courses (12 cr.) FDNT 564 Nutrition Research Methods 3 cr.
--	---

<p>FDNT 645 Proteins, Carbohydrates, Fats 3 cr. FDNT 646 Vitamins 3 cr. FDNT 647 Minerals and Water 3 cr.</p> <p>II. Tracks – Select One (9 cr.) A. Administration Track FDNT 515 Sustainable Nutrition 3 cr. FDNT 612 Administration of Food Service Systems 3 cr. FDNT 625 Community Nutrition and Policy 3 cr.</p> <p>B. Education Track FDNT 630 Linking Nutrition Theory and Research to Practice 3 cr. FDNT 631 Eating Behaviors and Food Habits 3 cr. FDNT 635 Intervention and Education Strategies 3 cr.</p> <p>III. Research Requirement (6 cr.) 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. 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.</p> <p>IV. Electives (9 cr.) 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 courses. 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. FDNT 771 Lifecycle Nutrition 3 cr.</p>	<p>FDNT 645 Proteins, Carbohydrates, Fats 3 cr. FDNT 646 Vitamins 3 cr. FDNT 647 Minerals and Water 3 cr.</p> <p>II. Tracks – Select One (9 cr.) A. Administration Track FDNT 515 Sustainable Nutrition 3 cr. *FDNT522 Public Health Nutrition & Epidemiology 3 cr. FDNT 612 Administration of Food Service Systems 3 cr. FDNT 625 Community Nutrition and Policy 3 cr.</p> <p>B. Education Track FDNT 630 Linking Nutrition Theory and Research to Practice 3 cr. FDNT 631 Eating Behaviors and Food Habits 3 cr. FDNT 635 Intervention and Education Strategies 3 cr. FDNT 771 Lifecycle Nutrition 3 cr.</p> <p>III. Research Requirement (6 cr.) 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. 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.</p> <p>IV. Electives (9 cr.) 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 courses. 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. FDNT 771 Lifecycle Nutrition 3 cr.</p>
--	--

FDNT 773 Advanced Clinical Nutrition Therapy 3 cr.	FDNT 773 Advanced Clinical Nutrition Therapy 3 cr.
---	---

10. DEPARTMENT: GEOGRAPHY AND REGIONAL PLANNING

NEW COURSES

Course: MCPL 504: Transportation Planning

Rationale: The course is being proposed as part of the online Masters of Community Planning & Geospatial Techniques program. It is a required course, as transportation planning is a recognized knowledge subarea of the planning profession by the Planning Accreditation Board (PAB), and students in a graduate planning program must have exposure to transportation planning concepts and techniques. This course will only be available as an online offering.

Summary:

Course	MCPL 504: Transportation Planning
Credits	3
Prerequisite	None
Description	Introduces the major themes and methods of transportation planning, particularly in an urban context. It is project oriented and supported by readings from the scholarly literature covering themes such as modes of transit, land use implications, and commercial development. Theoretical concepts are applied to transportation planning problems through network analysis and urban transportation demand modeling laboratories.

Course: MCPL 516: Introduction of Geographic Information Systems

Rationale: The course is being proposed as part of an online masters of urban and regional planning program. It will be a required course in the program.

Summary:

Course	MCPL 516: Introduction of Geographic Information Systems
Cross List	GEOG 516
Credits	3
Prerequisite	None
Description	Introduces foundational geographic information systems (GIS) concepts and techniques in the context of tasks and analyses that professional planners undertake. Presents automated methods for creating, maintaining, and analyzing spatial data. Includes (1) specialized GIS hardware and software, (2) vector vs. raster vs. object-oriented spatial data structures, (3) creation and manipulation of geographic data files, (4) database design and management concepts, (5) spatial analysis, and (6) cartographic design.

Course: MCPL 552: Planning Analysis and Methods

Rationale: Planning Analysis and Methods is a required course for the proposed online MCPL program. The course content imparts analytical, quantitative, communicative and technical writing

skills that planners require in their profession to assess demographic, economic, land use and other physical trends of local communities. The course outcomes also address the Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.

Summary:

Course	MCPL 552: Planning Analysis and Methods
Credits	3
Prerequisite	None
Description	Focuses on selected analytical methods and plan-making techniques in urban and regional planning. Examines basic elements of strategic and comprehensive planning process, assesses demographic and socio-economic trends in communities, and formulates planning goals and development strategies to prepare comprehensive plans and planning reports at local and regional scales.

Course: MCPL 558: Planning Law

Rationale: The course is being proposed as part of an online Masters of Community Planning & Geospatial Techniques program. It will be a required course in the program to provide students basic knowledge and skills regarding planning law in the United States that will be useful in their careers as planning professionals. This course will only be available as an online offering.

Summary:

Course	MCPL 558: Planning Law
Credits	3
Prerequisite	None
Description	Introduces principles of land use law. Focus is on federal constitutional principles and key Supreme Court cases, especially as they relate to actions of local units of government and municipal planning practice. Deals with the present state of land use law and with current trends and issues.

Course: MCPL 570: Housing and Community Development Policy

Rationale: The course is being proposed as part of an online Masters of Community Planning & Geospatial Techniques program. It will be a required course in the program to provide students basic knowledge and skills regarding housing policy in the United States that will be useful in their careers as planning professionals. This course will only be available as an online offering.

Summary:

Course	MCPL 570: Housing and Community Development Policy
Credits	3
Prerequisite	None

Description	Examines a range of issues relating to U.S. housing and community development policy issues, including the role housing plays in building and strengthening neighborhoods and communities. Covers the structure of housing and related financial markets as well as the economic and social bases for government to intervene in these markets.
--------------------	---

Course: MCPL 625: Environmental Planning: Values, Ethics, and Assessment

Rationale: Course is required in online-only Masters in Community Planning. The above student learning objectives address the Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.

Summary:

Course	MCPL 625: Environmental Planning: Values, Ethics, and Assessment
Credits	3
Prerequisite	None
Description	Discusses environmental values and ethics from cultural and economic perspectives. The environmental policies and the assessment techniques required to evaluate the environmental impact of land development choices are defined and applied. (Course may also be offered as GEOG 625; may not be taken for duplicate credit under same title).

Course: MCPL 627: GeoDesign

Rationale: Course is required in online-only Masters in Community Planning. The above student learning objectives address the Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.

Summary:

Course	MCPL 627: GeoDesign
Credits	3
Prerequisite	None
Description	Provides introduction and application of the theory and techniques of the GeoDesign framework. Involves data-driven decision making for collaborative community development and land-use planning and is an emerging conceptual framework for place-based decisions and designs. Integrates knowledge of community planning, decision making, landscape design, and geospatial techniques to produce a professional quality project.

Course: MCPL 652: Planning Policy, Implementation and Administration

Rationale: A required core course that meets the Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in 'PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.

Summary:

Course	MCPL 652: Planning Policy, Implementation and Administration
Credits	3
Prerequisite	None
Description	Focuses on the planning, implementation and administration of policies to manage the location, timing, type, and intensity of land development. Exposes students to the public involvement in which community plans are developed and implemented.

Course: MCPL 658: Planning Theory and Process

Rationale: A required core course that meets the Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in 'PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.

Summary:

Course	MCPL 658: Planning Theory and Process
Credits	3
Prerequisite	None
Description	Provides an overview of the development of planning theory as it applies to urban and regional areas. Examines the evolution of planning theory, major contributors who have influenced the field, current normative, conceptual, methodological issues, and the various roles planners play in practice, and the ethical dilemmas they face.

Course: MCPL 796: Capstone Project

Rationale: Capstone project is a required course for the proposed online MCPL program, and the course content imparts research and writing skills that planners require. The course outcomes also address the Planning Accreditation Board's (PAB) required Knowledge, Skills and Values components of the Profession outlined in AB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.

Summary:

Course	MCPL 796: Capstone Project
Credits	3
Prerequisite	MCPL 516; MCPL 552; MCPL 558; MCPL 652
Description	Focuses on recent research in urban and regional planning. Students carry out an applied research project on a topic of local or regional importance.

COURSE REVISION

Course: GEOG 558: Planning Law

Rationale: When the title for RGPL 458 was changed last academic year, the title for the dual listed GEOG 558 was not changed. This request to change the title is to make the graduate name the same as the undergraduate version of the course.

Current Course Title: Land Use Law	Proposed Course Title: Planning Law
---	--

NEW PROGRAM

Program: Community Planning & Geospatial Techniques

Rationale: The program is being proposed to provide working professionals the opportunity to gain the terminal degree for professional planners, while working full time. The Master of Science Community Planning & Geospatial Techniques program is designed (through its online format) for professionals who are already employed as planners, public administrators, or planning consultants. There is no other program in Pennsylvania that is designed to serve this population of non-traditional students. The Masters of Community Planning & Geospatial Techniques program will provide an alternative for students who have wanted to obtain the terminal degree for planners, but who have had no feasible alternative while working.

Summary:

Program	Community Planning & Geospatial Techniques
Description	<p>The Masters of Community Planning & Geospatial Techniques provides students the knowledge and skills to analyze and strategically plan resilient and sustainable communities. The 30-credit program is designed to primarily serve professionals who are already working as planners, public administrators, and consultants via a distance format with the possibility of completion in 18 months. The Masters of Community Planning & Geospatial Techniques curriculum is based on Planning Accreditation Board (PAB) knowledge and techniques requirements and exposes students to professional standards in planning practice and analytical techniques.</p> <p>To be eligible for admission to the Masters of Community Planning & Geospatial Techniques Program, applicants must have earned an undergraduate degree from an accredited institution of higher education. In addition, to be eligible, applicants must meet one of the following</p> <p>presently be employed in a community/urban/environmental planning or planning-related field</p> <p>have at least one year of post-undergraduate work experience at any occupation (at the beginning of first academic term of enrollment)</p> <p>have earned an undergraduate degree in a community/urban/environmental planning or planning-related field (Planning, Architecture, Geography, Social Sciences, Urban Design)</p> <p>Admissions decisions are made by the Graduate Coordinator. Both full-time and part-time students can enroll in the Masters of Community Planning & Geospatial Techniques Program (subject to the above).</p>

Program Requirements	<p>Master of Science – Community Planning & Geospatial Techniques (30 Hours)</p> <p><i>Students could complete in 18 months, if all offered courses were taken over all terms.</i></p> <p>Knowledge and Technical Competency Core (10 courses = 30 credits)</p> <p>MCPL 504: Transportation Planning</p> <p>MCPL 516: Foundations of GIS</p> <p>MCPL 552: Planning Analysis and Methods</p> <p>MCPL 558: Planning Law</p> <p>MCPL 570: Housing and Community Development</p> <p>MCPL 625: Environmental Planning</p> <p>MCPL 627: GeoDesign Applications</p> <p>MCPL 652: Planning Policy Administration & Implementation</p> <p>MCPL 658: Planning Theory and Process</p> <p>MCPL 796: Capstone Project</p>
-----------------------------	---

VARIABILITY OF DELIVERY

Program: Masters of Community Planning & Geospatial Techniques

Rationale: Designed mainly to serve working professionals, the proposed IUP Masters of Community Planning and Geospatial Techniques (MCPL) will be offered through a distance format. The program will primarily to serve a pool of Pennsylvania students – working professional planners -- who presently have few options to continue their education and professional development. We have consistently received feedback from planners in Pennsylvania that many of them cannot leave their full-time jobs and are not able to physically travel to the few institutions in the Commonwealth that offer traditional, in-residence planning masters programs. The proposed MCPL program addresses this void by providing an online program from an institution that planners and public administrators in Pennsylvania already know and trust. The Department of Geography & Regional Planning at IUP already offers a Planning Accreditation Board (PAB)-accredited undergraduate Regional Planning degree (one of 16 at the undergraduate level in the United States), and the proposed Masters of Community Planning and Geospatial Techniques program is built upon the excellent reputation and credibility of that program. There is no other *completely online* graduate planning program offered by any other institution of higher education in Pennsylvania.

11. DEPARTMENT: INFORMATION SYSTEMS AND DECISION SCIENCES

NEW COURSE

Course: IFMG 531: Python Programming

Rationale: The course has been offered as 481/581 special topic for three times. This is a popular course since Python has applications in various fields as Artificial Intelligence, Business Analytics, Data Science, Big Data, and Software Defined Networking. These are some of the emerging areas in Information Systems with a great demand in the market place. This course is now an integral part of

our MBA MIS concentration and offered to both undergraduate and graduate MBA students. Knowledge and expertise in Python will help both our graduate and undergraduate students to put this skill on their resume thus improving their marketability. In addition, having both graduate and undergraduate students in the class allows for interaction between the two groups of students and research into topics related to teaching and learning of programming. Students can also collaborate on implementation of novel techniques to solve various business problems.

Summary:

Course	IFMG 531: Python Programming
Credits	3
Prerequisite	None
Description	Builds expertise in a high-level programming language known for its readability and support for multiple programming styles, and, due to its many libraries, a large range of applications. Introduces concepts to apply programming syntax and problem solving to business cases. Covers topics that includes data types, programming constructs, and different libraries.

12. DEPARTMENT: KINESIOLOGY, HEALTH, AND SPORT SCIENCE

NEW COURSES

Course: KHSS 525: Risk Management and Acute Care in Athletic Training

Rationale: Necessary to meet Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards for curricular content.

Summary:

Course	KHSS 525: Risk Management and Acute Care in Athletic Training
Credits	3
Prerequisite	KHSS 501
Description	Study and practice of procedures and techniques aimed at limiting risk of injury to individuals engaged in physical activity or sport, as well as the practice of emergency/acute care skills for the athletic environment.

Course: KHSS 575: Pathology and Assessment in Athletic Training III

Rationale: This course will be required in the approved Master of Science in Athletic Training program, and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). It addresses critical knowledge in the athletic training domains of prevention/risk management, clinical examination, and advanced care.

Summary:

Course	KHSS 575: Pathology and Assessment in Athletic Training III
Credits	4
Prerequisite	KHSS 565

Description	Surveys common orthopedic injuries to the axial skeleton associated with participation in physical activity and sport. Course entails a review of joint structure and function, and a comprehensive review of the etiology, pathophysiology, and classification of common musculoskeletal injuries as well as a detailed study of orthopedic evaluation techniques of the axial skeleton.
--------------------	---

COURSE REVISIONS

Course: KHSS 501: Foundations of Athletic Training

Rationale: Revisions to the Master of Science in Athletic Training program include the addition of a new course (KHSS 525 Risk Management and Acute Care in Athletic Training) due to expanded content in the recently released CAATE Standards. The acute care topics previously earmarked for KHSS 501 are being moved to KHSS 525. As a result, KHSS 501 is being reduce to 3 credits.

Current Catalog Description: Introduces the domains and competencies of athletic training. Addresses the historical development and current status of the profession. Provides the foundational concepts of evidence-based practice. Laboratory component includes basic assessment skills and protective taping and bracing techniques.	Proposed Catalog Description: Introduces the domains and competencies of athletic training. Addresses the historical development and current status of the profession. Provides the foundational concepts of evidence-based practice.
Current Credits: 4	Proposed Credits: 3

Course: KHSS 545: Pathology and Assessment in Athletic Training I

Rationale: This course will be required in the approved Master of Science in Athletic Training program, and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). It addresses critical knowledge in the athletic training domains of prevention/risk management, clinical examination, and advanced care.

Current Course Title: Survey of Orthopedic Injuries in Sport and Exercise	Proposed Course Title: Pathology and Assessment in Athletic Training I
Current Number of Credits: 3	Proposed Number of Credits: 4
Current Catalog Description: Surveys common orthopedic injuries associated with participation in physical activity and sport. Course entails a detailed study of joint structure and function, and comprehensive review of the etiology, pathophysiology, and classification of common musculoskeletal injuries. General injury management procedures are also presented.	Proposed Catalog Description: Surveys common orthopedic injuries to the lower extremity associated with participation in physical activity and sport. Course entails a review of joint structure and function, and a comprehensive review of the etiology, pathophysiology, and classification of common musculoskeletal injuries as well as a detailed study of orthopedic valuation techniques of the lower extremity.

--	--

Course: KHSS 565: Pathology and Assessment in Athletic Training II

Rationale: This course will be required in the approved Master of Science in Athletic Training program, and meets educational competencies required for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). It addresses critical knowledge in the athletic training domains of prevention/risk management, clinical examination, and advanced care.

Current Course Title: Orthopedic Injury Assessment	Proposed Course Title: Pathology and Assessment in Athletic Training II
Current Catalog Description: Identifies and applies assessment procedures, evaluation techniques, and proper athletic training protocol for neuromuscular and musculoskeletal injuries. In addition, administrative issues in athletic training will be addressed as they pertain to the collection and documentation of subjective and objective evaluation data.	Proposed Catalog Description: Surveys common orthopedic injuries to the upper extremity associated with participation in physical activity and sport. Course entails a review of joint structure and function, and a comprehensive review of the etiology, pathophysiology, and classification of common musculoskeletal injuries as well as a detailed study of orthopedic evaluation techniques of the upper extremity.

Course: KHSS 576: Athletic Training Clinical Practicum I

Rationale: In order to come into compliance with CAATE accreditation standard 12 (Course credits are consistent with institutional policy or institutional practice), an increase in the credits assigned is necessary due to the clinical hours requirement associated with the course.

Current Credits: 1	Proposed Credits: 3
---------------------------	----------------------------

Course: KHSS 577: Athletic Training Clinical Practicum II

Rationale: In order to come into compliance with CAATE accreditation standard 12 (Course credits are consistent with institutional policy or institutional practice), an increase in the credits assigned is necessary due to the clinical hours requirement associated with the course.

Current Credits: 1	Proposed Credits: 3
---------------------------	----------------------------

Course: KHSS 676: Athletic Training Clinical Practicum III

Rationale: In order to come into compliance with CAATE accreditation standard 16 (The clinical education component is planned to include at least one immersive clinical experience), an increase in the credits assigned is necessary due to the clinical hours requirement associated with the course.

Current Prerequisites: KHSS 577, 585, 648	Proposed Prerequisites: KHSS 575, 577, 648
--	---

Current Credits: 2	Proposed Credits: 6
---------------------------	----------------------------

Course: KHSS 677: Athletic Training Clinical Practicum IV

Rationale: In order to come into compliance with CAATE accreditation standard 12 (Course credits are consistent with institutional policy or institutional practice), an increase in the credits assigned is necessary due to the clinical hours requirement associated with the course.

Current Prerequisites: KHSS 676	Proposed Prerequisites: KHSS 646, 676
Current Credits: 2	Proposed Credits: 3

PROGRAM REVISION

Program: Master of Science Athletic Training

Rationale: The Commission on Accreditation of Athletic Training Education (CAATE) released its new Standards for Accreditation of Professional Athletic Training Programs in the spring of 2018. The new Standards are a significant update in curricular content due to the professional degree transition from a Bachelor to Masters degree. Changes in prerequisite coursework, curriculum and credit hours are required to meet the newly adopted Standards.

<p>Current Catalog Description:</p> <p>Professional Athletic Training education programs use a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, Athletic Training students are educated to provide comprehensive client/patient care in five domains of clinical practice: prevention; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. The educational requirements for CAATE-accredited Athletic Training education programs include acquisition of knowledge, skills, and clinical abilities along with a broad scope of foundational behaviors of professional practice. Students complete an extensive clinical learning requirement that is embodied in the clinical integration proficiencies (professional, practice-oriented outcomes) as identified in the Athletic Training Education Competencies. Students must receive formal instruction in the following specific subject matter areas identified in the Competencies: Evidence-</p>	<p>Proposed Catalog Description:</p> <p>Professional Athletic Training education programs use a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, Athletic Training students are educated to provide comprehensive client/patient care in five domains of clinical practice: prevention; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. The educational requirements for CAATE-accredited Athletic Training education programs include acquisition of knowledge, skills, and clinical abilities along with a broad scope of foundational behaviors of professional practice. Students complete an extensive clinical learning requirement that is embodied in the clinical integration proficiencies (professional, practice-oriented outcomes) as identified in the Standards for Accreditation of Professional Athletic Training Programs. Students will receive formal instruction in the following specific subject matter areas identified in the Standards: Core Competencies; Patient/Client</p>
---	--

<p>based Practice, Prevention and Health Promotion, Clinical Examination and Diagnosis, Acute Care of Injury and Illness, Therapeutic Interventions, Psychosocial Strategies and Referral, Healthcare Administration, Professional Development and Responsibility.</p> <p>The Masters of Science in Athletic Training program prepares students in a cohort-based model to serve as health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The program has both 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 practicum coursework that includes supervised field experiences with the IUP Department of Athletics and affiliated clinical sites (sports medicine clinics, physicians' offices/hospitals, high schools, and additional collegiate settings).</p> <p>Additionally, program retention, completion, and Board of Certification examination endorsement are contingent upon students passing comprehensive examinations including a mock/practice certification exam. Students must obtain the Athletic Training Program Overview document from the department website for full details regarding program progression, mediation, retention, and Board of Certification examination endorsement.</p> <p>First Masters of Science in Athletic Training Cohort will begin in June 2018.</p>	<p>Care; Prevention, Health Promotion and Wellness and Health Care Administration.</p> <p>The Masters of Science in Athletic Training program prepares students in a cohort-based model to serve as health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The program has both 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 practicum coursework that includes supervised field experiences with the IUP Department of Athletics and affiliated clinical sites (sports medicine clinics, physicians' offices/hospitals, high schools, and additional collegiate settings).</p> <p>Additionally, program retention, completion, and Board of Certification examination endorsement are contingent upon students passing comprehensive examinations including a mock/practice certification exam. Students must obtain the Athletic Training Program Overview document from the department website for full details regarding program progression, mediation, retention, and Board of Certification examination endorsement.</p> <p>First Masters of Science in Athletic Training Cohort will begin in June 2020.</p>
--	--

<p>Current Requirements:</p> <p>In addition to meeting IUP's School of Graduate Studies and Research's admission requirements, students must meet the following entrance criteria:</p> <ul style="list-style-type: none"> • Undergraduate GPA of 3.0 and completion of the following pre-requisite coursework with a C or better: <ul style="list-style-type: none"> • Human Anatomy • Human Physiology • Exercise Physiology • Kinesiology/Biomechanics • Nutrition • Statistics • Minimum of 40 hours of direct clinical observation under the guidance of a Certified Athletic Trainer in a minimum of two different settings. A letter of verification is required from each supervising Certified Athletic Trainer. • Current Emergency Cardiac Care (ECC) certification. Acceptable ECC providers are those adhering to the most current International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care. • Completion of an interview with the program director and faculty (as needed). • Additional details and required documentation (clearances, Tuberculin (TB) skin test, liability insurance) are outlined in the Athletic Training Program Overview which is available on the department website. <p>Additionally, students enrolled in IUP's Physical Education and Sport undergraduate program may be eligible for early admission into the Masters of Science in Athletic Training program. Please refer to IUP's School of Graduate Studies and Research's guidelines for early admission.</p> <p>Degree Requirements</p>	<p>Proposed Requirements:</p> <p>In addition to meeting IUP's School of Graduate Studies and Research's admission requirements, students must meet the following entrance criteria:</p> <ul style="list-style-type: none"> • Undergraduate GPA of 3.0 and completion of the following pre-requisite coursework with a C or better: <ul style="list-style-type: none"> • Biology (with lab) • Chemistry (with lab) • Human Anatomy (with lab) • Human Physiology (with lab) • Exercise Physiology • Kinesiology/Biomechanics • Nutrition • Physics (with lab) • Psychology • Statistics • Minimum of 40 hours of direct clinical observation under the guidance of a Certified Athletic Trainer in a minimum of two different settings. A letter of verification is required from each supervising Certified Athletic Trainer. • Current Emergency Cardiac Care (ECC) certification. Acceptable ECC providers are those adhering to the most current International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care. • Completion of an interview with the program director and faculty (as needed). • Additional details and required documentation (clearances, Tuberculin (TB) skin test, liability insurance) are outlined in the Athletic Training Program Overview which is available on the department website. <p>Additionally, students enrolled in an IUP undergraduate program who take all of the aforementioned prerequisite coursework may be eligible for early admission into the Masters of Science in Athletic Training program. Please refer to IUP's School of Graduate Studies and Research's guidelines for early admission.</p>
--	--

Course	Credits	Degree Requirements	
KHSS 501 Foundations of Athletic Training	4	Course	Credits
KHSS 515 Lifestyle Behavior Management for Physical Activity	3	BIOL 509 Pharmacology Principles and Application	3
KHSS 545 Survey of Orthopedic Injuries in Sport and Exercise	3	KHSS 501 Foundations of Athletic Training	3
KHSS 565 Orthopedic Injury Assessment	4	KHSS 515 Lifestyle Behavior Management for Physical Activity	3
KHSS 576 Athletic Training Clinical Practicum I	1	KHSS 525 Risk Management in Athletic Training	3
KHSS 577 Athletic Training Clinical Practicum II	1	KHSS 545 Pathology and Assessment of Injury I	4
KHSS 580 Organization and Administration in Athletic Training	3	KHSS 565 Pathology and Assessment of Injury II	4
KHSS 585 Assessment and Management of General Medical Conditions in Athletic Training	4	KHSS 575 Pathology and Assessment of Injury III	4
KHSS 602 Sports Psychology	3	KHSS 576 Athletic Training Clinical Practicum I	3
KHSS 632 Assessment of Human Physiological Function	3	KHSS 577 Athletic Training Clinical Practicum II	3
KHSS 634 Current Literature in Health, Fitness and Sport	3	KHSS 580 Organization and Administration in Athletic Training	3
KHSS 640 Research Methods for Health, Sport, and Physical Activity	3	KHSS 585 Assessment and Management of General Medical Condition in Athletic Training	4
KHSS 646 Rehabilitation Methods and Therapeutic Exercises for Orthopedic Injuries	4	KHSS 602 Sports Psychology	3
KHSS 648 Therapeutic Modalities	4	KHSS 632 Assessment of Human Physiological Function	3
		KHSS 634 Current Literature in Health, Fitness, and Sport	3
		KHSS 640 Research Methods for Health, Sport, and Physical Activity	3

KHSS 676 Athletic Training Clinical Practicum III	2	KHSS 646 Rehabilitation Methods and Therapeutic Exercises for Orthopedic Injuries	4
KHSS 677 Athletic Training Clinical Practicum IV	2	KHSS 648 Therapeutic Modalities	4
KHSS 685 Professional Issues in Athletic Training	3	KHSS 676 Athletic Training Clinical Practicum III	6
Total Credits	50	KHSS 677 Athletic Training Clinical Practicum IV	3
		KHSS 685 Professional Issues in Athletic Training	3
		Total Credits	60

13. DEPARTMENT: NURSING AND ALLIED HEALTH PROFESSIONS

VARIABILITY OF DELIVERY

Program: Doctoral Nursing

Rationale: Currently our doctoral nursing program is offered in an immersive delivery format with two full-day in-person class sessions meeting on weekends per course. We have been offering courses at both our Indiana campus and the Dixon University Center in this format for more than 5 years and have received positive feedback from our students about this delivery approach. This format is extremely attractive for our targeted population of working professionals who have busy lives and other personal commitments as it allows them to only travel to our campus site twice a semester. They can attend classes without needing to relocate or leave their professional jobs. Subsequently, we have attracted students to our program from a wide geographic area. We currently have students who travel to campus for classes from Florida, Illinois, California, New York, Massachusetts, Maryland, West Virginia, New Jersey, and Delaware. They reside and work at their home location and travel to campus on the class weekends. Given the distance from their home, many of these students fly to our campus locations, rent a car, and stay in hotels while there are taking their weekend classes. We would like to make our program more easily accessible to those growing numbers of commuter students by offering classes at the Pittsburgh East location. Delivery

of courses at that site would ease commuting cost and travel time for these students. They could fly to the Pittsburgh airport, obtain transportation to Monroeville, stay in Pittsburgh area hotels, and take classes at Pittsburgh East rather than Indiana. This is expected to be more attractive to these potential students as well as save them travel time and costs.

Students will meet in person for classes during week two and eight of the semester. Classes meet from 11 am – 7 pm on Friday and 9 am – 5 pm on Saturday. There are an additional seven hours of online class activities that are completed through electronic class activities.

14. DEPARTMENT: PROFESSIONAL STUDIES IN EDUCATION

NEW COURSE

Course: ACE 624: Designing Accessible and Inclusive Instruction

Rationale: This new course is being proposed to fill a need in the Instructional Design and Technology graduate program. The current program does not offer a course focused on accessibility and universal design for learning which are two important aspects of the field of instructional design. Program graduates need to demonstrate diverse skills in the creation of accessible learning materials across a variety of academic environments. This course was successfully taught online in the summer of 2018. Students who take this course will benefit from acquiring accessibility skills and from developing the ability to facilitate and manage the accessibility of digital content across a variety of learning environments.

Summary:

Course	ACE 624: Designing Accessible and Inclusive Instruction
Credits	3
Prerequisite	None
Description	Provides training on accessibility practices and to demonstrate techniques for creating instruction that is accessible and inclusive for learners with disabilities. This course will provide students with foundational knowledge of disability laws, tips for creating accessible learning materials, and introduce the principles of Universal Design for Instruction.

Course: EDUC 542: Pre-Student Teaching Clinical Experience II

Rationale: EDUC 542 is being proposed to permit students in post-baccalaureate or masters level educator preparation programs to meet IUP's Three Step Process for Teacher Certification and Pennsylvania Department of Education field experience requirements and competencies.

Summary:

Course	EDUC 542: Pre-Student Teaching Clinical Experience II
Variable Credits	1-3
Prerequisite	Admission to post-baccalaureate or masters level program teacher education program

Description	Develops and refines competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in preK-grade 12 field experience. Also incorporates strategies and techniques for the delivery of instruction to all students, including those with special and English language learning needs.
--------------------	---

COURSE REVISION

Course: ACE 617: Distance Education Technology

Rationale: This proposal is to change the course name for ACE 617, Distance Education Technology, to ACE 617, Education Technology. This course name change is being proposed to reflect the major program revision for the M.A. in Adult in Community Education to transition to the M.A. in Instructional Design and Technology. In addition to changing the course name, the course learning outcomes are being revised to include distance, hybrid, and classroom education technologies.

Current Course Title: Distance Education Technology	Proposed Course Title: Education Technology
Current Catalog Description: Explores the use of computer software to enhance effectiveness and efficiency in developing teaching and training via distance education . Learners explore the use of the various software used in school and non-school teaching or training settings, conduct critical evaluation of software currently used in industry (both educational and corporate), and integrate these software products into the teaching/training and development environment. Current research in the area of instructional computing and its practical implications for teaching and training and development are also discussed.	Proposed Catalog Description: Explores the use of education technology to enhance effectiveness and efficiency in developing teaching and training. Learners explore the use of technologies used in school and non-school teaching or training settings, conduct critical evaluation of technologies currently used in industry (both educational and corporate), and integrate these technologies into the teaching/training and development environment. Current research in the area of educational technology and its practical implications for teaching and training are also discussed.

Course: ACE 630: Digital Pedagogy

Rationale: This course is being revised as part of the updates to the Instructional Design and Technology program. The revisions reflect the current trends in the field of instructional design to focus on a variety of pedagogies for diverse learning environments, not only on distance education. The current ACE 630 course focuses only on distance education. ACE 630 should also include content on teaching with digital tools and across multiple digital environments.

Current Course Title: Distance Education Pedagogy	Proposed Course Title: Digital Pedagogy
Current Catalog Description: Examines effective teaching in online and distance learning environments. Topics include preparing to teach, basic considerations of distance education teaching,	Proposed Catalog Description: Examines effective teaching using digital tools across a variety of learning environments. Topics include preparing to teach using digital technologies , basic considerations of

distance education teaching strategies, assessing learners, and issues related to special needs and cultural diversity of learners.	synchronous and asynchronous content delivery, strategies for teaching and assessing learners, and issues related to special needs and inclusion that arise in digital learning environments.
---	---

Course: ACE 745: Applied Research in Instructional Design and Technology

Rationale: This proposal is to change the course name for ACE 745, Applied Research in Adult and Community Education, to ACE 745, Applied Research in Instructional Design and Technology. This course name change is being proposed to reflect the major program revision for the M.A. in Adult in Community Education to transition to the M.A. in Instructional Design and Technology.

Current Course Title: Applied Research in Adult and Community Education	Proposed Course Title: Applied Research in Instructional Design and Technology
Current Catalog Description: Practical research in adult and community education is designed to have students conduct and report a formal research study in their field of interest. Students formulate a research problem and design a plan of inquiry that will provide an answer(s) to their stated research problem. Students must be able to interpret their research findings and communicate them both orally and in writing at a professional level.	Proposed Catalog Description: Practical research in instructional design and technology is designed to have students conduct and report a formal research study in their field of interest. Students formulate a research problem and design a plan of inquiry that will provide an answer(s) to their stated research problem. Students must be able to interpret their research findings and communicate them both orally and in writing at a professional level.
Current prerequisites: Permission	Proposed prerequisites: None

Course: LTCY 600: Foundations of Literacy Instruction

Rationale: This course revision proposal has been submitted to align the course with new standards published by our SPA in May 2018. Due to the new standards, revised objectives and assessments must be drafted. As a result, a revised course description is also needed.

Current Catalog Description: Introduces literacy instruction which recognizes social, cultural, historical, and political perspectives. Emphasis is placed on the nature of reading and writing processes, the characteristics and developmental processes of the learner, and instructional strategies that enhance literacy in the classroom.	Proposed Catalog Description: Introduces elements of effective literacy instruction that recognizes social, cultural, historical, and political perspectives. Emphasis is placed on the nature of reading and writing processes, the characteristics and developmental processes of the learner, and instructional strategies that enhance reading development.
---	---

Course: LTCY 635:

Rationale: This course revision proposal has been submitted to align the course with new standards published by our SPA in May 2018. Due to the new standards, revised objectives and assessments must be drafted. As a result, a revised course description is also needed.

Current Course Title: Literacy in Inclusive Classrooms	Proposed Course Title: Differentiated Literacy Instruction to Meet the Needs of All Learners
Current Catalog Description: Examines curricular materials, teaching approaches, and strategies used in inclusive classrooms to develop the literacy skills of students who speak English as a second language, students with learning exceptionalities, and students from diverse backgrounds/cultures. The course is taught by instructors with expertise in special education, multiculturalism, and/or teaching English language learners.	Proposed Catalog Description: Examines curricular materials, teaching approaches, and strategies used in classrooms to develop student literacy. The primary focus of the course is on differentiated instruction, designed to meet the needs of all learners, including those who speak English as a second language, experience difficulty learning to read and/or write, students who are gifted, and students from diverse backgrounds/cultures.

Course: LTCY 644: Writing Development and Instruction

Rationale: This course revision proposal has been submitted to align the course with new standards published by our SPA in May 2018. Due to the new standards, revised objectives and assessments must be drafted. As a result, a revised course description is also needed.

Current Course Title: Issues and Trends in Language Arts	Proposed Course Title: Writing Development and Instruction
Current Catalog Description: Emphasizes effective communications through the study of current trends, resources, and the contributions of research in the various areas of language arts. Special emphasis will be placed on an integrated model for organizing the language arts.	Proposed Catalog Description: Introduces theoretical, conceptual, historical, and evidence-based aspects of writing development and instruction. Emphasis is placed on instruction in writing processes (e.g. composition, revision) and foundational skills (e.g., spelling, sentence construction) and the relationship of writing to other components of literacy.

Course: MEDU 761: Connecting Community and School

Rationale: The purpose of course revisions was to update content, align with modern educational standards and expectations, and to provide greater access to students both in- and outside the state of Pennsylvania who are pursuing advanced certifications and/or degrees in education.

Current Course Title: Community and Culture	Proposed Course Title: Connecting Community and School
Current Catalog Description: This team-taught Thematic Unit provides graduate students with a strong theoretical and practical knowledge base of community and the culture in which the school resides. The Thematic Unit also emphasizes indirect educational variables such as community, culture, and language diversity that directly affect all public- school learners. Upon the completion of this Thematic Unit, students	Proposed Catalog Description: Focuses on the connections between families, schools, businesses, philanthropic organizations, and educational agencies that are essential for preparing 21 st century learners. Students will explore intellectual, social, and performance benefits of engaged and synergistic relationships related to the diverse demands of a pluralistic society.

will possess higher levels of self-efficacy and will be empowered to engage with the school, the community, and the culture in an educational and social context.	
---	--

Course: MEDU 762: Teaching Academically-Diverse Learners

Rationale: The purpose of course revisions was to update content, align with modern educational standards and expectations, and to provide greater access to students both in- and outside the state of Pennsylvania who are pursuing advanced certifications and/or degrees in education.

Current Course Title: Instruction and the Learner	Proposed Course Title: Teaching Academically-Diverse Learners
Current Catalog Description: This team-taught thematic unit is designed to prepare graduate students with a strong theoretical and practical knowledge base which supports instruction of all diverse learners included in a general education classroom. Research-proven strategies, especially those that relate to cognitive, humanist, and behavioral views of instruction, classroom management, and motivation of diverse learners included in elementary, middle, and secondary classroom, will be explored. Students will learn how to use a model of reflective thinking to assess the effectiveness of instruction and improve the outcomes for all students.	Proposed Catalog Description: Equips students with the tools to facilitate instruction with academically-diverse learners in 21 st Century classrooms. Coursework will target evidence-based strategies for teaching academic content, classroom management, and student motivation for those who are at-risk of academic difficulties. The course will address strategies for underrepresented students and those identified with disabilities in all academic environments. Instruction will be situated in the principals of a cognitive apprenticeship framework with an emphasis on teacher modeling.

Course: MEDU 763: Educational Research and Practical Application

Rationale: The original course, like all courses in the previous MEDU program, was listed as a six-credit course and required two instructors. This revised course is reduced in credits from six to three to meet the design of the proposed revised program and requires only one instructor. While the original course was designed to help students to obtain practical knowledge they could incorporate into their daily classroom practices; this revised course will help students to apply 21st Century ideas and strategies regarding Qualitative and Quantitative Research while reflecting on their learning and outcomes.

Current Course Title: Teacher as Researcher	Proposed Course Title: Educational Research and Practical Application
Credits: 6	Proposed Credits: 3

<p>Current Catalog Description:</p> <p>This Thematic Unit provides teachers with the ability to use various research methods that will help them obtain practical knowledge that can be incorporated into their daily classroom practices. These research skills are intended to: a) improve teachers' awareness of and relationships to their students' lives; and b) stimulate the formation of relevant and sound teaching strategies that incorporate their findings into the classroom in ways that recognize, validate, and build upon their students' prior socialization, knowledge, and meaning-making strategies. This Thematic Unit will familiarize students with the conceptual frameworks, methods, and research traditions from both quantitative and qualitative perspectives.</p>	<p>Proposed Catalog Description:</p> <p>Supports the integration of research to enhance students' learning in the university and in their own workplace. Students will learn to apply new ideas regarding Qualitative and Quantitative innovations while reflecting on their learning and outcomes. This asynchronous course will prepare students to develop their knowledge of research methodologies and practical applications. Each will aid students in understanding their research responsibilities and opportunities in 21st Century schools. Students will evaluate and discuss research articles in the on-line Discussion Forums.</p> <p>They will apply scholarly research to teaching and learning; and use qualitative and quantitative methodologies to advance research and practice. These analyses will be submitted in the on-line Assignment Forum that automatically checks for authenticity and originality. The instructor will also check for these same characteristics and post Grades in the electronic Gradebook.</p>
---	--

Course: MEDU 764: Educational Technology for Today and Tomorrow

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

Current Course Title: Educational Change and Technology	Proposed Course Title: Educational Technology for Today and Tomorrow
Current Course Number: 764	Proposed Course Number: 764

<p>Current Catalog Description:</p> <p>This team-taught Thematic Unit prepares graduate students with a strong theoretical and practical knowledge base focusing on a number of educational changes occurring in schools today. Topics include (but are not limited to) the possibilities and challenges of technology and the Information Superhighway, school organization, program design, instructional strategies, assessment practices, and the roles and relationships of educators, families, and community.</p>	<p>Proposed Catalog Description:</p> <p>Designed and developed to enhance students' learning in the 21st Century university and in their own workplace. Students will learn to apply new ideas and strategies regarding technological innovations while reflecting on their learning and outcomes. This course will also play a vital role in better preparing students to understand the possibilities and challenges of technology and assessment practices.</p> <p>Students will communicate technological innovations to the broader community and operationalize technology to accommodate their students' needs. These will be measured by students' competency success. Likewise, as students acquire skills to align technology with current research, they will be accountable for a Technology Journal Submission.</p>
---	--

Course: MEDU 765: Curriculum, Assessment, and Reflection

Rationale: The purpose of course revisions was to update content, align with modern educational standards and expectations, and to provide greater access to students both in- and outside the state of Pennsylvania who are pursuing advanced certifications and/or degrees in education.

Current Course Title: Curriculum and Instruction	Proposed Course Title: Curriculum, Assessment, and Reflection
Credits: 6	Proposed Credits: 3
<p>Current Catalog Description:</p> <p>This team-taught Thematic Unit prepares graduate students with a strong theoretical and practical knowledge of a variety of instructional design and delivery strategies. Through critical inquiry, students explore the organizational, academic, political, and social issues of curriculum and instruction. This Thematic Unit fosters and supports the concept of the teacher-reflective practitioner. Students are encouraged to link theory and practice through the relationship of projects and actual day-to-day classroom practice. The many facets of instructional design and delivery also invite and support development of students' research assignments.</p>	<p>Proposed Catalog Description:</p> <p>Facilitates students' theoretical and practical knowledge about curriculum, assessment, and the process of continuous reflection. Utilizing a critical lens of inquiry, students will investigate 21st Century issues such as the school organization, and academic, social, and political issues. Exploring instructional approaches, strategies for assessment, and the concept of the reflective practitioner, students will bridge theory and practice through the application of projects to day-to-day classroom activity and engagement.</p>

PROGRAM REVISION

Program: M.A. Instructional Design and Technology

Rationale: The M.A. in Adult in Community Education is being revised for several reasons: 1. To reflect the current trends in the field of Adult Education that supports an enhanced emphasis on instructional design and technology, 2. The existing M.A. in Adult Education is in need of a major update to align with the technological standards and competencies required of all professionals who create and deliver adult education and training programs, 3. Recent department changes have provided new resources that will allow coursework from the M.A. in Adult Education to be updated and developed into a track in the Master of Education program in the department of Professional Studies in Education, 4. The new Master of Education track in Adult Literacy will provide learners with training focused on adult literacy and adult basic education. Skilled adult basic education professionals are in demand across adult education venues nationwide, and 5. This program revision addresses the limited resources that currently exist to continue to offer both an M.A. in Adult and Community Education and a track in Instructional Design and Technology. By aligning the adult literacy component with current and developing resources in the department of Professional Studies we can continue to offer training in adult literacy and instructional technology for learners across a variety of settings.

Current Program Title: M.A. Adult and Community Education	Proposed Program Title: M.A. Instructional Design and Technology
<p>Current Catalog Description: The Master of Arts in Adult and Community Education (ACE) prepares leaders who develop education and training programs in a variety of settings.</p> <p>ACE graduates work in education, business and industry, health care, community agencies, government, the military, religious organizations, voluntary associations, and many other settings. Students are encouraged to relate theory to practice in their specific areas of professional interest. The ACE program offers a balance of academic preparation, practical field experience, and individual research.</p> <p>Professional preparation for students in adult and community education is realized through helping them develop:</p> <p>A specialized knowledge of the literature, research, and theories in adult and community education A broad knowledge of the literature, research, and theories in supporting disciplines</p>	<p>Proposed Catalog Description: The Master of Arts in Instructional Design and Technology (IDT) prepares graduates for careers in instructional design, education technology, distance education, training, media development, and other positions across a variety of professional settings including business and industry, PK-21 education systems, higher education, health care, and government organizations. IDT graduates are skilled professionals who specialize in designing, facilitating, and evaluating education and training programs for both classroom and digital learning environments. The IDT program offers a balance of academic preparation, hands-on technical skill development, and training on the development and application of a diversity of education technologies. Professional preparation for students in Instructional Design and Technology is realized through helping them develop:</p> <p>A specialized knowledge of the literature, research, and theories in instructional design and instructional technology.</p>

<p>Specific skills to enhance performance as an adult and community educator</p> <p>The ability to reflect critically on and learn from one's professional and personal practices as an adult and community educator</p> <p>The ability to guide practice based on theory and to modify theories based on practical experience</p> <p>The ability to communicate effectively both in writing and orally</p> <p>The ability to understand, conceptualize, and conduct research in adult and community education</p> <p>A commitment to support the growth of adult and community education as a field of inquiry and practice</p> <p>A commitment to continued professional development in adult and community education</p> <p>A commitment to use the knowledge and skills learned in the program to improve the quality of life at work, in the community, and in society</p> <p>In addition to the <u>regular School of Graduate Studies and Research requirements</u>, applicants for the MA in Adult and Community Education are required to submit a resume. The program can be completed online.</p>		<p>Specific skills to enhance performance as an instructional design professional.</p> <p>The ability to communicate effectively in writing, orally, and across a variety of digital platforms.</p> <p>Accessible education and training programs for a variety of settings and learners.</p> <p>In addition to the regular School of Graduate Studies and Research requirements, applicants for the MA in Instructional Design and Technology are required to submit a resume. The program can be completed at our Indiana, PA campus or remotely utilizing our state-of-the-art video conferencing system.</p>	
Current Credit Hours: 36		Proposed Credit Hours: 30	
Current M.A. ACE --Current Curriculum 36 credits	Current M.A. ACE-IDT Track—Current Curriculum 36 credits	Proposed M.A. IDT Program—Proposed curriculum 30 credits	
<p>ACE 620 Introduction to Adult and Community Education</p> <p>ACE 621 The Adult Learner</p> <p>ACE 622 Program Planning & Evaluation</p> <p>ACE 623 Organizational Leadership</p> <p>ACE 625 Adult Teaching Methods</p> <p>ACE 735 Seminar In ACE</p>	<p>ACE 600 Instructional Design</p> <p>ACE 610 Learning Management Systems</p> <p>ACE 622 Program Planning & Evaluation</p> <p>ACE 623 Organization Leadership</p> <p>ACE 621 The Adult Learner</p> <p>ACE 617 Education Technologies</p>	<p>IDT 600 Instructional Design</p> <p>IDT 610 Learning Management Systems</p> <p>IDT 622 Program Planning & Evaluation</p> <p>IDT 630 Distance Education Pedagogy—Course Name Change—Digital Pedagogy</p> <p>IDT 617 Education Technologies</p> <p>IDT 700 Advanced Instructional Design</p>	

ACE 640 Intro to Community Education ACE 745 Practical Research in ACE	BTED 675 Web Design ACE 700 Advanced Instructional Design	IDT 624 Designing Accessible and Inclusive Instruction IDT 745 Practical Research in ACE--Change Name to Current Research and Trends in Instructional Design and Education Technology (IDT) Elective/Internship/Thesis 3 cr
ACE 635 Issues in Distance Education GSR 615 Elements of Research Elective/Internship/Thesis 3 cr Elective/Internship/Thesis 3 cr	ACE 630 Distance Education Pedagogy GSR 615 Elements of Research Elective/Internship/Thesis 3 cr Elective/Internship/Thesis 3 cr	Elective/Internship/Thesis 3 cr

NEW PROGRAM

Certificate: Post Baccalaureate in Business, Computers and Information Technology

Rationale: To provide credentialing for individuals seeking only teacher certification. This allows individuals that have become certified at the state level at the completion of this program.

Description	<p>This credential is designed for individuals desiring to obtain K-12 certification by the Pa Dept of Education (PDE) in Business, Computers and Information Technology. The credential meets the requirements outlined by the PA Dept of Education.</p> <p>Specific criteria must be met prior to admittance to ensure all PDE certification requirements are met. These include:</p> <p>1) Must have a bachelor’s degree or higher</p> <p>2) 12 credit hours completed in undergraduate or graduate business-related curriculum in the following manner: 3 cr hours business math/finance/accounting/business statistics; 3 cr hours marketing/management; an additional 6 cr from curriculum covered by topics of: economics/ technology/ programming/information sciences</p> <p>3) Per PDE requirements for Teacher Education, 6 cr of Math and 6 cr of English must have been completed.</p> <p>NO GRE/GMAT required. Coursework is all taught at the graduate level and may be transferred into a masters program upon formal request.</p>		
Program Requirements	BCIT CERTIFICATION ONLY (24 credits with student teaching) (Asynchronous delivery) includes:		
Class	Credit	Name	
MEDU 761	3	Connecting Community & School	

	MEDU 762	3	Teaching Academically Diverse Learners
	MEDU 764	3	Educational Technology for Today and Tomorrow
	MEDU 765	3	Curriculum, Assessment, and Reflection
	BTED 511	3	Methods I in Business and Information Technology + observation component included in this class
	BTED 512	3	Method II in Business and Information Technology + observation component included in this class
	BTED 695	6	Professional Seminar*
	TOTAL CREDITS	24	
<p>* Professional Seminar is statewide, and utilizes both synchronous communication evaluation (zoom) and face-to-face evaluation</p> <p>**Pre-requisites for entering this program: Include 2 Math classes, 2 English classes (current pre-requisite) at the undergraduate level</p>			

NEW TRACK

Program: Master of Education (MEDU)

Track Title: Master of Education: Administration and Leadership PK-12 Principal Certification Eligibility

Rationale: The Principal Certification Program is a certification only program already in place. Coupling the certification program with a Master of Education Degree is needed because students are seeking a way to earn a graduate degree along with the administrative certification. We need to offer this combination to meet the needs of our students who do not yet hold a Master's Degree. The purpose of program- and course-level revision has been to update the extant Masters of Education (MEDU) program, and remove from moratorium.

Catalog Description:	Students with an earned Bachelor's Degree and PDE Instructional or Specialist Certification enroll to take six , 3-credit courses and two, 6-credits internships to earn both a Master's Degree and a PK-12 Principal Certification (with successful completion of Praxis and approval from PDE).Students are required to complete two, 180-hour internships, one being an elementary internship and the other being a secondary internship, within their school districts.
-----------------------------	---

<p>Program Requirements: 30 credits</p>	<p><u>3-Credit Courses:</u></p> <p>MEDU 761 Instruction, Assessment, and Reflection</p> <p>MEDU 762 Teaching Academically-Diverse Learners</p> <p>MEDU 763 Educational Research and Practical Application</p> <p>MEDU 764 Educational Technology for Today and Tomorrow</p> <p>MEDU 765 Connecting Community and School</p> <p>EDAD 756 School Administration</p> <p>Total: 18 credits</p> <p><u>6 Credit Courses:</u></p> <p>EDAD 798, Principal Internship</p> <p>EDAD 798, Principal Internship</p> <p>This course is repeated as students are required to complete two, 180-hour internships, one being an elementary internship and the other being a secondary internship.</p> <p>Total: 12 credits</p> <p><u>Suggested Course Sequence:</u></p> <p>Students begin the program in the fall of each year and enroll in 6 credits each semester.</p> <p><u>Year 1:</u></p> <p>Fall- MEDU 761 & MEDU 762</p> <p>Spring – MEDU 763 & MEDU 764</p> <p>Summer – MEDU 765 & EDAD 756</p> <p><u>Year 2:</u></p> <p>Fall – EDAD 798</p> <p>Spring – EDAD 798</p>
--	---

15. DEPARTMENT OF FINANCE AND LEGAL STUDIES

NEW COURSE

Course: BLAW 640: Advanced Alternative Dispute Resolution

Rationale: Alternative Dispute Resolution skills are extremely important in business and most MBA programs offer Alternative Dispute Resolution courses. We would like to offer this course as a 1.5-credit-hour course so that IUP's MBA students can learn more effective negotiation, mediation, and arbitration skills and strategies, especially in the context of complex, international business disputes. As businesspeople, our graduates should be able to manage a dispute through all phases of the dispute resolution process and this course will provide them with the knowledge and skills they need to do so.

Summary:

Course	BLAW 640: Advanced Alternative Dispute Resolution
Credits	1.5
Prerequisite	Student must be enrolled in IUP's MBA program
Description	Focuses on advanced Alternative Dispute Resolution principles and the application of those principles in simulated negotiations, mediations, and arbitrations. Emphasizes international business disputes and how to effectively overcome the barriers to the successful resolution of such disputes as a result of cultural issues and differences in governing laws and regulations. Concludes with a simulation taking students through all steps of a complex dispute, including identification of the dispute parameters, an information negotiation with the other parties, the mediation of the dispute with an independent mediator, and finally the arbitration of the dispute before a panel of three arbitrators. Dispute resolution ethics will be explored throughout the course.

FOR ACTION:

NEW GRADUATE SCHOOL POLICY: Prior Learning Assessment (PLA) for Academic Credit

Rationale: At IUP, the college-level learning that graduate students may have acquired outside the traditional classroom setting has value. At least 6 of our PASSHE sister universities as well as other PA universities have a prior learning assessment for review and academic credit in place. Graduate students who have acquired transferable knowledge through employment, certificate training or personal educational growth may be able to document and demonstrate that course learning and course goals have been met. This policy gives graduate students the opportunity to receive graduate academic credit for learning acquired through qualifying life experiences when they meet the goals of a particular graduate course at IUP, based on review and approval of the student's program degree department and the Dean of the School of Graduate Studies and Research (SGSR) or Dean's designee. The SGSR, based on best practices at other PA universities, will prepare an application form for "Prior Learning Assessment Credit Review" as well as a "Guidelines For Portfolio Preparation for Prior Learning Assessment Credit" and a "Prior Learning Self-Assessment for Students" to distribute to graduate departments, degree programs, and graduate students to facilitate and assist with implementation.

PURPOSE: To allow for the assessment of transferable learning acquired in a non-traditional manner for academic credit such as qualifying prior learning through employment or other activities.

SCOPE: This policy applies to graduate-level learning.

DEFINITIONS: Prior learning assessment is a process that allows certain students an alternative method of earning academic credit for qualifying prior learning experiences, when they meet the goals of a particular IUP course. Qualifying learning experiences may include:

- Work training
- Independent certificate training or specialized certifications
- Personal educational growth

POLICY: Prior Learning Assessment (PLA) for Academic Credit

Graduate students may be able to earn academic credits for transferable learning acquired in a non-traditional manner such as qualifying prior learning through employment, independent certificate training or specialized certifications, or personal educational growth. Credit may be awarded when the student is able to demonstrate transferable learning defined as knowledge that can be applied to a new or different situation. Prior learning assessment requires an understanding of the theoretical concepts involved in the learning experience. Appropriate documentation must be provided for review for Prior Learning Assessment credits. Credit is awarded when the student successfully demonstrates transferable learning or knowledge that can be applied to a new or different situation.

Students must be currently enrolled IUP students to be eligible to apply for PLA credits. Students must demonstrate that they have met the goals of a particular course by developing a portfolio that showcases their experiential learning. Students are responsible for identifying the course equivalency and providing documentation that the course goals have been met.

Graduate students may earn no more than one-third (1/3) of the credits required for an IUP graduate degree, certificate, or certification program by earning PLA credit and/or transfer credits. Decisions to assess prior learning experiences outside of the academic classroom are made by individual colleges and department degree programs. Individual colleges or department degree programs may choose not to grant any credit for prior learning outside of the academic classroom. Individual colleges and department degree programs may completely opt out of the Prior Learning Assessment for Academic Credit.

1. Currently enrolled IUP graduate students may request a PLA portfolio review through the School of Graduate Studies and Research.
2. Graduate students must demonstrate that they have met the goals of a particular graduate course by developing a portfolio that showcases their experiential learning is college graduate-level learning. PLA academic credit is awarded when the graduate student is able to successfully demonstrate transferable learning, or knowledge that can be applied to a new or different situation. Graduate students are responsible for identifying the course equivalency and providing documentation that the college graduate-level course goals have been met
3. PLA portfolio review does not guarantee that IUP credit will be awarded.
4. All PLA portfolio reviews are conducted by appropriate faculty in the graduate student's degree program's department, with academic credit approval by the student's degree program's coordinator, the appropriate department chair, and final approval by the Dean of the School of Graduate Studies and Research or Dean's designee.

5. An application fee is charged to the graduate student to apply for PLA portfolio assessment, regardless of outcome.
 6. An evaluation fee is charged to the graduate student for one primary graduate department for portfolio review, regardless of outcome. For each additional secondary department (for example, dual degree enrolled or interdisciplinary degree program) that must evaluate the same portfolio, there is an additional charge of half the primary fee.
 7. A per credit fee is charged to the graduate student for all academic credits awarded to students via PLA.
 8. A transcription posting fee for the PLA credits awarded to students via PLA is charged to the graduate student to transcribe the academic credit to their graduate record.
 9. PLA credits are not eligible for payment using GA tuition dollars or SGSR Scholarship dollars. PLA credits are not covered by financial aid.
 10. If the PLA credit request is approved, credits, not grades, will be awarded and transcribed through the School of Graduate Studies and Research.
 11. If a graduate student changes their program of study, semester hours credited toward an earlier program of study may not be recognized in the new program of study.
 12. IUP will not transfer credit received through Prior Learning Assessments by other institutions.
- Effective Date: (requesting) Fall 2019

FOR INFORMATION:

The following courses were approved for distance education:

- ACCT 532: Forensic & Internal Auditing
- ACCT 561: Accounting Systems
- ACE 624: Designing Accessible and Inclusive Instruction
- BTED 511: Methods in Business and Information Technology I
- BTED 512: Methods II in Business and Information Technology
- CHEM 561: Modern Diffraction
- CHEM 581: Topics in Industrial Chemistry
- COMM 801: Ideas that Shape Media
- COMM 818: Media Criticism
- COMM 853: Corporate Communication
- DVST 600: Principles of Developmental Education
- DVST 700: Curriculum Design in Developmental Education
- DVST 710: Strategies for Teaching Developmental Students
- DVST 720: Critical Issues in Developmental Education
- DVST 731: Practicum in Developmental Education
- ENGL 415/515: English Language Studies for Teachers
- FDNT 545: Advanced Sports Nutrition
- FDNT 653: Leadership for Nutrition Professionals
- MCPL 504: Transportation Planning
- MCPL 516: Introduction of Geographic Information Systems
- MCPL 552: Planning Analysis and Methods

- MCPL 558: Planning Law
- MCPL 570: Housing and Community Development Policy
- MCPL 625: Environmental Planning: Values, Ethics, and Assessment
- MCPL 627: GeoDesign
- MCPL 652: Planning Policy, Implementation and Administration
- MCPL 658: Planning Theory and Process
- MCPL 796: Capstone Project
- MEDU 763: Educational Research and Practical Application
- MEDU 766: Teacher as Leader
- PLSC 354/554: Metropolitan Problems
- SAFE 811: Applied Research II: Multivariate Analysis

The following course was approved by the UWGC as a dual list:

- ANTH 360/561: Applied Anthropology
- ANTH 470/570: Environmental Archaeology
- COMM 720/820: Political Communication
- EDUC 342/542: Pre-Student Teaching Clinical Experience II
- GEOG 455/655: Advanced Remote Sensing
- GEOG 488/588: Geospatial Intelligence Capstone
- IFMG 431/531: Python Programming
- RGPL 470/570: Housing and Community Development Policy

Appendix E
Non-Credit Committee
Chair O’Neil

FOR INFORMATION:

Punxsutawney Culinary Program

Date of Interview: Friday, April 19, 2019

Committee member attendees: Marcy Rearick and Melinda McIsaac
Excused: Tess O’Neil, Sudipta Majumdar, Alex Wang, Mike Husenits

Interviewee: Chef Lynn Pike, Chairperson, Academy of Culinary Arts

Overview

The **Academy of Culinary Arts (ACA)** currently has one hundred and fourteen students enrolled, eighty-six students in the Culinary Arts program and twenty-eight in the Baking and Pastry program.

The **Culinary and Baking & Pastry certificate programs** have been granted re-accreditation by the American Culinary Federation (ACF).

The committee once again found the IUP Academy of Culinary Arts an excellent institution that graduates exemplary chefs, contributes to IUP’s student enrollment by providing numerous transfer options into a degree seeking program, and is future focused with the addition of two new associate programs, and the most recent curriculum revision to the Baking and Pastry Certificate program.

Curriculum

As of fall 2019, the Baking and Pastry Certificate will be a stand-alone certificate program, mirroring the existing Culinary of Arts program sequence with three full semesters of instruction (fall, spring, summer) followed by a culminating 450-hour Baking and Pastry Externship. The program is in high demand. Admission into the Baking and Pastry program is expected to reach its maximum enrollment this fall.

The Academy of Culinary Arts—Associate in Applied Science in Culinary Arts was open for admission as of fall 2018. The ACA is anticipating a significant increase in enrollment for spring 2020.

Pending final approval, the Academy of Culinary Arts expects to open the Associate in Applied Science in Baking and Pastry for admission in fall 2019.

The new associate degree programs are expected to increase the number of Culinary and Baking/Pastry graduates who advance into a degree seeking program. Currently twenty-five percent of ACA graduates transfer into a bachelor’s degree seeking program. Articulation agreements for ACA graduates to transfer their Culinary certificate toward a Family and

Consumer Science Education, Hospitality, or Nutrition bachelor's degree program have been approved.

Facilities

The ACA has expanded its space through the purchase of two buildings connected to the existing Fairman Centre. The space provides the opportunity to construct additional instructional classrooms, kitchen (lab) facilities, and store front space located along West Mahoning Street, Punxsutawney to expand and update their facilities enabling the ACA to sustain their competitiveness in the culinary school market. Fundraising plans for the renovation of the new buildings and existing Fairman Centre is currently under way. New signage, consistent with IUP's main campus, for the ACA buildings is in progress.

The ACA's Dining Room has undergone a mini-renovation with the generous help of Mandi Custer and Bernie Lazor along with the IUP Painters and Carpenters.

They are also excited to introduce Abstract Artist, Pamela Stefanik who has generously loaned her work to enhance the newly painted dining room walls. The ACA encourages members of the IUP community to visit during their summer 2019 dining event to be announced in the very near future.

Non-Credit Committee Recommendations

The committee highly recommends that IUP lends its full-support to renovate the current Fairman Centre and the recently purchased buildings to support the growing enrollment in this popular career field.

Below are some of the beautiful and delicious pulled sugar and pasties created by the students.





Appendix F
Research Committee
Chair Delbrugge

FOR INFORMATION:

Members Present: Hilliary Creely, Laura Delbrugge, Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli

Dr. Delbrugge convened the meeting at 3:30 pm.

The first part of the meeting was devoted to reviewing the University Research Committee proposals. There were 13 USRC Small Grant proposals for review and the decision was made to fund 12 proposals totaling \$12,364.

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

- Aleea Perry was awarded \$1942 for her project “Research for Creation in Crisis: The Development of the Department of Homeland Security Book Project.”
- Ellen Yerger was awarded \$2000 for her project “Testing the relative contribution of native and non-native plants to the insectivorous food web.”

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

- Kelli Jo Moran was awarded \$1,000 for international travel to present “Cruel Kings, Queens, Students, and Kids: Developmental Bibliotherapy with Children's Literature” at the European Teacher Education Network annual meeting to be held April 25-27, 2019 in Catalonia, Spain.
- David Janetski was awarded \$902 for domestic travel to present “Influence of interannual and seasonal weather variability on young-of-the-year brook trout abundance” at the Society for Freshwater Science annual meeting to be held May 19-23, 2019 in Salt Lake City, UT.
- Jill Brady was awarded \$546 for domestic travel to present “Assessing Children who are English Language Learners” at the PA Speech Language and Hearing Association Conference to be held April 10-13, 2019 in Lancaster, PA.
- Giseung Lee was awarded \$661 for domestic travel to present “Recreating a New Courtroom Reality: Misinterpretation of Calques in Immigration Hearings and Its Effect” at the Asian Studies on the Pacific Coast conference to be held June 7-10, 2019 in Moraga, CA.
- Marjorie Zambrano-Paff was awarded \$1,000 for international travel to present “Recreating a New Courtroom Reality: Misinterpretation of Calques in Immigration Hearings and Its Effect” at the International Society for Language Studies conference to be held June 20-22, 2019 in Hong Kong.

- Veronica Watson was awarded \$714 for domestic travel to present “American Literature Association Conference Presentation, ‘I ain’t no man!’: Blackness, Wartime Masculinity and the Protest Tradition in Frank Yerby’s Short Fiction” at the American Literature Association conference to be held May 23-26, 2019 in Boston, MA.
- Mark Palumbo was awarded \$1,000 for domestic travel to present “Emphasizing Test Instructions to Reduce Stereotype Threat” at the Association for Psychological Science conference to be held May 23-26, 2019 in Washington, DC.
- Shijuan Liu was awarded \$999 for international travel to present “Attending an international conference on technology and language teaching in Beijing” at the Conference on English Language in the Chinese Context: Technology & English Language Education to be held May 3-4, 2019 in Beijing, China.
- Hao Tang was awarded \$600 for domestic travel to present “Disinfection Byproduct Work” at the Gordon Research Conference on Water Disinfection, Byproducts, and Health to be held July 28 – August 2, 2019 in South Hadley, MA.
- Azad Ali was awarded \$1,000 for international travel to present “Blockchain and mortgage lending process - a study of people, process and technology involved” at the International Institute for Applied Knowledge Management to be held June 26-29, 2019 in Warsaw, Poland.

The second part of the meeting was devoted to reviewing the Senate Fellowship proposals. There were 9 Senate Fellowship proposals for review and the decision was made to fund 4 proposals, totaling \$22,230.

- Melissa Swauger and Dana Hysock Witham were awarded \$7,000 for their project “A Study of Urban Parents with Children with Opioid Substance Use Disorder.”
- Charles Harrison Wick and Michael Williamson were awarded \$6,861 for their project “Print Matters: University Museum Exhibit of Selected Works from the Ed Colker Collection.”
- Sudipta Majumdar and Cuong Diep were awarded \$4,869 for their project “Dimerization studies of MT-Alr using Yeast Two Hybrid System.”
- BA Harrington was awarded \$3,500 for her project “Hadley Chest Research.”

The meeting adjourned at 5:00 p.m.

Appendix G
Student Affairs Committee
Chair Stocker

FOR ACTION:

1. Sexual Discrimination/Misconduct Policy

Current Policy: Provided as a pdf and can be downloaded at

<https://www.iup.edu/studentlife/support/sexual-harassment-violence-survivor-resources/>

Summary of Changes:

Senate Consideration, April, 2019

Elise Glenn, Chief Diversity and Inclusion Officer/Title IX Coordinator

There are several reasons for updating the IUP Sexual Misconduct Policy this academic year. One reason is to be consistent with the changes made recently to the Student Code of Conduct. Also, the changes made in spring of 2018 were written to reflect changes in the disciplinary model when IUP switched to an investigator/board model for Title IX student cases. These changes were important, but the policy was weak as to employee process. These policy changes were written before I, the current Title IX Coordinator, was in place. I have now had time to bring our policy up to date according to changes in case law and best practices, and to include more information for employees to understand their rights and obligations. A summary of the changes from the 2018 policy is as follows:

I. Clarification of Employee Process:

- a. Bring privilege language into compliance with state law
- b. Explain notice
- c. Formal complaint procedures explained
- d. Clarify appeal rights
- e. Explain accommodations process
- f. Add information regarding consensual relationships

II. Eliminate Non-Policy Information and Clarify Process

- a. Change “Overview” to break out “Purpose” and “Scope” and “Objective”
- b. Specify Title IX Coordinator per best practice
- c. Specify Deputy Title IX Coordinator’s role
- d. Specify law enforcement’s jurisdiction
- e. Clarify standard of proof
- f. Clarify informal vs. formal process in student and employee, volunteer, and contractor cases
- g. Strip language regarding investigation and hearing procedures since rules are in flux
- h. Delineate student from non-student processes

- i. Add “federal timely warning” information per Clery/VAWA
- j. Add “attempt” language
- k. Add “false reports” information

III. Rewrite Charges Based on Changes in Case Law and Best Practices

- a. Change title of policy to reflect dual aspect of policy purpose
- b. Best practices enumerates offenses as:
 - 1.) Sexual Harassment
 - 2.) Non-Consensual Sexual Contact
 - 3.) Non-Consensual Sexual Intercourse
 - 4.) Sexual Exploitation
 - 5.) Retaliation
 - 6.) Other (which includes coercion, threat, intimidation, stalking, etc.; charged under the Code of Student Conduct)
- c. Eliminated “dating violence” and “domestic violence” charges based on best practices. These charges are confusing and are not “behaviorally” defined, but are “relationship” defined.

Proposed Policy:

POLICY STATEMENT

Subject: Sexual Discrimination/Misconduct Policy

Date: Established August 24, 2003
February 29, 2012;

Revision Dates: August 8, 2008;

April 29, 2014; May 1, 2018

Originating Office: President
Distribution Code: A

President’s Approval:

A. Purpose

The purpose of this policy is to set forth Indiana University of Pennsylvania (the “University”)’s position regarding sexual misconduct, including discrimination on the basis of sex/gender in any education program, activity or employment for the University community. The University is committed to creating an educational and employment environment free of sexual discrimination for all of its employees, students, and University community. Discrimination on the basis of sex/gender may constitute a violation of Title VII of the U.S. Civil Rights Act of 1964 (“Title VII”), a violation of Title IX of the Education Amendments of 1972 (“Title IX”), and/or a violation of the Pennsylvania Human Relations Act, Section 5A (“PHRA”). Sexual misconduct includes unlawful discrimination or harassment based on sex or gender. In addition, this policy outlines the procedures to be followed when reporting complaints of sexual misconduct. Following these procedures will assure that a prompt, adequate, reliable and impartial investigation is undertaken by the University. The goal of this policy is to prevent sex- and gender-based discrimination and sexual misconduct and effectively remedy the discriminatory effect of sexual misconduct when it occurs.

B. Scope

This policy is applicable to all students and employees of the University, as well as designated volunteers, contractors, and vendors. This policy is applicable to all University operations, programs, sites, and covers acts committed on- or off-University property when that activity is deemed to constitute sexual discrimination/misconduct.

C. Objective

Members of the University community have the right to be free from all forms of sex- and gender-based misconduct, harassment, discrimination, and misconduct. All members of the University community are expected to conduct themselves in a manner that does not infringe upon the rights of others.

This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define University community standards and establish a mechanism for determining when those expectations are alleged to have been violated.

This policy is not meant to inhibit or prohibit educational content or discussions that include controversial or sensitive subject matters protected by academic freedom. Academic freedom extends to topics that are pedagogically appropriate and germane to the subject matter of courses or that touch on academic exploration of matters of public concern. This policy shall be implemented in a manner that recognizes the importance of rights to freedom of speech and expression, as well as the principles of academic freedom. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state laws including Title VII, Title IX, and the PHRA.

D. Reporting Obligations

All IUP employees (including faculty, staff, managers, student employees, and administrators), contractors, vendors and designated volunteers are deemed “Responsible Employees” and are required to immediately report actual or suspected sexual misconduct to the Title IX Coordinator. All University employees have a duty to report, unless they have been designated as having privilege or are considered a confidential employee (see below). Failure of an employee to report an incident of sexual misconduct of which they become aware, may be a violation of University policy subject to disciplinary action.

Generally, climate surveys, classroom writing assignments, classroom discussions, a University-approved research project, or events such as Take Back the Night marches or speak-outs do not constitute notice that must be reported to the Title IX Coordinator. Complainants may want to consider carefully whether they share personally identifiable details with non-confidential employees, as those details must be shared by the employee with the Title IX Coordinator.

As time passes, it may become more difficult to investigate and resolve complaints. In addition, because there are time limitations for filing external complaints with state and federal agencies, individuals are encouraged to report actual or suspected discrimination/misconduct as soon as possible.

Individuals who wish to report incidents of sexual discrimination/misconduct in University programs or activities may contact the Title IX Coordinator. Reports of sexual discrimination/misconduct may be made to the Title IX Coordinator via email, University website, phone, or in person at the contact information below:

Elise Glenn, Title IX Coordinator

Delaney Hall, Room B-17
920 Grant Street
Indiana, PA 15705-1046
Phone: 724-357-3402
title-ix@iup.edu

Any obligations of the Title IX Coordinator as set forth in this policy may be delegated to a Deputy Title IX Coordinator or other University official, as designated. Please be advised that the role of the Deputy Title IX Coordinator, *i.e.*, intake of complaints, investigation, and adjudication, may be reassigned depending on the matter that is presented, workload, scheduling conflicts, prior involvement with a particular student, etc. Staff in the Office of Student Conduct are cross-trained so as to be competent in handling these respective duties.

The Title IX Coordinator coordinates and oversees prompt, effective and impartial responses to Title IX and related sexual discrimination/misconduct complaints on both an individual and systematic basis, including the initiation of investigations and assisting University officials with the implementation of interim measures and remedies. The Title IX Coordinator is responsible for monitoring investigations and outcomes of sexual discrimination/misconduct complaints as assigned to University Investigators, Deputy Title IX Coordinators, or other University staff. The Title IX Coordinator will work with Office of Student Conduct and Human Resources to assure compliance with Title IX and other requirements. In addition, the Title IX Coordinator will serve as a liaison with the University's Police Department regarding matters arising under this policy.

The Deputy Title IX Coordinator will assist the Title IX Coordinator in assuring that the University provides adequate, reliable, and impartial investigations of sexual discrimination/misconduct complaints. This will include undertaking investigations of sexual discrimination/misconduct consistent with: (1) this policy and applicable collective bargaining agreements when an employee is the respondent; and (2) the Code of Student Conduct for complaints involving students as respondents. Additional duties of a Deputy Title IX Coordinator include the training of Student Conduct members about Title IX procedural due process issues.

If the complaint is against the Title IX Coordinator, the complaint may be filed with the Associate Vice President for Human Resources. If the complaint is against the University President or a member of the Council of Trustees, it should be filed with the Office of Chief Counsel for the State System of Higher Education.

The complainant has the option at any time to file a complaint through an external public agency responsible for enforcing laws regarding discrimination (see below). Generally, this filing should take place within 180 days beginning with the date of the last alleged incident per Equal Employment Opportunity Commission requirements.

Equal Employment Opportunity Commission
1000 Liberty Avenue
Pittsburgh, PA 15222
(412) 644-3444
www.eeoc.gov

Pennsylvania Human Relations Commission

300 Liberty Ave., State Office Bldg., 11th Floor
Pittsburgh, PA 15222
(412) 565-5395
www.phrc.state.pa.us

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue
Washington D.C. 20202-5151
(800) 421-3481
www.ed.gov/about/offices/list/ocr/index.html

E. Individuals with Privilege

IUP recognizes and honors privilege granted by applicable statutes. Licensed psychiatrists and psychologists, sexual assault counselors, recognized clergy and physicians working in Health Service functions as defined by state or federal law, are not required to disclose information concerning an allegation of sexual misconduct to the IUP Title IX Coordinator without the consent of the individual making the allegation. This privilege may not exempt the employee with privilege from other reporting obligations, including other policies or laws that require reporting to University Police, local law enforcement or a child protective service agency. All University mandated reporters must report suspected child abuse and child neglect consistent with the University's Protection of Minors Policy, <https://www.iup.edu/humanresources/policies/protection-of-minors/>.

F. Confidential Employees

Although a legally-recognized privilege may not attach to IUP employees who provide confidential services, the University respects expectations of privacy to the extent permissible by law while still ensuring compliance with other reporting obligations. Individuals authorized by the President, upon recommendation of the Title IX Coordinator, to have confidentiality are required to report the nature, date, time, and general location of an allegation of sexual violence to the Title IX Coordinator. Unless the alleged complainant consents to the release of their name, recognized individuals providing confidential services will not release the name to the Title IX Coordinator. Designated confidentiality may not exempt the employee from other reporting obligations, including other policies or laws that require reporting to University Police, local law enforcement or a child protective service agency. All University mandated reporters must report suspected child abuse and child neglect consistent with the University's Protection of Minors Policy, <https://www.iup.edu/humanresources/policies/protection-of-minors/>.

G. Campus Security Authorities (CSA)

Individuals and organizations associated with the University that meet the definition of a CSA under Clery Act guidelines are required to report allegations of sexual violence to the University Police unless they meet the exemption requirements for Pastoral and/or Professional Counselors. A Pastoral Counselor is: A person who is associated with a religious order or denomination, is recognized by that religious order or denomination as someone who provides confidential counseling, and is functioning within the scope of that recognition as a pastoral counselor. A Professional Counselor is: A person whose official responsibilities include providing mental health counseling to members of the institution's community and who is functioning within the scope of the counselor's license or function.

To be exempt from disclosing a reported allegation(s) of sexual violence, pastoral or professional counselors must be acting in the role of pastoral or professional counselor at the time the allegation is reported. An individual who is counseling students and/or employees, but who does not meet the Clery Act definition of pastoral or professional counselor, is not exempt from being a CSA if they have otherwise have significant responsibility for student and University activities.

CSA reports are used by the University to compile statistics for Clery Act reporting and to help determine if an incident constitutes a serious or continuing threat to the safety of the University community that would require a timely warning alert. Individuals or organizations identified as exempt from reporting requirements as discussed above may still meet the reporting requirements of a CSA without disclosing personally identifying information or triggering a police or disciplinary investigation if the complainant does not want to pursue this action. In all cases, the overall safety and security of the University community should be considered when allegations of sexual violence are presented to otherwise exempt persons or organizations. See information provided in “Other Confidentiality Requests” and “Privacy” below for guidance. Please note that all staff assigned to the Title IX function of the University are considered CSAs for Clery Act reporting purposes.

H. Other Confidentiality Requests

If a complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal resolution to be pursued, the complainant may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University and comply with applicable law. In cases indicating pattern, predation, threat, weapons and/or violence, IUP may be unable to honor the complainant's request regarding confidentiality, investigation or pursuit of formal resolution.

I. Privacy

The University will protect the privacy of individuals involved in a report of sexual discrimination/misconduct to the extent permitted by law and by University policy. However, an investigation may involve interviews with a number of persons to determine if they have relevant evidence and extremely sensitive information may be gathered. University policy may also require the disclosure of certain confidential information during or following an investigation or hearing process to other University officials who, by virtue of their position, have a need to be aware of the complaint, accommodations, or corrective or disciplinary action. The knowledge of the complaint among other University members will be limited as much as possible to preserve the privacy of involved individuals.

J. Jurisdiction

Individuals may be adjudicated for engaging in conduct that violates University policy or federal, state, or local law whether such conduct takes place on- or off-University property, or whether or not civil or criminal penalties may also be imposed for such conduct. A violation of this policy is not predicated upon a final determination by a court of law. In other words, it is not necessary for an individual to have been actually found to have violated a federal, state, or local law by a court of law in order to be disciplined under this policy. It is only necessary that an individual be found responsible for violations of University policy.

IUP Police or the law enforcement agency with primary jurisdiction will be provided priority access to crime scenes, victims, witnesses or items of evidence, etc., according to criminal procedure. This does not preclude the University from taking interim action(s) as deemed necessary for the protection of an

individual(s), suspension of organizational activities and/or persons associated with an organization, including employees.

K. Standard of Proof

The standard of proof describes the level of proof that must be met in order to find a respondent responsible for a violation. The University uses the preponderance of the evidence (also known as “more likely than not”) as a standard for proof of whether a violation occurred. This standard is lower than the standard of proof applied in a criminal proceeding. In University resolution proceedings, legal terms like “guilt” and “innocence” are not applicable, but the University never assumes a respondent (person accused of violation the policy) is in violation of University policy. University resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources. There may be strong, definitive evidence presented to persuade the adjudicator that the respondent did or did not violate a particular section of this, or other University policy. There may also be ambiguities and contradictions which require the adjudicator to decide whom they believe, or whom they think is more credible. An individual is not considered to be “responsible” for any allegations until the completion of the process determines that it is more likely than not that the alleged violation of this policy occurred.

L. Evidence

Different types of information may be presented during an investigation or during a hearing. This may include direct evidence, which is based on personal observation or experience. Evidence may be circumstantial, which is information that does not include an eyewitness to the actual event, but does include enough information to lead a reasonable person to the conclusion that the individual did what they are alleged to have done. Evidence may include documents, which includes supportive writings or statements, reports, etc., that support or deny a fact at issue. Evidence may also be secondhand or “hearsay” evidence. While it is acceptable for the adjudicator to consider and hear second-hand information, hearsay evidence may not be the sole basis for establishing responsibility in a case.

The University is not bound by formal rules of evidence; however, evidence shall be inherently reliable. Evidence or information that may not be admissible in a court of law may be admissible in a conduct hearing or as part of an investigation. It is up to the adjudicator to decide what information is admissible as part of a hearing. It is up to the adjudicator to decide the credibility and relevance of information and the weight that they will assign to that information.

M. Burden of Proof

The burden of proof refers to who has responsibility of showing a violation has occurred. The University always carries the burden of proof when adjudicating a case. The respondent does not have the burden to prove that a violation did not occur. A respondent may decide not to share their side of the story or may decide not to participate in the hearing or an investigation. None of these decisions shifts the burden of proof away from the University.

N. Communication

University-issued electronic mail (email) is the official means of communication among the Office of Social Equity/Title IX Office, Office of Student Conduct, Office of Human Resources, students and employees on all matters pertaining to violations of this policy. The University may choose additional alternate means of communication with students, employees, contractors, vendors or designated volunteers.

O. Accommodations

Any student who requires reasonable accommodation in order to ensure their full and equal participation in an investigation or proceeding under this policy should make those requests directly to the Office of Student Conduct personnel who will act in consultation with the Department for Disability Access and Advising (D²A²). Students do not have to disclose information about the complaint or allegation of sexual misconduct to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations.

Any employee, vendor or volunteer who requires reasonable accommodation in order to ensure their full and equal participation in an investigation or proceeding under this policy should make those requests directly to the Office of Human Resources.

Examples of reasonable accommodation include, but are not limited to, sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, assistance with transcribing questions during interviews or hearings, or reasonable accommodations that facilitate communication during the process.

P. Definitions

1. **Adjudicator** – any University official or Student Conduct Board authorized to assess credibility of parties and witnesses, review evidence, evaluate sexual misconduct matters and determine whether a violation of the Sexual Discrimination/Misconduct Policy or the Code of Student Conduct occurred and ultimately assign sanctions if the finding in the case is of responsibility by the respondent.
2. **Advisor** – any person identified by a complainant, respondent, or witness to interact and consult privately with that individual prior to or during meetings and/or hearings conducted pursuant to this policy. An advisor may be any individual including, but not limited to, another student, a friend, a union representative, an IUP faculty or staff member, a family member, or an attorney. The advisor may consult and interact privately with the student, employee, contractor, vendor, volunteer, or the witness. However, the advisor is not permitted to have a verbal role in the proceedings or act as a representative unless otherwise specified in a collective bargaining agreement, as applicable. If an advisor does not act within the limitations outlined for them, a University official will request that the advisor comply with the limitations and warn them that if the noncompliance persists, the advisor will be required to be removed from the meeting or hearing.
3. **Complainant** – any person who originates an allegation of sexual discrimination/misconduct in violation of this policy or the Code of Student Conduct.
4. **Consent** – Consent is clear, and knowing, and affirmative, conscious and voluntary, words or actions, that give permission for specific sexual activity.
 - Consent is active, not passive.
 - Silence, in and of itself, cannot be interpreted as consent.
 - Consent can be given by words or actions, as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity.
 - Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
 - Previous relationships or prior consent cannot imply consent to future sexual acts.
 - Consent can be withdrawn once given, as long as that withdrawal is clearly communicated.

- In order to give consent, one must be of legal age.
 - Sexual activity with someone you know to be or should know to be incapacitated constitutes a violation of this policy.
 - Incapacitation can occur mentally or physically, from developmental disability, by alcohol or other drug use, or blackout where the term “blackout” is defined as a period where memory formation is blocked.
 - The question of what the respondent should have known is objectively based on what a reasonable person in the place of the respondent, sober and exercising good judgment, would have known about the condition of the complainant.
 - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).
 - This policy also covers a person whose incapacity results from mental disability, sleep, unconsciousness, involuntary physical restraint, or from the taking of rape drugs – drugs that in any way incapacitate the other person. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, or any drug that is used to incapacitate or impair the judgement of another, etc. is prohibited, and administering one of these drugs to another student is a violation of whether a sexual act results from the administration of the drug or not.
5. Faculty Member – any person employed by the University who holds academic rank or performs teaching or research duties.
 6. Force – Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcomes free will or resistance or that produces consent.
 - Coercion is unreasonable pressure for sexual activity. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point may be viewed as coercive.
- NOTE: There is no requirement for a party to resist the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not, by definition, forced.
7. Hearing Officer – University representative who is designated by the Office of Student Conduct and is appointed under the authority of the President of the University to adjudicate cases concerning a respondent who is a student alleged to have violated this policy.
 8. Respondent – an individual accused of violating this policy.
 9. Sanction – one or more consequences or requirements imposed due to the violation of this policy.
 10. Staff – any person employed by the University or the Student Cooperative Association who is not considered faculty.
 11. Student – any person from the time they accept admission to the University at any academic level, through graduation. This includes, but is not limited to, new students at orientation, persons currently under suspension, and any other person enrolled in a course offered by the University. It may also include any person who has graduated from the University if the University determines that their graduation or receipt of credit may have involved misconduct while working toward that credit or degree.
 12. University – the community of faculty, staff, and students at IUP, as well as premises and facilities.

13. University Premises – all buildings or grounds owned, leased, operated, controlled, or supervised by the University or the Student Cooperative Association, or other recognized University-affiliated organization.
14. University Policy, Code, Regulation and Agreements – any written policy or otherwise published statement of expectations or requirements of the University - found in, but not limited to, this document, collective bargaining agreements, the contracts for residential rooms/suites/apartments (including dining contracts), the University website, and the graduate and undergraduate catalogues.
15. University Student Conduct Board – a panel of individuals made up of any combination of students, faculty, and staff empowered to adjudicate any allegation against a student of violation of University policies or the Code of Student Conduct. Board members are trained in the processes and procedures of conduct hearings by the Office of Student Conduct. Sexual Discrimination/Misconduct Policy investigatory and fact-finding process training is provided by the Title IX Coordinator or Deputy Title IX Coordinator.
16. Witness – any person who has been identified by the complainant, respondent, Title IX investigator, University Police, or other authorized investigator as having relevant first-person information concerning the alleged violation of one or more policies.

Q. Consensual Relationships

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as teacher and student, supervisor and employee, and some student/student relationships). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic or sexual involvement, this past consent may not remove grounds for a later charge of a violation of faculty/staff policies or collective bargaining agreements, or this Sexual Discrimination/Misconduct Policy. The University does not wish to interfere with private choices regarding personal relationships when these relationships do not interfere with the goals and policies of the University.

R. Sexual Misconduct Offenses (include but are not limited to)⁵

- 1 – Sexual Harassment
- 2 – Non-Consensual Sexual Contact (or attempts to commit same)
- 3 – Non-Consensual Sexual Intercourse (or attempts to commit same)
- 4 – Sexual Exploitation
- 5 – Retaliation
- 6 – Other

NOTE: Intimate Partner Violence, defined as violence or abuse between those in an intimate relationship to each other, refers to both dating violence and domestic violence, which may be reportable as felony or misdemeanor crimes.⁶ Acts of intimate partner violence may be charged as non-

⁵ Use of alcohol or other drugs will never function to excuse any behavior that violates this policy.

⁶ Under Pennsylvania law domestic abuse is knowingly, intentionally, or recklessly causing bodily injury of any kind, causing fear of bodily injury of any kind, assault (sexual or not sexual), rape, sexually abusing minor children, or knowingly engaging in a repetitive conduct toward a certain person (i.e. stalking) that puts them in fear of bodily injury. These acts can take place between family or household members, sexual partners or those who share biological parenthood in order to qualify as domestic abuse. Domestic violence includes felony or misdemeanor crimes of violence.

consensual sexual contact, non-consensual sexual intercourse, physical violence, or some other charge under this or another University policy.

1. Sexual Harassment:

Sexual harassment is unwelcome, sexual, sex-based and/or gender-based verbal, written, online and/or physical conduct.⁷ Sexual harassment may be disciplined when it takes the form of quid pro quo harassment and/or creates a hostile environment.

- a. A hostile environment is created when sexual harassment is sufficiently severe, or persistent or pervasive, and objectively offensive that it unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the University's educational and/or employment, social, and/or residential program.
- b. Quid Pro Quo Harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual's educational or employment progress, development, or performance. This includes when submission to such conduct would be a condition for access to receiving the benefits of any educational or employment program or activity.

2. Non-Consensual Sexual Contact:

Non-Consensual Sexual Contact is any intentional sexual touching, however slight, with any object, by a person upon another person, that is without consent and/or by force. Sexual Contact includes: intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any other intentional bodily contact in a sexual manner.

3. Non-Consensual Sexual Intercourse:

Non-Consensual Sexual Intercourse is any sexual intercourse however slight, with any object by a person upon another person, that is without consent and/or by force. Intercourse includes: vaginal or anal penetration by a penis, object, tongue, or finger or any other body part, and oral copulation (mouth to genital contact), no matter how slight the penetration or contact.

4. Sexual Exploitation:

Sexual exploitation occurs when one person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another person;
- Forcing a person to engage in sexual activity through coercion or intimidation;
- Sexual slavery, defined as the state of being unlawfully kept in a situation in which one is repeatedly forced to engage in sexual activity against one's will;
- Non-consensual digital, video or audio recording of nudity or sexual activity;
- Unauthorized sharing or distribution of digital, video or audio recording of nudity or sexual activity;
- Engaging in voyeurism;

⁷ Purpose or intent is not an element of sexual harassment.

- Going beyond the boundaries of consent (such as letting your friend hide in the closet to watch you having consensual sex);
- Knowingly exposing someone to or transmitting an STI, STD or HIV to another person;
- Intentionally or recklessly exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals.

5. Retaliation:

Retaliation is defined as any adverse action taken against a person participating in a protected activity (asserting one's rights pursuant to this or other University policy), because of their participation in that protected activity. Retaliation will not be tolerated in situations including, but not limited to, adverse action against an individual for making an allegation, for supporting any given party, or for assisting in providing information relevant to an allegation.

6. Other:

- Alleged violation of federal, state, or local laws, regulations, or ordinances and other University policies and regulations, either printed or published on the University website, related to sex or gender discrimination or sexual misconduct.
- Any other University policies may fall within this section when a violation is motivated by the actual or perceived membership of the reporting party's sex or gender.

S. Procedures

1. Informal Complaint Resolution Procedures:

- Informal complaint resolution may be available for the complaint to be resolved by mutual agreement between the complainant and the respondent with the approval of the Title IX Coordinator. This option can be requested by any complainant or respondent.
- To ensure compliance with the University's legal obligations or as otherwise determined to be appropriate by the complainant or the Title IX Coordinator, the complaint may be moved from the informal complaint resolution process to the formal complaint resolution process at any time prior to the agreement being executed.
- The Title IX Coordinator is expected to review the complaint expeditiously and explore avenues for informal resolution with the complainant and respondent, if appropriate. The written complaint or a summary of the complaint will be provided by the Title IX Coordinator, or designee, to the respondent. The Title IX Coordinator has the discretion to determine whether the situation warrants meeting(s), either jointly with the complainant and the respondent or separately. The complainant will not be compelled to meet with the respondent. The Title IX Coordinator has the discretion to determine whether the complaint requires an investigation, which may include interviewing other persons who may have witnessed the alleged behavior or might have information that would be relevant to the case.
- The Title IX Coordinator should attempt to resolve complaints expeditiously and in a timely manner, but in a manner that is consistent with the severity or complexity of the matter. If informal resolution fails to resolve the matter to the complainant's satisfaction, the complainant may move the complaint to the formal complaint resolution process.
- At the conclusion of the informal complaint resolution process, all procedural records will be maintained by the Title IX Coordinator in accordance with the University's records retention policy.

2. Formal Complaint Procedures:

- The formal complaint resolution process is initiated by a complaint being transferred from the informal complaint resolution process or by filing a complaint with the Title IX Coordinator. The complaint should describe the incident(s) as completely as possible. The complainant may seek assistance and guidance regarding submission of the complaint from the Title IX Coordinator, Deputy Title IX Coordinator, or University Investigator.
- At the direction of the Title IX Coordinator, a University Investigator will conduct an investigation. This may include:
 - Notifying the respondent in writing, providing a copy of the written complaint or a summary of the complaint to the respondent which includes the alleged violations, the dates, times, and locations of the alleged violations, and a summary of the actions which led to the allegation(s) of sexual misconduct;
 - Interviews with the complainant and the respondent and with anyone who might have witnessed the behavior or who might have information that would be relevant, as determined by the investigation;
 - Proceeding in a timely manner consistent with the complexity and severity of the matter;
 - Preparation of an investigation report;
 - Submission of the investigation report to the Title IX Coordinator, who will transmit the report to the President or designee:

In cases alleging sexual misconduct against a student, the referral is made to the Office of Student Conduct and proceeds according to the Student Conduct policies and process. The University Investigator will present the investigating report, which includes a summary of the charges. The complainant and respondent and all Student Conduct Board members may ask questions of all witnesses. Parties may not directly question each other and will be advised to write their questions, which will be posed by a neutral party questioner. The respondent may waive, in writing, their right to a hearing and accept one or more sanctions as determined by an adjudicator. A student who waives their right to a hearing, forfeits any right to appeal the assigned sanctions.

In cases alleging sexual misconduct by an employee, vendor or volunteer, the referral is made to the President or his designee and proceeds according to University disciplinary process and collective bargaining agreements, if applicable.

3. Review, Notice and Appeals for Employees, Contractors, Vendors and Volunteers:

- Review of Allegations:
The President (or designee) will review investigations conducted under this policy and render a decision regarding the allegation(s). An individual who violates this policy is subject to a range of sanctions imposed by University disciplinary processes and collective bargaining agreements, if applicable. The University shall take steps to prevent the recurrence of discrimination, harassment, or retaliation under this policy and to correct any discriminatory effects on the complainant and others, if appropriate.
- Notice of Outcome:
Once the President or designee has rendered a decision and notified the respondent in writing, the complainant will, to the extent permitted or mandated by applicable law, including the Family Educational Rights and Privacy Act, be notified, in writing, of the results of the investigation and the action taken by the University to resolve the complaint. At the

conclusion of the formal investigation, all records from the formal resolution process will be retained by the Office of Social Equity or designee in accordance with the University's records retention policy. Investigation reports and other supporting investigation documentation will not be maintained in official personnel files. Records of disciplinary action taken against an employee will be maintained in the official personnel file and in accordance with the requirements of any applicable collective bargaining agreement.

- Appeal Rights:

The respondent may appeal any discipline rendered as provided in the grievance procedures of his or her respective labor agreement or the Board of Governors' Merit Principles Policy (Policy 1983-01-A), as applicable.

4. Interim Measures, Review, Sanctions, Notice, and Appeals for Students:

- Interim Measures:

In a situation where it is determined that a continuation of the present circumstances presents a potential danger to the health, safety, or welfare to self, other students, or the University community, the Vice President for Student Affairs or their designee, in consultation with the Title IX Coordinator, may implement interim measures. The interim measures will remain in effect pending final disposition of the case. Interim measures are independent of any other measures taken by other parties at the University. After interim measures are implemented, the following process will be followed:

- As soon as possible but within 10 working days of the issuance of the interim measure, unless circumstances warrant an extension (to be approved by the Vice President for Student Affairs), the case will be adjudicated, usually by Student Conduct Board hearing.
- If the interim measure is not upheld upon the outcome of the hearing, the interim measure will no longer be in effect.
- It is the responsibility of the respondent to make arrangements with faculty members for completing missed work.
- When interim measures have been implemented, upheld by a board, and appealed by the student, the interim measure will remain in effect until an appeal outcome has been reached.

- Review of Allegations:

If the student is found in violation of University policies or applicable laws, sanctions will be determined by the adjudicator and transmitted to the Office of Student Conduct who will review and finalize (after consultation with the Title IX Coordinator), subject to appeals process by any party to the complaint.

- Possible Sanctions:

Student Sanctions (listed below and defined in the Code of Student Conduct) pursuant to IUP Code of Student Conduct procedures, include but are not limited to:

- Warning
- Probation
- Community Reparation
- Suspension
- Expulsion
- Withholding Diploma
- Revocation of Degree
- Transcript Notation
- Organizational Sanctions
- Other Actions

- Notice of Outcome:
The Adjudicator will communicate the decision to the parties to the extent permitted or mandated by law, including the Family Educational Rights and Privacy Act, and, if the student is found to be in violation of university policy or regulation, communicate the sanctions, as appropriate, in writing, within seven calendar days unless circumstances warrant an extension per approval by the Vice President of Student Affairs and the Title IX Coordinator.
- Appeals from Student Conduct Decisions:
Parties may appeal the decision in writing according to IUP Student Conduct policy and procedure for any of the following reasons:
 - Procedural error that likely impacted the hearing outcome.
 - New discovered information (applies when there is an acceptable reason to explain why the information could not be presented at the original hearing).
 - Allegation that sanctions issued were arbitrary and capricious. The appellant must show that the decision was not based upon consideration of relevant factors, reason, or judgment, or was an abuse of discretion or otherwise not in accordance with the Code of Student Conduct.

At the conclusion of any appeal process, the respondent and the complainant will be notified in writing of the outcome of the process and, at that time, the decision is final.

T. Federal Timely Warning Obligations

Victims of sexual misconduct should also be aware that University administrators must issue a timely warning for incidents reported to them that are confirmed to pose a serious or continuing threat to members of the University community. The University will ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the threat.

U. Attempted Violations

The University will treat attempts to commit any of the violations listed in the Sexual Discrimination/Misconduct Policy as if those attempts had been completed.

V. False Reports

The University will not tolerate intentional false reporting of incidents. It is a violation of the Code of Student Conduct and may violate other University policies and applicable collective bargaining agreements to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws.

Appendix H
Presidential Athletic Advisory Council
Senator Castle

FOR INFORMATION:

Summary of the Tuesday, April 9, 2019 Meeting

Welcome and Remarks – Dr. Joshua Castle, Chair

Remarks from Dr. Michael Driscoll

- Informed the committee that the Athletic Director Search was completed. *Todd Garzarelli was announced on April 10th to be the next Athletic Director at IUP.
- Thanked Samantha Traver for serving as interim Athletic Director for the past several months.
- Thanked the search committee for their time and commitment to the search process.

Remarks from Dr. Charles Fey

- Thanked the PAAC committee for their hard-work while he has been at IUP. Stated he appreciated the fact that some many people in the Athletic Department and the University put the welfare of student-athletes at the forefront of every decision.

Report from Athletic Administration – Samantha Traver

- Provided the committee with a Spring Sports Update.
- Reviewed the accomplishments of the Men's and Women's Basketball Programs
- Commissioner Rod Ruddock pointed out that there would be a Proclamation Day for the Women's Basketball Team at the Courthouse.
- Reviewed the accomplishments of the Swimming Team at the National Championships
- Reviewed the accomplishments of Men's Indoor Track and Field Team

Report from University Advancement – Khatmeh Osseiran-Hanna

- Provided the committee with an overall update on the Comprehensive Campaign
- Wally Stapleton gave the update on the Athletic Advancement Council Activity as part of the Comprehensive Campaign.

Report from Faculty Athletics' Representative – Jim Racchini

- Recognized Ana Hollen as the PSAC Women's Basketball Champion Scholar winner
- Reviewed the March 22 Conference FARs Meeting
 - Conference is reviewing a misconduct policy
 - The conference is looking at a uniform severe climate policy
 - Reviewing the conference transfer policy
- Dr. Racchini answered questions regarding the progress of the mental health screening available to student athletes

Report from Student Athletic Advisory Committee – Dylan Ruefle

- Provided the committee with an overview of SAAC accomplishments for the 18-19 academic year.
- Offered suggestions to the athletic department for continued development of SAAC.