April 28, 2015

Chairperson LaPorte called the April 28, 2015 meeting of the University Senate to order at 3:30 PM, in Eberly Auditorium.

Attendance at the Senate meeting can be found on the Senate website under Meeting Minutes.

Agenda items for the April 28, 2015 meeting were **APPROVED**.

The minutes from the March 31, 2015 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

President Driscoll began his remarks by reflecting on the numerous accomplishments achieved during the past year at IUP. He thanked everyone for their great work throughout the year.

Dr. Driscoll then provided information regarding the budget.

- As an institution we are able to determine our own destiny. There are some short term challenges due to the uncertainty we face.
- Last year our best case scenario was to get no more appropriation from the commonwealth. This year our working assumption for the worst case scenario is to get no more appropriation from the commonwealth.
- Next year there are some budget challenges that were discussed at the University Budget Advisory Committee meeting. We may need to draw down some of our central reserves and take additional actions to meet these challenges.

Dr. Driscoll invited everyone to commencement and to the ground breaking ceremony for the new hotel.

Dr. Driscoll yielded the floor to Senator Korns who made the motion given below.

MOTION:

I move that the Indiana University of Pennsylvania Senate recognize Dr. David J. LaPorte for his outstanding service to this body as a department representative, member and chair of the University Wide Graduate Committee, Parliamentarian and ex-officio member of the Rules Committee, and two term Chair of the University Senate.

APPROVED: The motion was approved.

President Driscoll presented Dr. LaPorte with a plaque that recognized his outstanding leadership to the University Senate for the years 2011-2015.

Provost's Report

Good afternoon.

- Thank you to everyone for a great year. We achieved a great deal and IUP is much better for what came of your hard work.
- Thank you also to LESC for their comprehensive report, which is a later agenda item. I greatly appreciated the report for its scope and completeness. Will make it much easier to move forward in distance education and remote learning.
- The agenda includes the university strategic plan for senate endorsement. Many thanks to everyone who provided input and comments throughout the process.

Curriculum Revisions

In response to the Senate recommendations from the March 31, 2015 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

A. The following courses are approved by me and may be offered immediately:
   - COMM 351 – Television Feature Production
   - MUHI 333 - History of Popular Music Since 1945
   - MUSC 420 – Professional Practices in Music
   - THTR 231 – Improvisation and Creativity
   - THTR 361 – The Performance of Caring
   - DVST 200 – Academic Transition Seminar
   - ANTH 310 – Voyages of Discovery

B. The following courses are approved for deletion:
   - FRNC 202 Intermediate French II
   - FRNC 331 Intermediate French Conversation
   - FRNC 341 French Grammar
   - FRNC 353 Intermediate French Composition
   - FRNC 373 French Civilization
   - GRMN 151 German I
   - GRMN 152 German II
   - GRMN 253 Intermediate Composition and Conversation

C. Program revisions from the following departments that will be forwarded to the Council of Trustees for final approval:
   - Bachelor of Science in Education – K-12 Family and Consumer Sciences Education from the department of Human Development and Environmental Studies
   - Bachelor of Arts – Theater from the department of Theater and Dance
   - Bachelor of Science in Education – Early Childhood Education/Special Education from the department of Professional Studies in Education, and the department of Communication Disorders, Special Education and Disability Services

- Minor in Political Science, and minor International Studies from the department of Political Science
- Departmental name change of the previously Journalism department to the department of Journalism and Public Relations
- Bachelor of Science – Respiratory Care/Certified Respiratory Therapist Track from the department of Nursing and Allied Health Professions

From the <u>University-Wide Graduate Committee:</u>

A. The following courses are approved by me and may be offered immediately:
- EDSP – Advanced Psychometric Theory

MOTION TO ENDORSE:

Provost Moerland moved that the University Senate endorse the IUP Strategic Plan 2015-2020.

APPROVED: The motion to endorse the IUP Strategic Plan 2015-2020 was approved.

Chair's Report

Chair LaPorte thanked everyone for their hard work in the Senate. He gave specific thanks to the following people:

- Senators Piper, Baumer, Sechrist and Lewis for their work while chairing the curriculum committees.
- Senator Smith-Sherwood for her service as Senate Parliamentarian.
- Senator Stocker for serving as the Senate Secretary during the Spring 2015 semester.
- Senator Korns for his work as the chair for the Rules Committee.
- To everyone for giving him the opportunity to serve as Chair.

Parliamentarian's Report

Robert's Rules 'Tip of the Month' - April 2015

<u>Thanks</u> for this opportunity!

- 'Tip of the Month'
- (New) Senator Orientation
- Consulting to student organizations and campus community

A few parting thoughts . . .

Agree to use Robert's Rules as an assembly, but also consider your organization's culture (products, practices, and perspectives).

"At least 80 percent of the content of RONR will be needed less than 20 percent of the time" (6).

Always use Robert's Rules as a tool rather than as a weapon.

"Effective meetings could become the universal rule if an elementary knowledge of the accepted rules that govern them were to become the common property of most people..." (8).

<mark>Remember to be fearless (but fair)!</mark>

--Quoted excerpts from <u>Robert's Rules of Order Newly Revised In Brief</u>. 2nd ed. (2011)

Vice Chairperson's Report

- Vincent Lopez and Tyron Snead were elected SGA President and Vice President respectively.
- The Vice Chairperson thanked all Senate committee chairs for encouraging student senators to actively work in the University Senate.

Rules Committee Report (Senator Korns)

FOR ACTION: **APPROVED**

Senate Bylaws Change Request

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

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

Current Bylaw:

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

Proposed Bylaw:

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

Senator Korns provided information about the Phase II elections.

- The Phase II elections were completed on April 27, 2015.
- The final results for the committees have not been finalized, but will be completed soon.
- Senators Piper and Stocker were elected as Chair and Secretary respectively.

Senator Korns also thanked the IT department for their help with the election process.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:
The following courses were approved by the UWUCC to be offered as distance education courses: Note that the provost is the final signature on these proposals.
- **FSMR 180 Introduction to Fashion**
- **EDEX 458 Transition Assessment and Planning for Youth with Disabilities**
- **HOSP 320 Hospitality Marketing**
- **COMM 401 Promotion for Radio, Television and Cable**

FOR ACTION:

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

    a. **New Courses:**

    i. **HIST 420 Introduction to Public History**   **3c-0l-3cr**
    Prerequisites: Sophomore standing, 3cr of college history
    Introduces students to a wide range of activities in which public historians engage. Considers broader conceptual theoretical and practical issues associated with historic preservation, museum studies, oral history, the management of archival and manuscript collections, as well as a variety of other public history activities. Also considers broader conceptual issues associated with the field of public history. None of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

    ii. **HIST 421 Archival Studies**   **3c-0l-3cr**
    Prerequisites: Sophomore standing, 3cr of college history
    Provides students with an introduction to the archival profession and its practices. None

of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

iii. **HIST 422 History Museums and Historic Sites: Theory and Practice**   **3c-0l-3cr**
   Prerequisites: Sophomore standing, 3cr of college history
   Provides students with an introduction to the history of museums and historic sites. Focuses on the relationship between history and public audiences, on the theory and practice of telling stories through museums, historic sites, and living history. Introduces the tools that public historians use to interpret the past, explores key dilemmas in public interpretation and community collaboration, and examines contemporary models on how to reach audiences in ways that make history resonant and meaningful to them. None of the Public History courses (HIST 420, 421, 422, 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the BA in History/Pre-Law Track.

iv. **HIST 423 Oral History Practice**   **3c-0l-3cr**
   Prerequisites: Sophomore standing, 3cr of college history
   Introduces the practices of collecting and preserving oral histories, as well as the research and public use of oral histories. None of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

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

b. **New Certificate**

i. **Program Catalog Description**

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

   Certificate in Public History (1)   **18**

   Core Courses:
   HIST 204   United States History to 1877   *or*
        HIST 205   United States History Since 1877   3cr
   HIST 420 Introduction to Public History   3cr
   Controlled Electives:
   2 more Public History Courses from HIST 421, 422, or 423
           or
   1 more Public History Course (HIST 421, 422, or 423)

and a 3cr internship   6cr
Electives:
Two other 300+ Level History Courses   6cr

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

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

c. **Course Prerequisite Changes**

   i. **Current Prerequisite:**

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

   Proposed Catalog Description:

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

   ii. **Current Prerequisite:**

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

   Proposed Catalog Description:

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

   iii. **Current Prerequisite:**

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

   Proposed Catalog Description:

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

   iv. **Current Prerequisite:**

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

   Proposed Catalog Description:

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

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

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

   a. **New Course**

HPED 135 Careers in Kinesiology, Health and Sport   **1c-0l-1cr**
Prerequisite: Health and Physical Education, Physical Education and Sport, or Athletic Training majors
Emphasizes development of attributes associated with professionalism and examines occupational opportunities that exist for students majoring in kinesiology, health and sport.

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

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

      i. **Current Catalog Description:**

HPED 213 Individual and Dual Sports and Adventure Activities   **2c-4l-3cr**
Prerequisite: HPED 200
Provides historical and current status of individual and dual sports, as well as adventure activities. Includes, skill development, analysis of skilled performance, and strategies for planning and implementing instructional programs.

   Proposed Catalog Description:

HPED 213 Recreational Sports and Lifetime Activities   **3c-1l-3cr**
Prerequisites: EDSP 102, HPED 135

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

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

ii. **Current Catalog Description:**

HPED 216 Teaching Elementary Physical Education   **2c-2l-2cr**
Prerequisites: EDSP 102, HPED 142
An introduction to instructional methods in physical education with an emphasis on program standards, objectives, and assessments for kindergarten through fifth grade. Provides an overview of characteristics of elementary school children and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and school-age children.

Proposed Catalog Description:

HPED 216 Instruction of Fundamental Movement Skills   **3c-1l-3cr**
Prerequisites: EDSP 102, HPED 209
An introduction to instructional methods of fundamental movement categories such as motor skills, manipulative, body management, rhythmic movement, and game skills. Emphasis will be on program standards, objectives, and assessments for ages 6-12. Provides an overview of characteristics of children and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and school-age children.

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

iii. **Current Catalog Description:**

HPED 218 Teaching Secondary Physical Education   **2c-2l-2cr**
Prerequisites: EDSP 102, EDUC 242, HPED 142
An introduction to instructional methods in physical education with an emphasis on program

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

Proposed Catalog Description:

HPED 218 Instruction of Tactical Skills and Fitness Concepts　　　　**3c-1l-3cr**
Prerequisites: EDSP 102, HPED 216
An introduction to instructional methods in strategic game skills used in many sports and activities with an emphasis on program standards, objectives, and assessments for ages 12-18. Strategies and techniques of instructing personal fitness for adolescents will also be covered. Provides an overview of characteristics of adolescents and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach adolescents ages 12-18.

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

iv. **Current Catalog Description:**

HPED 316 Teaching Elementary Health Education　　　　**2c-0l-2cr**
Prerequisites: EDSP 102, HPED 142
Introduces the theories of instruction and methods for teaching health education to elementary school students. Identifies developmentally appropriate teaching methods and activities, reviews and assesses current health curriculum, and demonstrates the use of technology in the health classroom. Provides opportunities for observation, lesson planning, and teaching in both rural and inner-city health education classrooms.

Proposed Catalog Description:

HPED 316 Instruction of Child Health Concepts　　　　**3c-0l-3cr**
Prerequisites: EDSP 102, HPED 135
Introduces the theories of instruction and methods for teaching health education to elementary school-aged children. Identifies developmentally appropriate teaching methods and activities, reviews and assesses current health curriculum, and demonstrates the use of technology in the instructional setting. Provides opportunities for observation, lesson planning, and teaching of health education to children.

Rationale: This revision is being made to broaden the scope of content addressed in this course. Currently, this course focuses solely on the elementary public school setting; limiting the application of the content. By restructuring this course from a setting focus

(school) to a concept-based focus allows the content to be more applicable to students interested in working with children in multiple health education settings. Furthermore, since the proposed changes have a broader appeal, a similar course, HPED 242 Emergency Health Care, that students currently take is no longer necessary. Therefore, this proposal includes increasing the HPED 316 credits from 2 up to 3credits to now include the content from HPED 242.

   v. **Current Catalog Description:**

   HPED 426 Health Science Instruction   **3c-0l-3cr**
   Prerequisites: HPED 316 and Admission to Step One Teacher Education
   An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning within a diverse population.

   Proposed Catalog Description:

   HPED 426 Health Science Instruction   **3c-0l-3cr**
   Prerequisites: HPED 316 and 318
   An overview of health curriculum with a focus on teaching methods and media of instruction. Includes unit development, opportunities for instruction, and guidelines for maintaining professional growth. Explores current research in teaching techniques, motivational strategies, and assessment of learning within a diverse population.

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

c. **Program Catalog Description Changes**

   i. **BSED**

   Current Catalog Description:

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

   Proposed Catalog Description:

Bachelor of Science in Education Degree—Health and Physical Education

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

K-12 Teacher Education

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

Community Health Education *(non-teacher certification)*

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

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

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

ii. BS-Physical Education and Sport

Current Catalog Description:

Bachelor of Science Degree – Physical Education and Sport

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

certain clearances before beginning the pre-professional experience, the internship, or any other field experience on or off campus.

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

Proposed Catalog Description:

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

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

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

d. Program Revisions

i. Current Program:

Proposed Program:

Bachelor of Science in Education – Health and Physical Education

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

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

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

Major: (1)		**28**
Required Courses:		
HPED 142	Foundations of Health, Physical Education, and Sport	3cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 242	Emergency Health Care	1cr
HPED 261	Water Safety Instructor	1cr
HPED 315	Biomechanics	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

Professional Requirements:		**25**
Health and Physical Education		
HPED 214	Teaching Health Fitness and Gymnastics	1cr
HPED 215	Teaching Rhythmic Activities and Dance	1cr
HPED 216	Teaching Elementary Physical Education	2cr
HPED 217	Teaching Middle School Physical Education	2cr
HPED 218	Teaching High School Physical Education	2cr
HPED 316	Teaching Elementary Health Education	2cr
HPED 318	Preprofessional Experience I	1cr
HPED 325	School and Community Health	3cr
HPED 349	Applied Pediatric Exercise Lab	1cr
HPED 370	Adapted Health and Physical Education	3cr
HPED 426	Health Science Instruction	3cr
HPED 450	Curriculum and Programming in Sexuality Education	3cr

College:		**23**
Preprofessional Education Requirements:		
COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
EDEX 323	Instruction of English Language Learner with Special Needs	2cr
Professional Education Requirements:		
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching	6cr
EDUC 441	Student Teaching	6cr
EDUC 442	School Law	1cr

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

(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog

(#) See advisory paragraph "Timely Completion of Degree

Major: (1)		**25**
Required Courses:		
HPED 135	Careers in Kinesiology, Health, and Sport	1cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 261	Water Safety Instructor	1cr
HPED 315	Biomechanics	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

Professional Requirements:		**24**
Health and Physical Education Requirements:		
HPED 213	Recreation Sports and Lifetime Activities	3cr
HPED 216	Instruction of Fundamental Movement Skills	3cr
HPED 218	Instruction of Tactical Skills and Fitness Concepts	3cr
HPED 316	Instruction of Child Health Concepts	3cr
HPED 318	Preprofessional Experience I	3cr
HPED 325	School and Community Health	3cr
HPED 370	Adapted Health and Physical Education	3cr
HPED 426	Health Science Instruction	3cr

College:		**23**
Preprofessional Education Requirements:		
COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
EDEX 323	Instruction of English Language Learner with Special Needs	2cr
Professional Education Requirements:		
EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching	6cr
EDUC 441	Student Teaching	6cr
EDUC 442	School Law	1cr

Free Electives:	**4**

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

(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog

(#) See advisory paragraph "Timely Completion of Degree

Requirements" in the section on Requirements for Graduation.
(1) Students are required to obtain and keep CPR instructor certification and water safety instructor certification current before student teaching and through graduation.

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

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

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **44**
Mathematics: MATH 217
Natural Science: BIOL 104 and 106, CHEM 101-102, or SCI 105-107/117
Social Science: ECON 121, PSYC 101, SOC 151
Liberal Studies Electives: 3cr, FDNT 145, no courses with HPED prefix

Major:		**23**
Core Requirements:		
HPED 142	Foundations of Health, Physical Education, and Sport	3cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr

Professional Requirements:		**24**
HPED 230	Aerobic Fitness	2cr
HPED 263	Aquatics *or*	1c
or 261	Water Safety Instructor	
HPED 315	Biomechanics	3cr
HPED 319	Preprofessional Experience II	3cr
HPED 344	Adapted Physical Activity and Sport	3cr
HPED 375	Physiological Basis of Strength Training	3cr
HPED 410	Exercise Prescription	3cr
HPED 411	Physical Fitness Appraisal	3cr
HPED 412	Physical Activity and Stress Management	3cr

Controlled Electives: (1) 12
Select 12cr from the following: BIOL 151, 155, 12cr
HPED 335, 413, 492, PHYS 151, 161, SAFE 347

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

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **44**
Mathematics: MATH 217
Natural Science: BIOL 104 and 106, CHEM 101-102, or SCI 105-107
Social Science: PSYC 101
Liberal Studies Electives: no courses with HPED prefix

Major:		**21-25**
Core Requirements:		
HPED 135	Careers in Kinesiology, Health and Sport	1cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
or 185	Introduction to Athletic Training	
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function or	3cr
HPED 256	Applied Human Structure and Conditioning *or*	3cr
or 150	Human Anatomy	
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 344	Adapted Physical Education and Sport	
or 370	*or* Adapted Physical Education	3cr
HPED 441	Psychosocial Implications for Health and Physical Education *or*	
or 225	Social Issues and Sport	3cr
HPED 493	Internship	3cr

Professional Requirements:		**17-18**
(all students must compete **one** of the program specific content areas outlined below)		
Content Area 1		
FDNT 145	Intro to Nutrition	18cr
HPED 261	Water Safety Instructor *or*	3cr
or 263	Aquatics	1cr
HPED 285	Group/Ind. Exercise Leadership	
HPED 286	Strength/Personal Train. Practicum	3cr
HPED 315	Biomechanics	2cr
HPED 343	Physiology of Exercise	3cr
HPED 375	Physiological Basis of Strength Training	3cr
Content Area 2		18cr
FDNT 145	Intro to Nutrition	3cr
HPED 286	Strength/Personal Training Practicum	2cr

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HPED 315	Biomechanics	3cr
HPED 343	Physiology of Exercise	3cr
HPED 345	Survey of Orthopedic Injuries in Sport and Exercise	3cr
HPED 346	Preventive and Acute Care Skills in in Athletic Training	1cr
HPED 375	Physiological Basis of Strength Training	3cr

Content Area 3		**18cr**
EDSP 102	Educational Technology	3cr
COMM 103	Digital Instructional Technology	3cr
HPED 213	Recreation Sports and Lifetime Activities *or*	3cr
or 325	School and Community Health	
HPED 216	Instruction of Fundamental Movement Skills *or*	3cr
or 316	Instruction of Child Health Concepts	
HPED 218	Instruction of Tactical Skills and Concepts *or*	3cr
or 426	Health Science Instruction	
HPED 318	Pre-Professional Experience I	3cr

Content Area 4		**17cr**
HPED 280	Aquatic Facilities Management	2cr
HPED 292	Introduction to Sport Management	3cr
HPED 320	Management of Facilities & Events in Sport	3cr
HPED 335	Athletic Coaching	3cr
HPED 445	Business Practice in Sport	3cr
HPED 460	Law and Issues in Managing Sport	3cr

Free Electives: 17

Total Degree Requirements: 120

(*) Admissions to this program is by permission of advisor only.

(1) Nutrition minor may substitute for controlled electives; see Department of Food and Nutrition.

Department Electives: 15-18

Free Electives: 15-23

Total Degree Requirements: 120

(*) Admissions to this program is by permission of advisor only.

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

e. New Tracks:

i. Bachelor of Science in Education—Health and Physical Education/Community Health Education

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

Major: **18**

Required Courses:

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

Professional Requirements:

Community Health Education Requirements: 30

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

Controlled Electives: 9-12

(**Must choose 1 emphasis area from A-G**)

A. Communications (9cr)

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

B. Nutrition (12cr)

FDNT 212	Nutrition	3cr
FDNT 213	Life Cycle Nutrition	3cr
FDNT 245	Sports Nutrition	3cr
FDNT 402	Community Nutrition	3cr

C. Physical Activity (12cr)

FDNT 245	Sports Nutrition	3cr
HPED 285	Group/Individual Exercise Leadership	3cr
HPED 350	Health Aspects of Aging	3cr
HPED 413	Physical Activity and Aging	3cr

D. Aging Populations (12cr)

HPED 350	Health Aspects of Aging	3cr
HPED 413	Physical Activity and Aging	3cr
PSYC 312	Adult Development and Aging	3cr
SOC 357	Sociology of Aging	3cr

E. Human Service (12cr)

PSYC 330	Social Psychology	3cr
SOC 320	Sociological Theory	3cr
SOC 336	Sociology of the Family	3cr
SOC 391	Foundations of Sociological Practice	3cr

F. Women's Studies (12cr)

PSYC 379	Psychology of Human Sexuality	3cr
SOC 251	Sociology of Human Sexuality	3cr
SOC 427	Social Perspectives on Intimate Partner Violence	3cr
WMST 200	Introduction to Women's and Gender Studies	3cr

G. Child Studies (9cr)

SOC 231	Contemporary Social Problems	3cr
SOC 333	Delinquency and Youth	3cr
SOC 428	Child Abuse	3cr

Free Electives: 16-19

Total Degree Requirements: 120

ii. Bachelor of Science in Education—Health and Physical Education/Recreation and Leisure Studies

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

Major: (1) 22
Required Courses:

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

Professional Requirements:
Recreation and Leisure Studies: 27

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

Controlled Electives: 7-9
(Must choose 3 courses from the list below)

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

Free Electives: 18-20

Total Degree Requirements: 120

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

f. Course Prefix Changes

Current Prefixes: HPED   **Proposed Prefixes:** KHSS

Rationale: The change in undergraduate and graduate course prefixes from HPED to KHSS is proposed so that course prefixes will match the newly changed department name, Kinesiology, Health, and Sport Science (KHSS). The department name was changed last year from Health and Physical Education (HPED) to KHSS. However, the course prefixes were not changed from HPED. The fact that the course prefixes now do not match the department name has caused confusion among current students, and likely prospective students, as well. Additionally, it is particularly important at this time when the department is trying to recruit new students, that course prefixes and department name are consistent. This change will not be implemented until the 2016-2017 catalog.

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

a. Program Catalog Description Changes

Current Program Catalog Description:

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

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

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

Proposed Program Catalog Description:

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

The bachelor of fine arts degree program in studio prepares students for careers as professional visual artists, graphic designers, and creative practitioners and is a platform from which to go on to study for the master of arts and the master of fine arts degrees. The bachelor of fine arts degree program offers two tracks: graphic design and art studio. Students pursuing the graphic design track will study a broad range of topics including web design, publication design, interactive design, animation and corporate identity. Faculty mentors assist graphic design track students with the development of a professional portfolio. Students pursuing the art studio track will elect a concentration in one of the department's studio areas including drawing, painting, ceramics, fibers, jewelry and metals, sculpture, and wood. The bachelor of fine arts degree enables students to pursue substantial instruction in their area of

concentration. The BFA major must successfully complete the BFA Sophomore Review where studio faculty members assess student progress within the program. During the final semester of their studies, BFA students publicly present their art in a culminating bachelor of fine arts exhibition.

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

b. Program Revisions:

i. Current Program:	Proposed Program:

Bachelor of Arts—Art/Studio

		Bachelor of Arts—Art/Studio		

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

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

Major:

Foundation Required: **12**

ART 111	Figure Drawing	3cr
ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr

Major:

Foundation Required: **12**

ART 111	Figure Drawing	3cr
ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr

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

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

Art History Required: **6**

| ARHI 100 | Arts of the 20th Century | 3cr |

Controlled ARHI Elective (Select one course in the last three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.) 3cr

Art History Required: **6**

| ARHI 100 | Arts of the 20th Century | 3cr |

Controlled ARHI Elective: Select one course from any 300-400 level ARHI prefix. 3cr

Intermediate/Advanced Studio Required: **21**
Studio courses from the following: (1, 2)

Intermediate/Advanced Studio Required: **12**
Select 300-400 level courses from four different studio areas (1, 2)

ART 313	Intermediate Ceramics: Wheel Throwing	3cr
ART 316	Intermediate Jewelry and Metals	3cr
ART 352	Intermediate Ceramics: Mold Making	3cr
ART 355	Intermediate Graphic Design I	3cr
ART 356	Intermediate Graphic Design II	3cr
ART 421	Advanced Drawing	3cr
ART 451	Advanced Woodworking: Function and Form	3cr
ART 452	Advanced Ceramics	3cr
ART 453	Advanced Sculpture	3cr
ART 454	Advanced Painting	3cr
ART 455	Advanced Graphic Design I	3cr
ART 456	Advanced Graphic Design II	3cr
ART 457	Advanced Print Media	3cr
ART 459	Advanced Fibers	3cr
ART 460	Advanced Jewelry and Metals	3cr
ART 481	Special Topics	3cr
ART 493	Internship	3cr

ART 313	Intermediate Ceramics: Wheel Throwing	3cr
ART 316	Intermediate Jewelry and Metals	3cr
ART 352	Intermediate Ceramics: Mold Making	3cr
ART 355	Intermediate Graphic Design I	3cr
ART 356	Intermediate Graphic Design II	3cr
ART 421	Advanced Drawing	3cr
ART 451	Advanced Woodworking: Function and Form	3cr
ART 452	Advanced Ceramics	3cr
ART 453	Advanced Sculpture	3cr
ART 454	Advanced Painting	3cr
ART 455	Advanced Graphic Design I	3cr
ART 456	Advanced Graphic Design II	3cr
ART 457	Advanced Print Media	3cr
ART 459	Advanced Fibers	3cr
ART 460	Advanced Jewelry and Metals	3cr
ART 481	Special Topics	3cr
ART 493	Internship	3cr

Free Electives:	22-23	Free Electives:	34-35
(#) Total Degree Requirements	120	(#) Total Degree Requirements	120

(1) Students must complete 3cr within an advanced studio before permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.
(2) Inclusion of internship credits toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing before enrollment.
(#) See advisory paragraph "Timely Completion of Degree Requirements "in the section on Requirements for Graduation

(1) Students must complete 3cr within an advanced studio before permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.
(2) Inclusion of internship credits toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing before enrollment. Students must complete the Sophomore Review
(3) See advisory paragraph "Timely Completion of Degree
(#) Requirements "in the section on Requirements for Graduation

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

ii. Current Program:

Bachelor of Fine Arts –Art Studio

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

Major:
Foundation Required: 12

ART 111	Figure Drawing	3cr
ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr

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

Art History Required: 6

ARHI 100	Arts of the 20th Century	3cr

Controlled ARHI Elective: Select one course in the last 3cr

Proposed Program:

Bachelor of Fine Arts –Art Studio

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

Major:
Foundation Required: 12

ART 111	Figure Drawing	3cr
ART 112	Fundamentals of Drawing	3cr
ART 113	Three-Dimensional Design	3cr
ART 114	Color and Two-Dimensional Design	3cr

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

Art History Required: 6

ART 100	Arts of the 20th Century	3cr

Controlled ARHI Elective: Select one course from 3cr

three semesters: ARHI 413, 417, 423, or 425. Course must be designated /W/.

Intermediate/Advanced Studio Required: 27
(Select one of three intermediate/advanced studio emphasis tracks.)

Three-Dimensional Studio Track:
Advanced 3-D studios include (1, 2)

ART 313	Intermediate Ceramics: Wheel Throwing	3cr
ART 316	Intermediate Jewelry and Metals	3cr
ART 352	Intermediate Ceramics: Mold Making	3cr
ART 451	Advanced Woodworking: Function and Form	3cr
ART 452	Advanced Ceramics	3cr
ART 453	Advanced Sculpture	3cr
ART 459	Advanced Fibers	3cr
ART 460	Advanced Jewelry and Metals	3cr
ART 481	Special Topics	3cr
ART 493	Internship	3cr

Primary Advanced Studio (Choose one studio area above) 15cr

Synthesis Advanced Studio (choose three other advanced 3-D advanced studios) 9cr

Two-Dimensional Studio (choose one from advanced 2-D studio options) 3cr

Two-Dimensional Studio Track:
Primary Advanced Studio (Choose one studio area below) 15cr

Synthesis Advanced Studio (choose three other advanced 2-D advanced studios) 9cr

Three-Dimensional Studio (choose one from advanced 3-D studio options) 3cr

Advanced 2-D Studios include (1, 2)

ART 355	Intermediate Graphic Design I	3cr
ART 356	Intermediate Graphic Design II	3cr
ART 421	Advanced Drawing	3cr
ART 454	Advanced Painting	3cr
ART 455	Advanced Graphic Design I	3cr
ART 456	Advanced Graphic Design II	3cr
ART 457	Advanced Print Media	3cr
ART 481	Special Topics	3cr
ART 493	Internship	3cr

Individualized Advanced Studio Track: 27cr
(Student with specialized interests can submit a proposal for advanced studio study. Approval required by department chair, studio division chair, and student's major advisor.)
Select 27cr from the following (1, 2): ART 316, 332, 335, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493

Controlled Intermediate/Advanced Studio Electives: (1,2) 12
Select 12cr from the following: ART 316, 355, 356, 421, 451, 452, 453, 454, 455, 456, 457, 459, 460, 481, 493

Senior Thesis and Professional Practicum 3
ART 400   Professional Practices   3cr

Free Electives: 1-2

(#) Total Degree Requirements: 120

(1) Students must complete 3cr within an advanced studio before permission will be granted to enroll in the 6cr component of the advanced level. Permission of the instructor is a prerequisite to all 6cr advanced courses.
(2) Inclusion of internship credits toward any portion of fulfillment of degree requirements must be approved by the departmental chair and student's major advisor. Approval must be obtained in writing before enrollment.

any 300-400 level ARHI prefix.

Intermediate/Advanced Studio Required: 27
(Select one of two tracks)
Art Studio Track:
Studio areas of study include ceramics, painting, woodworking, drawing, fibers, sculpture, print media, jewelry and metals, and internship. Select from ART 313, 316, 352, 421, 451, 452, 453, 454, 457, 459, 460, 481, and 493

Graphic Design Track:
Studio area of study includes graphic design and internship. Select from ART 355, 356, 455, 456, 481, and 493.

Primary Studio Emphasis 18cr
(Select any 300-400 level courses from one studio area listed in track options above.)(2)(3)
Synthesis Studio 9cr
(Art Studio Track majors select 300-400 level courses listed within track options above that are outside your primary studio area. These studio courses must relate to one's primary studio area emphasis conceptually and/or technically. Graphic Design Track majors may select 300-400 level graphic design courses or 300-400 level courses from the Art Studio Track if they relate conceptually and/or technically.)(2, 3, 4)

Intermediate/Advanced Studio Electives: 9
(Select any 300-400 level art studio courses.) [1, 2]

Senior Thesis and Professional Practicum: 3
ART 400   Professional Practices   3cr

Free Electives: 4-5

(#)   **Total Degree Requirements** 120

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

(3) To enter the program, art major must successfully complete
   the BFA Sophomore Review and have a minimum 2.5 GPA.
(4) Student must achieve a cumulative 2.5 GPA and earn a "C"
   or better in all ART and ARHI courses to graduate.
(#) See advisory paragraph "Timely Completion of Degree
   Requirements" in the section on Requirements for
   Graduation.

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

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

   a. **Program Catalog Description Change:**

   Current Program Description:

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

   Proposed Catalog Description:

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

   b. **Revision of Minor**

Minor–Journalism	18 (1)	Minor–Journalism and Public Relations	18 (1)

Required Courses:			Required Courses:		
JRNL 102	Basic Journalistic Skills (2, 3)	3cr	JRNL 102	Basic Journalistic Skills (1)	3cr
JRNL 105	Journalism and the Mass Media (2, 3)	3cr	JRNL 105	Journalism and the Mass Media (1)	3cr
JRNL 120	Journalistic Writing (2, 3)	3cr	JRNL 120	Journalistic Writing (2)	3cr
Controlled Electives: Three courses from the following: 9cr			**Controlled Electives:**		
JRNL 126, 243, 250, 301, 337, 344, 347, 375, 481 (4)			JRNL course of 300-level or higher		3cr
			JRNL course of 300-level or higher		3cr
			JRNL free elective		3cr

(1) Internship credits do not apply toward the 18cr minor; however, a student in the minor program may take an internship and apply the credits as free electives.
(2) A grade of C or better is required for graduation with a minor in journalism.
(3) The above three courses are to be taken in sequence.
(4) Minors may substitute only with departmental permission.

(1) A grade of C or better is required for graduation with a minor in journalism.
(2) JRNL 102 is a prerequisite for JRNL 120.

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

5. **Department of Communication Disorders, Special Education and Disability Services—New Course, Course Revisions, Program Catalog Description Change and Program Revision** **APPROVED**

   a. **New Course**

   EDEX 223 Reading Methods and Strategies for Students with Disabilities   3c-0l-3cr
   Prerequisites: EDEX 103, 111, 113
   Focuses on basic concepts of developmental reading instruction and specially designed instruction for students with diverse needs. Reviews research in the field, examines necessary assessment tools, and surveys current issues, trends, practices, and services. Examines issues and practices related to students who are English language learners. Facilitates the acquisition of new skills through a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing).

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

   b. **Course Revisions**

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

   EDEX 458 Transition Assessment and Planning for Youth with Disabilities   3c-0l-3cr
   Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Transition service elements are, at a minimum, postsecondary education and training, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

   Rationale: Course revisions were made for several reasons. First, although many of the concepts and frameworks used for transition have remained the same, some of the language has changed. The proposed revisions reflect these changes. Secondly, the workforce and demands to prepare students with disabilities

for college and career life have changed rapidly over the past two decades. Revisions to EDEX 458 align with what is highlighted in the literature and attempt to inform pre-service teachers and other majors about expectations in the 21st century. In addition, EDEX 458 will no longer be dual listed.

ii. **Current Catalog Description:**

EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities   **3c-0l-3cr**
Prerequisite: EDEX 111
Presents methods for teaching science and social studies to the mentally and/or physically handicapped. Scope and sequence of content, as well as evaluative techniques for each content area, are studied. Integration of other content areas and skill areas is stressed. Also stresses teaching in both resource room and less restrictive environments.

Proposed Catalog Description:

EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities   **3c-0l-3cr**
Prerequisite: EDEX 111
Presents various ways of assessing student knowledge, and identifying and implementing evidence-based practices to increase the success of students with disabilities in social studies and Science in K-12. Examines best practices for understanding and evaluating curricular demands, monitoring student progress, providing tiered supports and appropriate accommodations for promoting and enhancing content-area learning.

Rationale: Course revisions were made for several reasons. In particular, efforts to reform education has resulted in dramatic shifts in the field over the last decade. This includes the implementation of the Common Core State Standards and increased requirements for students to develop disciplinary literacy in content area subjects (i.e., social studies, math, and science). Although the former syllabus and approach to *Methods of Teaching Content Areas Subjects to Persons with Disabilities* addressed important issues in student learning, the proposed modifications align more with recent legislation and educational reform that has been adopted in Pennsylvania. Secondly, the Special Education and Clinical Services Department is working to increase the emphasis on pre-teacher candidates who wish to work with learners in middle and high school settings. The proposed changes to this course will support the Departments efforts to target this population of students.

c. **Program Catalog Description Change**

Current Catalog Description:

This department offers the bachelor of science in education degree program in speech-language pathology and audiology. A bachelor of science degree program in disability services is also offered. A bachelor of science in education degree program in early childhood education/special education is offered in conjunction with the Department of Professional Studies in Education. Each major follows a prescribed sequence of courses.

The following grade policy applies to two programs of study in the department: Deaf Education and Speech-Language Pathology and Audiology. Individual students may appeal any aspect of the policy by making a formal written request to the Departmental Appeals Committee.
1. No more than one "D" in major courses will be accepted toward graduation and certification.
2. No "D" is permitted as the final recorded grade in any of the following courses: EDEX 425, 435, 493, EDHL 308, EDUC 421, 461, and SPLP 122.

The following enrollment policy applies to two undergraduate programs in the department: Deaf Education and

Speech-Language Pathology and Audiology. To enroll in a 300- or 400-level course in those programs, a student must have a minimum 3.0 cumulative GPA, must meet the other provisions of the 3-Step Process for Teacher Education, and must either be a depart- mental major or have permission of the department chair.

A. Early Childhood Education/Special Education

This Early Childhood/Special Education (ECSP) program is designed to assist students in becoming highly qualified, competent, and effective teachers of all learners in grades preK through 4. The program has an emphasis on best practices in both early childhood education and special education. Stu- dents in this program will meet the academic requirements for Pennsylvania certification in preK to grade 4 as well as special education preK to grade 8.

This program, combining course work in both early childhood education and special education with extensive field experiences, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand all children's cognitive, social, emotional, and physical development. Field experiences will take place in a variety of settings encompassing diverse learning needs as well as learners in birth to grade 3 classrooms, preschool classrooms, K-1 classrooms, and classrooms in grades 2-4.

Admission to this program requires entering students to meet the guidelines for admission to the College of Education and Educational Technology. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process, to enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.

The Urban Track, within the ECSP program offered by the departments of Professional Studies in Education and Special Education and Clinical Services, prepares students 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 sensitivities for working with students whose backgrounds and life experiences often differ in significant ways from their own.

B. Minor—Special Education

Completion of the minor in Special Education will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities, and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings, and transition planning.

The minor in Special Education is an 18-credit program with 3 required and 15 elective credits. The required credits are met through enrollment in EDEX 111. This course provides essential information regarding IDEA (PL 105-17) as well as an overview of the field of special education, thus allowing the minor candidate to select a more focused area of concentration.

This minor would be of interest to sociology, psychology, child development and family relations, criminology, and secondary education majors who are interested in interacting or working with individuals with disabilities. To be accepted into the minor, a student must have a minimum 2.5 cumulative GPA.

Dual Certification-Special Education Grades 7-12 for Secondary Education Majors

Students majoring in a secondary education field may complete academic requirements for certification in special education grades 7-12 by completing the following requirements. Students are advised that completion of requirements for a second certification may take up to three additional semesters.

C. Speech-Language Pathology and Audiology

Completion of the sequence of courses in speech-language pathology and audiology serves as a preprofessional program for students planning to become practicing speech-language pathologists or audiologists. Students entering

the undergraduate program should be aware of the following:

1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualities a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure.
2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in speech-language pathology.
3. Students will need to project a minimum cumulative GPA of 3.0 or higher to qualify for admission to most graduate schools.
4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings.
5. To meet the requirements for Certification in Speech-Language Impaired from the Pennsylvania Department of Education, students must successfully complete the College of Education and Educational Technology requirements listed below before enrollment in the master of science degree program in speech-language pathology at IUP.

Students must also complete 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. These are completed through enrollment in EDUC 242 and 342.

Transfers, changes of major, and post baccalaureate admissions into the undergraduate Speech-Language Pathology and Audiology program will be approved on a competitive basis on specific dates. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative GPA of 3.0 in all undergraduate course work, passing standardized exam scores, an interview, and an essay. Please contact the Speech-Language Pathology and Audiology program director for more information.

Audiology Minor
A minor in audiology introduces the student to essential information regarding hearing loss, audiological testing, and clinical knowledge of the profession. In addition, information about deaf culture and basic sign language will be provided. This course of study will enable students to have a better understanding of the needs of persons with hearing loss and the deaf, as it relates to speech and language acquisition, genetics, use of appropriate amplification devices, and the structure and function of the hearing mechanism.

The minor is a 24-25 credit program with 18 required and 6-7 elective credits. Required credits include the core courses that are essential to understanding basic and advanced audiological concepts, basic concepts of hearing science and acoustics, implications of processing auditory information, and basic communication needs within the deaf and hard-of-hearing populations. The elective credits allow the minor candidate to select a more focused area of concentration.

Students must maintain a cumulative GPA of not less than 3.0 to enter and complete the minor. Students must also receive a "C" or better in all courses to complete the minor. This minor is of interest to students in the following majors: speech-language pathology and audiology, special education, education, criminology, nursing, pre-medical fields, psychology, educational psychology, and safety science.

D. Disability Services
Completion of this multidisciplinary curriculum in educational, social, and natural sciences prepares graduates to work as professionals serving individuals with disabilities in a wide array of public and private sector agencies and service providers, including adult mental health/mental retardation (MH/MR) programs. Students who complete the program will earn a bachelor of science degree and will be prepared for employment as instructional assistants in public or private schools, as therapeutic staff support personnel, or in a wide variety of capacities in MH/MR programs, community-based employment/living programs, early intervention programs, residential treatment programs, preschool/day care programs, and other agency service providers for individuals with disabilities. Disability services majors must achieve and maintain a 2.75 overall GPA.

Proposed Catalog Description:

This department offers the bachelor of science in education degree programs in special education and in speech-language pathology and audiology. A bachelor of science degree program in disability services is also offered. A bachelor of science in education degree program in early childhood education/special education is offered in conjunction with the Department of Professional Studies in Education. Each major follows a prescribed sequence of courses.

The following grade policy applies to two programs of study in the department: Special Education and Speech-Language Pathology and Audiology. Individual students may appeal any aspect of the policy by making a formal written request to the Departmental Appeals Committee.
1. No more than one "D" in major courses will be accepted toward graduation and certification.
2. No "D" is permitted as the final recorded grade in any of the following courses: EDEX 425, 435, 493, EDUC 421, 461, and SPLP 122.

The following enrollment policy applies to two undergraduate programs in the department: Special Education and Speech-Language Pathology and Audiology. To enroll in a 300- or 400-level course in those programs, a student must have a minimum 3.0 cumulative GPA, must meet the other provisions of the 3-Step Process for Teacher Education, and must either be a departmental major or have permission of the department chair.

Early Childhood Education/Special Education

This Early Childhood/Special Education (ECSP) program is designed to assist students in becoming highly qualified, competent, and effective teachers of all learners in grades preK through 4. The program has an emphasis on best practices in both early childhood education and special education. Stu- dents in this program will meet the academic requirements for Pennsylvania certification in preK to grade 4 as well as special education preK to grade 8.

This program, combining course work in both early childhood education and special education with extensive field experiences, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand all children's cognitive, social, emotional, and physical development. Field experiences will take place in a variety of settings encompassing diverse learning needs as well as learners in birth to grade 3 classrooms, preschool classrooms, K-1 classrooms, and classrooms in grades 2-4.

Admission to this program requires entering students to meet the guidelines for admission to the College of Education and Educational Technology. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process, to enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.

The Urban Track, within the ECSP program offered by the departments of Professional Studies in Education and Special Education and Clinical Services, prepares students 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 sensitivities for working with students whose backgrounds and life experiences often differ in significant ways from their own.

Bachelor of Science in Education in Special Education

Completion of the sequence of study in this major leads to Pennsylvania Department of Education special education certifications in PreK-8 and 7-12. Students will be prepared to teach persons with intellectual disabilities, autism, developmental disabilities, learning disabilities, brain injuries, emotional/behavioral disorders, physical disabilities, and multiple disabilities. Academic coursework and field experiences are integrated within the course of study.

Students entering the program should be aware of the following:
1. Students **must** complete a 5th year by applying for early admission into to the M.Ed. in Literacy and or Reading Specialist Certification Program.
2. Students must meet all Reading Specialist certification requirements.
3. **Upon completion** of the Reading Specialist requirements and passing the Special Education PreK-8 and 7-12 exams

and Reading Specialist exam, students can **then** apply for special education certification.

Minor—Special Education

Completion of the minor in Special Education will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning   disabilities, brain injuries, emotional and behavioral disorders, physical disabilities, and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings, and transition planning.

The minor in Special Education is an 18-credit program with 3 required and 15 elective credits. The required credits are met through enrollment in EDEX 111. This course provides essential information regarding IDEA (PL 105-17) as well as an overview of the field of special education, thus allowing the minor candidate to select a more focused area of concentration.

This minor would be of interest to sociology, psychology, child development and family relations, criminology, and secondary education majors who are interested in interacting or working with individuals with disabilities. To be accepted into the minor, a student must have a minimum 2.5 cumulative GPA.

Dual Certification—Special Education Grades 7-12 for Secondary Education Majors
Students majoring in a secondary education field may complete academic requirements for certification in special education grades 7-12 by completing the following requirements. Students are advised that completion of requirements for a second certification may take up to three additional semesters.

Speech-Language Pathology and Audiology

Completion of the sequence of courses in speech-language pathology and audiology serves as a preprofessional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:

1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualities a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure.
2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in speech-language pathology.
3. Students will need to project a minimum cumulative GPA of 3.0 or higher to qualify for admission to most graduate schools.
4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings.
5. To meet the requirements for Certification in Speech-Language Impaired from the Pennsylvania Department of Education, students must successfully complete the College of Education and Educational Technology requirements listed below before enrollment in the master of science degree program in speech-language pathology at IUP.

Students must also complete 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. These are completed through enrollment in EDUC 242 and 342.

Transfers, changes of major, and post baccalaureate admissions into the undergraduate Speech-Language Pathology and Audiology program will be approved on a competitive basis on specific dates. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative GPA of 3.0 in all undergraduate course work, passing standardized exam scores, an interview, and an essay. Please contact the Speech-Language Pathology and Audiology program director for more information.

Minor-Audiology

A minor in audiology introduces the student to essential information regarding hearing loss, audiological testing, and

clinical knowledge of the profession. In addition, information about deaf culture and basic sign language will be provided. This course of study will enable students to have a better understanding of the needs of persons with hearing loss and the deaf, as it relates to speech and language acquisition, genetics, use of appropriate amplification devices, and the structure and function of the hearing mechanism.

The minor is a 24-25 credit program with 18 required and 6-7 elective credits. Required credits include the core courses that are essential to understanding basic and advanced audiological concepts, basic concepts of hearing science and acoustics, implications of processing auditory information, and basic communication needs within the deaf and hard-of-hearing populations. The elective credits allow the minor candidate to select a more focused area of concentration.

Students must maintain a cumulative GPA of not less than 3.0 to enter and complete the minor. Students must also receive a "C" or better in all courses to complete the minor.

This minor is of interest to students in the following majors: speech-language pathology and audiology, special education, education, criminology, nursing, pre-medical fields, psychology, educational psychology, and safety science.

Disability Services

Completion of this multidisciplinary curriculum in educational, social, and natural sciences prepares graduates to work as professionals serving individuals with disabilities in a wide array of public and private sector agencies and service providers, including adult mental health/mental retardation (MH/MR) programs. Students who complete the program will earn a bachelor of science degree and will be prepared for employment as instructional assistants in public or private schools, as therapeutic staff support personnel, or in a wide variety of capacities in MH/MR programs, community-based employment/living programs, early intervention programs, residential treatment programs, preschool/day care programs, and other agency service providers for individuals with disabilities. Disability services majors must achieve and maintain a 2.75 overall GPA.

d. Program Revision:

Current Program:

Proposed Program:

Bachelor of Science in Education– Education of Exceptional Persons (*)

Bachelor of Science in Education– Special Education (*)

Current Program			Proposed Program		
Liberal Studies: As outlined in Liberal Studies section with the following specifications:		**48**	**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:		**44**
Mathematics: MATH 151 and 152 (1)			**Mathematics:** MATH 151		
Natural Science: laboratory science sequence required (SCI 105-106 recommended)			**Natural Science:** laboratory science sequence required (SCI 105-107 and SCI 117 recommended)		
Social Science: PSYC 101			**Social Science:** PSYC 101		
Liberal Studies Electives: 0cr			**Liberal Studies Electives:** 3cr, MATH 152 required		
College:		24	**College:**		24
Preprofessional Education Sequence:			**Preprofessional Education Sequence:**		
COMM 103	Digital Instructional Technology *or*		EDEX 103	Special Education Technology	3cr
EDEX 103	Special Education Technology	3cr	EDSP 102	Educational Psychology	3cr
EDSP 102	Educational Psychology	3cr	**Professional Education Sequence:**		
Professional Education Sequence:			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 (Early Childhood)	1cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	EDUC 342	Pre-Student Teaching Clinical Experience II (Special Education-Severe)	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr	EDUC 421	Student Teaching (Special Education-Pre-K -8)	6cr
EDUC 421	Student Teaching (Mild/Moderate)	6cr	EDUC 441	Student Teaching (Special Education-	
EDUC 441	Student Teaching (Severe/Profound)	6cr			
EDUC 442	School Law	1cr			

Major: 43

Required Courses:

EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 112	Typical and Atypical Growth and Development	3cr
EDEX 221	Methods of Teaching Mathematics to Persons with Disabilities	3cr
EDEX 222	Methods of Teaching Reading to Persons with Disabilities	3cr
EDEX 231	Methods of Teaching Content Area Subjects to Persons with Disabilities	3cr
EDEX 321	Methods of Teaching Language Arts to Persons with Disabilities	3cr
EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 416	Education of Persons with Emotional or Behavioral Disorders	3cr
EDEX 417	Education of Persons with Mental Retardation or Developmental Disabilities	3cr
EDEX 418	Education of Persons with Physical or Multiple Disabilities	3cr
EDEX 419	Education of Persons with Brain Injuries or Learning Disabilities	3cr
EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)	3cr
EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)	3cr
EDEX 440	Ethical and Professional Behavior	1cr
SPLP 254	Classroom Management of Language Disorders	3cr

	7-12)	6cr
EDUC 442	School Law	1cr

Major: 55

Required Courses:

EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 114	Atypical Development in Children and Adolescents	3cr
EDEX 221	Methods of Teaching Mathematics to Secondary Students with Disabilities	2cr
EDEX 222	Methods of Teaching Language Arts to Secondary Students with Disabilities	2cr
EDEX 223	Reading Methods and Strategies for Students with Disabilities	3cr
EDEX 231	Methods of Teaching Content Area Subjects to Persons with Disabilities	3cr
EDEX 321	Methods of Teaching Language Arts to Persons with Disabilities	3cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr
EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)	3cr
EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)	3cr
EDEX 440	Ethical and Professional Behavior	1cr
EDEX 458	Transition for Youth with Disabilities	3cr
EDEX 460	Family Perspectives on Disabilities	3cr
EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities And Physical/Multiple Disabilities	3cr
MATH 330	Teaching Mathematics in the Elementary School	3cr
SPLP 254	Classroom Management of Language Disorders	3cr

Reading Specialist   3

LTCY 600   Foundations of Literacy Instruction   3cr
(1) This course satisfies 3cr of the Reading Specialist
     requirements.

Total Degree Requirements: **123**

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

Fifth Year Courses- Reading Specialist   **27**

(1) 3 credits are satisfied by the LTCY 600
     course in the undergraduate program

To receive a Reading Specialist Certification, students must complete twenty-seven credits within the master's program from categories A-C.

A.   Literacy

LTCY 600	Foundations of Literacy Instruction	3cr
LTCY 644	Issues and Trends in the Language Arts	3cr
LTCY 701	Assessment and Acceleration	3cr
LTCY 702	Reading and Writing in the Content Areas	3cr

LTCY 705	Organization and Administration of Reading/Writing Programs	3cr
LTCY 770	Practicum and Seminar for Reading Specialist I	3cr
LTCY 771	Practicum and Seminar for Reading Specialist II	3cr

B. Diversity

LTCY 635   Literacy in Inclusive Classrooms   3cr

C. Related Area

LTCY 607   Instruction and Learning with Literature   3cr

Please see the Graduate Catalog Master's Program for specific courses using the following link:

http://www.iup.edu/page.aspx?id=187402

Rationale: These revisions reflect the changes made by the Pennsylvania Department of Education regarding special education teaching certifications. The PreK-8/7-12 plus Reading Specialist is one of four options outlined by PDE following recent changes to the certification requirements and is in high demand by school districts hiring new special educators for two major reasons. First, it allows districts increased flexibility in placement of these new teachers across the PreK-12 continuum in order to meet their district's changing needs. Second, the focus on reading and literacy across the grade levels enables district's to employ teachers who can meet the needs of students at-risk for reading acquisition and students with specific learning disabilities throughout the grade levels. This program prepares teachers as special educators with additional expertise in reading and literacy.

The side by side reflects the course requirements from the special education K-12 program that was placed in moratorium, which we are bringing out of moratorium, and the proposed revisions to this program. The following rationale explains the changes in the revision: 1) the department housing this program has had a recent name change now reflected in this proposal, 2) reflects changes to other bachelor programs housed within this department, 3) removed Deaf Education and reflects changes to other bachelor programs housed within this department, 4) removed EDHL 308 since Deaf Education is no longer offered, 5) removes the alphabetical letters (A, B, C, D) in front of the offered programs, 6) placed "Minor" before audiology to be consistent with Minor-Special Education, 7) reflects changes to the courses offered by the Chemistry Department in liberal studies, 8) reflects the addition of a new course EDEX 114 Atypical Development in Infants, Children and Adolescents needed to cover content applicable to individuals from birth to age 21. There are no current courses covering this age span, and 9) there is a revision to EDEX 231.

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

a. Program Revisions

i. Current Program: **Proposed Program:**

Bachelor of Science – Respiratory Care   **Bachelor of Science – Respiratory Care**

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

Major:			59	**Major:**		59

Two-column layout. Left column (Current), right column (Proposed):

Major: 59

Required Courses:

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

Other Requirements: 13

Science Courses:

BIOL 105	Cell Biology	3cr
BIOL 150	Human Anatomy	3cr
BIOL 151	Human Physiology	4cr
BIOL 241	General Microbiology	3cr

Free Electives: 3-4

Total Degree Requirements: (1)   120

(1) RESP 300- and 400-level courses are completed at Western Pennsylvania Hospital School of Respiratory Care in Pittsburgh.

Major: 59

Required Courses:

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

Other Requirements: 12

Science Courses:

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

Free Electives: 4-5

Total Degree Requirements: (1)   120

(1) RESP 300- and 400-level courses are completed at Western Pennsylvania Hospital School of Respiratory Care in Pittsburgh.

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

ii. Current Program:

Bachelor of Science – Nuclear Medicine Technology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50
Mathematics: MATH 105
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, MATH 217, PHYS 111, no courses with NMDT prefix

Proposed Program:

Bachelor of Science – Nuclear Medicine Technology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50
Mathematics: MATH 105
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, MATH 217, PHYS 111, no courses with NMDT prefix

Major:		32	Major:		32
Required Courses: (1)			**Required Courses:** (1)		
NMDT 427	Nuclear Scintigraphy	3cr	NMDT 427	Nuclear Scintigraphy	3cr
NMDT 428	Radiation Physics	3cr	NMDT 428	Radiation Physics	3cr
NMDT 429	Nuclear Medicine Instrumentation	3cr	NMDT 429	Nuclear Medicine Instrumentation	3cr
NMDT 430	Radiation Biology and Radiation Protection	2cr	NMDT 430	Radiation Biology and Radiation Protection	2cr
NMDT 431	In Vivo/In Vitro Nonimaging	1cr	NMDT 431	In Vivo/In Vitro Nonimaging	1cr
NMDT 432	Radiopharmaceuticals	3cr	NMDT 432	Radiopharmaceuticals	3cr
NMDT 433	Introduction to Tomographic Imaging	1cr	NMDT 433	Introduction to Tomographic Imaging	1cr
NMDT 434	Clinical Nuclear Medicine	16cr	NMDT 434	Clinical Nuclear Medicine	16cr
Other Requirements: (2)		18	**Other Requirements:**		20
BIOL 105	Cell Biology	3cr	BIOL 150	Human Anatomy	4cr
BIOL 150	Human Anatomy	3cr	BIOL 240	Human Physiology	4cr
BIOL 151	Human Physiology	4cr	BIOL 241	Introductory Medical Microbiology	4cr
ENGL 310	Public Speaking	3cr	ENGL 310	Public Speaking	3cr
PHYS 121	Physics I Lab	1cr	PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr	PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr	PHYS 122	Physics II Lab	1cr
Free Electives: (3)		20	**Free Electives:**		18
Total Degree Requirements:		120	**Total Degree Requirements:** (1)		120

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

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

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

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

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

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

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

b. Course Prerequisite Changes

i. Current Prerequisite:

NURS 211 Fundamentals I Clinical   **0c-3l-1cr**
Prerequisites: Nursing majors only, BIOL 105, CHEM 101, 102, sophomore standing
Corequisite: NURS 212

Proposed Prerequisite:

NURS 211 Fundamentals I Clinical   **0c-3l-1cr**
Prerequisites: Nursing majors only, BIOL 150, CHEM 101, 102, sophomore standing
Corequisite: NURS 212

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

ii. Current Prerequisite:

NURS 212 Fundamentals I Theory   **2c-0l-2cr**
Prerequisites: Nursing majors only, BIOL 105, CHEM 101, 102, sophomore standing
Corequisites: NURS 211

Proposed Prerequisite:

NURS 212 Fundamentals I Theory   **2c-0l-2cr**
Prerequisites: Nursing majors only, BIOL 150, CHEM 101, 102, sophomore standing
Corequisite: NURS 211

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

iii. **Current Prerequisite:**

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

Proposed Prerequisite:

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

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

iv. **Current Prerequisite:**

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

Proposed Prerequisite:

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

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

v. Current Prerequisite:

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

Proposed Prerequisite:

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

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

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

i. ANTH 333 The Archaeology of Early China   **3c-0l-3cr**
Offers an overview of the history, practice and achievements of archaeology in China, with a focus on early China (up to the Han dynasty). A portion of the course is devoted to those discoveries that have shed light on important developments in China, including its early stone age occupation, the growth of agriculture, the emergence of civilization, as well as the construction of impressive structures (such as the Great Wall and the first emperor's terracotta army). Also discusses the ways in which Chinese and western archaeology differ, as well as the role which nationalism and regionalism have played in archaeological research and interpretation in China

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

ii. ANTH 352 The Anthropology of Human Rights   **3c-0l-3cr**
Engages the concept of human rights as applied to situations in the contemporary world. Takes an interdisciplinary approach, with an emphasis on anthropology to examine the following principal questions: 1) What are the historical origins of contemporary ideas about human rights? 2) What are some of the foremost human rights situations in the world today? 3) What are the political, economic, and cultural contexts in which human rights abuses occur? 4) What is the role of the committed (i.e., activist) anthropologist? Focuses on the interplay between the abuse of human rights, power, and culturally constructed difference, such as ethnicity and gender. Extends contemporary interpretations to existing social and political problems around the world to seek ways in which anthropologists can have a positive role to play in finding solutions to those problems.

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

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

    a. **New Course**

        PLSC 405 Sexuality and Law   **3c-0l-3cr**
        Critically examines the role of law in regulating sexuality in the United States. Analyzes legal and constitutional questions regarding sex, sexual orientation and identity. Using statutory law and written judicial opinions, the course explores the evolution of legal approaches to issues including: regulation of married and non-married sexual activity; same-sex marriage and sexual orientation; and First Amendment protections of LGBT rights. Emphasizes the role of the Supreme Court's interpretation of the Constitution, especially of due process and equal protection.

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

    b. **Catalog Description Change**

        Current Catalog Description:

        PLSC 344 Terrorism   **3c-0l-3cr**
        Prerequisites: PLSC 101 and 111 or instructor permission
        An in-depth study of the legal and international issues that the United States faces in response to combating international terrorism. The emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening. (Also offered as CRIM 344; may not be taken as duplicate credit.)

        Proposed Catalog Description:

        PLSC 344 Terrorism   **3c-0l-3cr**
        Prerequisites: PLSC 101 or 111 or CRIM 101 or 102 or instructor's permission
        An in-depth study of the legal and international issues that the United States faces in response to combating international terrorism. The emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening. (Also offered as CRIM 344; may not be taken as duplicate credit.

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

9. **Department of Biology – New Minor, Program Catalog Description, Course Revision, Catalog Description Change, and Credit Hour Changes**   **APPROVED**

    a. **Program Catalog Description**

        Biomedical Science Minor
        Minor intended for students in the Nursing and Allied Health or Natural Science programs.

Not for Biology majors.

b. New Minor

Minor—Biomedical Science	18
Required Courses: BIOL 151 Human Physiology 4cr BIOL 240 Human Anatomy 4cr BIOL 241 General Microbiology 4cr	12
Controlled Electives (1): Select 6 credits from the following: BIOL 310, 323, 364, 405, 410, 460, 466 or 477	6
(1) Other BIOL content courses with the approval of the minor advisor.	

Rationale: This minor in Biomedical Science is being proposed to allow students in the Nursing and Allied Health programs to complete a minor that will include the courses that are required for their major. Additionally, minor in Biomedical Science in biology will provide students with relevant information outside of their field of study and may enhance their employability following graduation.

c. Course Revision, Catalog Description Change and Credit Hour Changes

Current Catalog Description:

BIOL 250 Principles of Microbiology   **2c-3l-3cr**
Prerequisites: BIOL 111-112 or instructor permission
A study of structure, nutrition, and biochemical activities of microbes. A survey of viruses, blue-green bacteria, bacteria, algae, fungi, and protozoa and their diversity in natural environments. For biology and biology education majors.

Proposed Catalog Description:

BIOL 250 Principles of Microbiology   **3c-3l-4cr**
Prerequisites: BIOL 112 or BIOL 203 or instructor permission
Introduction to microbiology that focuses on the fundamental principles of microbial structure, modes of reproduction, genetics and physiology. Emphasizes the importance of microbes in ecological, industrial, immunological and epidemiological processes. Standard microbiological methods and techniques are emphasized in laboratory.

Rationale: BIOL 250 is being converted to a 4 credit course to align the lecture and laboratory components with similar courses at other institutions. The additional credit will allow the lecture instructors to more completely review microbiology topics with students. This change will also benefit students who apply to graduate and professional programs requiring a 4 credit combined lecture and laboratory course in microbiology. Biology 203 has been added as a prerequisite because the Biology Department has recently updated its curriculum. Currently, students will complete a series of core courses that includes BIOL 201 (which replaces BIOL 112), BIOL 202 (which replaces BIOL 111) and BIOL 203. Students must complete BIOL 203 prior to taking BIOL 250 since BIOL 203 will include many of the basic biology and chemistry principles needed for BIOL 250. We felt that listing CHEM prerequisites already required for BIOL 203 would be redundant, so BIOL 203 is included as the only prerequisite for both Biology students and Biochemistry students.

10. **Department of Physics—New Course and Program Catalog Description Change**   **APPROVED**

   a. **New Course:**

   PHYS 260 Introduction to Nanoscience and Technology   3c-01-3cr
   Prerequisite: PHYS 112 or 132
   Introduction to the theoretical and experimental concepts of the emerging field of nanotechnology. Prepares students from a wide range of disciplines for careers or higher studies in areas involving nanotechnology. Inherently interdisciplinary in nature, bridges across physics, chemistry, biology, and computer science. Covers the emerging role of nanostructure materials for current and future applications in the fields of electronics, energy, textiles, and medicine

   b. **Program Catalog Description Change and Revision of Minor**

   Current Catalog Description:

   To minor in physics, a student must successfully complete 15 credits in physics consisting of at least three courses at the 200 level or higher.

   Proposed Catalog Description:

Minor—Physics	**18-20**

Required Courses:
PHYS 131 Physics 1-C Lecture *or*
   PHYC 111 Physics 1 Lecture   3cr
PHYS 141 Physics 1 C Lab *or*
   PHYC 121 Physics 1 Lab   1cr
PHYS 132 Physics 2-C Lecture *or*
   112 Physics 2 Lecture   3cr
PHYS 142 Physics 2 C Lab *or*
   122 Physics 2 Lab   1cr
	8

Additional Elective Courses: At least 10 credits from the following, 6cr of which must be at 300 level or higher (1): PHYS 231 Electronics 4cr PHYS 331 Modern Physics 3cr PHYS 342 Thermal and Statistical Physics 3cr PHYS 355 Computer Interfacing 3cr	10-12
(1) Other courses may be considered with department recommendation.	

   Rationale: To meet the new credit and course level requirements for a Minor.

11. **Department of Foreign Languages—New Course and Program Revisions**   **APPROVED**

   a. **New Course:**

   SPAN 330 Advanced Spanish Composition and Grammar   3c-0l-3cr
   Prerequisite: SPAN 230 or equivalent
   Extensive work on the development of written expression and communication at the "Advanced level" of proficiency in Spanish, as defined by the American Council on the Teaching of Foreign Languages, together with the study of advanced-level structures. Taught in Spanish. Required for all majors and recommended for minors.

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

b. Program Revisions

i. Current Program:

Bachelor of Arts—Spanish

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

College:

Foreign Language (included in major)		0

Major: 37
Study Abroad (1)
Required Courses:

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

Controlled Electives:

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

Free Electives: 33-54

Total Degree Requirements: **120**

(1) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's

Proposed Program:

Bachelor of Arts—Spanish

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

College:

Foreign Language (included in major)		0

Major: 37
Study Abroad (1)
Required Courses:

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

Controlled Electives:

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

Free Electives: 33-34

Total Degree Requirements: **120**

(1) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's

study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing and submitted to the department chair.

ii. Current Program:

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

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

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

Professional Education Sequence:

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

Major:		40
Study Abroad (2)		
Required Courses:		
SPAN 201	Intermediate Spanish or equivalent	4cr
SPAN 220	Intermediate Spanish Conversation	3cr
SPAN 230	Intermediate Spanish Composition and Grammar	3cr
SPAN 260	Introduction to Hispanic Literature	3cr
SPAN 340	Hispanic Civilization through the 19th Century	3cr
SPAN 342/344	20th-Century Spanish Civilization and Culture/20th-Century Spanish-American Civilization and Culture	3cr
SPAN 350	Advanced Spanish Conversation	3cr
SPAN 390	Teaching of Elementary Content through the Spanish Language	3cr
SPAN 404	Advanced Spanish Grammar	3cr

Controlled Electives:

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

Proposed Program:

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

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

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

Professional Education Sequence:

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

Major:		40
Study Abroad (2)		
Required Courses:		
SPAN 201	Intermediate Spanish or equivalent	4cr
SPAN 220	Intermediate Spanish Conversation	3cr
SPAN 230	Intermediate Spanish Composition and Grammar	3cr
SPAN 260	Introduction to Hispanic Literature	3cr
SPAN 330	Advanced Spanish Composition and Grammar	3cr
SPAN 340	Hispanic Civilization through the 19th Century	3cr
SPAN 342/344	20th-Century Spanish Civilization and Culture/20th-Century Spanish-American Civilization and Culture	3cr
SPAN 350	Advanced Spanish Conversation	3cr
SPAN 390	Teaching of Elementary Content through the Spanish Language	3cr
SPAN 450	Conversation Forum	3cr
SPAN 453	Spanish Phonetics and Phonemics	3cr

Controlled Electives:

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

Free Electives:	2-3	**Free Electives:**	0
Total Degree Requirements:	120	**Total Degree Requirements:**	120-121

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

(1) Students who do not wish to select a MATH course under the Liberal Studies electives, must still take a second MATH course (101 or higher) to fulfill the state requirements.

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

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

(1) Students who do not wish to select a MATH course under the Liberal Studies electives, must still take a second MATH course (101 or higher) to fulfill the state requirements.

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

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

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

    a. **Course Catalog Description Change:**

    Current Catalog Description:

    ACCT 493 Internship in Accounting   **var-3-6cr**
    Prerequisites: Approval of the Eberly College of Business and Information Technology internship coordinator, department chairperson, and dean. Must have completed a minimum of 90cr (18cr in ACCT) with a cumulative GPA of 2.75 and 3.00 GPA within the major.
    A supervised learning experience that integrates the student's academic background with practical experience related to the students' major area of interest. A maximum of 3cr may be applied toward the accounting major area electives. The number of credits earned depends on the nature of the job and the amount of time involved in the internship.

    Proposed Catalog Description:

    ACCT 493 Internship in Accounting   **var-3-6cr**
    Prerequisites: Approval of the Eberly College of Business and Information Technology internship coordinator, department chairperson, and dean. Must have completed a minimum of 90cr (18cr in

ACCT) with a cumulative GPA of 2.75 and 3.00 GPA within the major.
A supervised learning experience that integrates the student's academic background with practical experience related to the students' major area of interest. The number of credits earned depends on the nature of the job and the amount of time involved in the internship.

b. Program Revision:

Current Program:				Proposed Program:			

Bachelor of Science--Accounting   **Bachelor of Science--Accounting**

Current Program			Proposed Program		
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **Mathematics:** MATH 115 **Social Science:** ECON 121, PSYC 101 **Liberal Studies Electives:** 9cr, BTED/COSC/ IFMG101, ECON 122, MATH 214		49-50	**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: **Mathematics:** MATH 115 **Social Science:** ECON 121, PSYC 101 **Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214		49-50
College: Business Administration Core		33	**College: Business Administration Core**		33
Required Courses:			**Required Courses:**		
ACCT 201	Accounting Principles I	3cr	ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr	ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr	BLAW 235	Legal Environment of Business	3cr
BCOM 321	Business and Interpersonal Communications	3cr	BCOM 321	Business and Interpersonal Communications	3cr
FIN 310	Fundamentals of Finance	3cr	FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr	IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr	MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr	MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr	MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr	MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr	QBUS 215	Business Statistics	3cr
Major: Accounting (1)		30	**Major: Accounting** (1)		27
Required Courses:			**Required Courses:**		
ACCT 304	Intermediate Accounting I	3cr	ACCT 304	Intermediate Accounting I	3cr
ACCT 305	Intermediate Accounting II	3cr	ACCT 305	Intermediate Accounting II	3cr
ACCT 311	Cost Accounting	3cr	ACCT 311	Cost Accounting	3cr
ACCT 401	Advanced Accounting	3cr	ACCT 401	Advanced Accounting	3cr
ACCT 421	Federal Tax I	3cr	ACCT 421	Federal Tax I	3cr
ACCT 431	Auditing	3cr	ACCT 431	Auditing	3cr
Controlled Electives: Select four courses from the following: A minimum of 9cr from ACCT 300 level or above. One course from any 300-level or above within the ECOBIT or Economics Department that is not included in the business core and has advisor approval.			**Controlled Electives:** Select three courses from any ACCT 300 level or above (except for ACCT 493) that are not included in the Accounting Major core and/or BLAW 336, or approval of the Chair.		
Free Electives: (2)		7-8	**Free Electives:** (2)(3)		10-11
Total Degree Requirements:		120	**Total Degree Requirements:**		120

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

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

Rationale: The Controlled Electives have been decreased from 12cr to 9cr. This revision is required under

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

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

a. Program Revision:

Current Program:

Bachelor of Science—Marketing

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		49-50
Mathematics: MATH 115		
Social Science: ECON 121, PYSC 101		
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no MKTG prefix courses		
College: Business Administration Core		33
Required Courses:		
ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr
Major: Marketing		30
Required Courses:		15-18
MKTG 321	Consumer Behavior	3cr
MKTG 421	Marketing Research	3cr
MKTG 450	Marketing Strategy	3cr
Minimum of two courses from the following:		
MKTG 430	International Marketing	3cr
MKTG 431	Business-to-Business Marketing	3cr
MKTG 435	Professional Selling and Sales Management	3cr
Major Electives: Select 12-15cr from the following: MKTG/MGMT 350, 432, 433, 434, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 481, 482, 493; a maximum of two (6cr) advanced-level non-MKTG prefix courses from complementary areas where the student is seeking a minor, double major, or pursuing a career interest in another discipline may be substituted for Marketing electives with prior advisor's or chair's documented permission.		12-15
Free Electives: (Maximum of 8cr in nonbusiness courses)		7-8
Total Degree Requirements:		120

Proposed Program:

Bachelor of Science—Marketing

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		49-50
Mathematics: MATH 115		
Social Science: ECON 121, PYSC 101		
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no MKTG prefix courses		
College: Business Administration Core		33
Required Courses:		
ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr
Major: Marketing		27
Required Courses:		15-18
MKTG 321	Consumer Behavior	3cr
MKTG 421	Marketing Research	3cr
MKTG 450	Marketing Strategy	3cr
Minimum of two courses from the following:		
MKTG 430	International Marketing	3cr
MKTG 431	Business-to-Business Marketing	3cr
MKTG 435	Professional Selling and Sales Management	3cr
Major Electives: Select 9-12cr from the following: MKTG 350, 432, 433, 434, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 481, 482, 493; One (3-credit) advanced-level non-MKTG prefix course rom allied fields of student's career interest may be substituted for a Marketing Elective, with Advisor's documented permission.		9-12
Free Electives:		10-11
Total Degree Requirements:		120

Rationale: Based on revisions in the curriculum for the Major as dictated by PASSHE. The significant change is in the total number of credits in the Marketing Major being reduced from 30 to 27. Thereby, the minimum number of required credits in the Major Electives section is being changed from 12-15

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

b. Revision of Minor:

<table>
<tr>
<td colspan="2">Minor–Marketing (1)</td>
<td>15</td>
<td colspan="2">Minor–Marketing (1)</td>
<td>18</td>
</tr>
<tr>
<td colspan="3">(for business majors in the ECOBIT only)</td>
<td colspan="3">(for business majors, and students majoring in: Fashion Merchandising, Sports Administration, Art, Journalism, or Hospitality Management)</td>
</tr>
<tr>
<td colspan="3">Required Courses:</td>
<td colspan="3">Required Courses:</td>
</tr>
<tr>
<td>MKTG 320</td>
<td>Principles of Marketing</td>
<td>3cr</td>
<td>MKTG 320</td>
<td>Principles of Marketing</td>
<td>3cr</td>
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<tr>
<td>MKTG 321</td>
<td>Consumer Behavior</td>
<td>3cr</td>
<td>MKTG 321</td>
<td>Consumer Behavior</td>
<td>3cr</td>
</tr>
<tr>
<td>MKTG 420</td>
<td>Marketing Management</td>
<td>3cr</td>
<td><s>MKTG 420</s></td>
<td><s>Marketing Management</s></td>
<td><s>3cr</s></td>
</tr>
<tr>
<td colspan="2">Two additional MKTG courses</td>
<td>6cr</td>
<td colspan="2">Four additional MKTG courses</td>
<td>12cr</td>
</tr>
<tr>
<td colspan="3">(1)   Minor course requirements must be completed with a minimum cumulative GPA of 2.0.</td>
<td colspan="3">(1)   Minor course requirements must be completed with a minimum cumulative GPA of 2.0.</td>
</tr>
</table>

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

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

a. Program Catalog Description Change

Current Catalog Description:

Special Requirements for All Music Majors

2. Ensemble participation of five hours a week is required each semester. Students may fulfill this departmental requirement by participation in either 1-credit or 0-credit ensemble(s). In meeting the degree requirements of 4-8 credits of ensemble credit, enrollment in credit-bearing ensembles is flexible across semesters.

Proposed Catalog Description:

Special Requirements for All Music Majors

2. Ensemble participation of five hours a week is required each semester. Students are required to participate in at least one large ensemble on their primary instrument (including voice) and one small ensemble each semester. Large ensembles include Marching Band, Symphony Band, Concert Band, Symphony Orchestra, Wind Ensemble, Chorale, and Chorus. For guitar majors or other majors whose instrument is not included in these major ensembles, the department chair will assign alternative ensembles. Students may fulfill this departmental requirement by participating in either 1-credit or 0-credit ensemble(s). In meeting the degree requirements of 4-8 credits or ensemble credit, enrollment

in cred it-bearing ensembles is flexible across semesters.

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

b. Program Revisions:

i. Current Program:

Bachelor of Arts—Music

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43-45
Fine Arts: MUHI 102
Humanities Literature: One course from ENGL 210-214, 225-226, or 340-398
Mathematics: MATH 101 or other Liberal Studies
Natural Science: Option II recommended, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr MUHI 201, no courses with MUSC prefix

Major: 43
Required Courses: (I)

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

Controlled Electives: 5
Piano proficiency required.

MUSC 180	Technology for General Musicianship	2cr

Proposed Program:

Bachelor of Arts-Music

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46
Fine Arts: MUHI 102
Humanities Literature: One course from ENGL 210-214, 225-226, or 340-398
Mathematics: MATH 101 or other Liberal Studies
Natural Science: Option II recommended, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr MUHI 201, no courses with MUSC prefix

Major: (Including Controlled Electives)   39
Required Courses: (I)

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

Controlled Electives: 3
Piano proficiency required.

MUSC 217 (required for piano and organ majors only)	3cr

Music Electives (with advisor approval or as indicated below):		MUSC 351/353/354 (required for voice majors only)	3cr
		MUSC 120-136 4 semesters of Music Ensembles	0-3cr
MUSC 217 (required for piano and organ majors only)	3cr		
MUSC 351/353/354 (required for voice majors only)	3cr		
Other course with MUSC or MUHI prefix			

Free Electives: (2)	27-29	Free Electives: (2)	32
Total Degree Requirements:	120	Total Degree Requirements:	120

Left:
(1) Students may satisfy any Theory Class by passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.
(2) Students are encouraged to consider a minor in another department.

Right:
(1) Students may satisfy any Theory Class by passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.
(2) Students are encouraged to consider a minor in another department.

Rationale: Two reasons: the Liberal Studies component was incorrectly summed to 43-45 in the current catalog; 46-48 is the correct number. The major component is being reduced to 39cr to comply with PASSHE requirements.

ii. Revision of Minor:

Current Catalog Description:		**Proposed Catalog Description:**	
Minor—Music (1)	**18**	**Minor—Music** (1)	**18**
Required Courses:	12-15	**Required Courses:**	15-18
Applied Music (APMU_ ___) (2)	2cr	Applied Music (APMU_) (2) MUSC	2cr
MUSC 115 Theory I (3)		115 Theory I (3)	3cr
MUSC 111 Theory Skills I *or*	3cr	MUSC 111 Theory Skills I *or*	2cr
or 116 Theory II	2cr	MUSC 116 Theory II	3cr
One course from the following:		2-4 Semesters of the following:	2-4cr
MUHI 102 Survey of Music Literature	3cr	MUSC 120-136 (1cr each)	
MUHI 301 Music History I	3cr	6 cr. MUHI or MUSC 300 or above	6cr
MUHI 302 Music History II	3cr		
2-4 semesters of the following:			
MUSC 120-138	1cr		
Electives:	10-12	**Electives**	0-3
Course with MUSC, MUHI or APMU (by permission only) prefix, *except* ensembles (MUSC 120-138) and courses in the Music Education Sequence (MUSC 157, 159, 161, 219, 240, 331, 333, 335, 337)		Course with MUSC, MUHI or APMU (by permission only) prefix, EXCEPT ensembles (MUSC 120-138) and courses in the music education sequence (MUSC 157, 159, 161, 219, 240, 331, 333, 335, 337).	

Left:
(1) Students must audition to be admitted into the minor.
(2) Admitted minors will receive one semester of 2cr applied lessons, and may (when possible) receive further semesters depending on instructor availability. Students must be enrolled in an ensemble (as advised) during any semester in which they receive applied lessons.
(3) Students who do not pass the theory placement exam at their audition must take and pass MUSC 110 Fundamentals of Theory to be admitted to MUSC 115. MUSC 110 is offered as a summer online course and will not count toward the minor.

Right:
(1) Students must audition to be admitted into the minor.
(2) Admitted minor will receive one semester of 2cr applied lessons, and may (when possible) receive further semester depending on instructor availability. Students must be enrolled in an ensemble (as advised) during any semester in which they receive applied lessons.
(3) Students who do not pass the theory placement exam at their audition must take and pass MUSC 110, Fundamentals of Theory to be admitted to MUSC 115. MUSC 110 is offered as a summer online course and will not count toward the minor.

Rationale: We are changing the minor to meet current PASSHE requirements that minors have at least 6cr at the 300 level or above.

15. Hospitality Management—Course Revision to Add Dual Level and New Courses to be Dual Level **APPROVED**

    a. Course Revision:

    Current/Proposed Catalog Description:

    HOSP 411 Contemporary Issues in Hospitality   **3c-0l-3cr**
    Prerequisite: ENGL 101
    Discussion of contemporary issues within the hospitality industry. Students write a series of opinion / reaction papers to presented discussion topics.

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

    b. New Courses:

      i. Proposed Catalog Description:

      HOSP 450 Training, Development and Supervision in Hospitality Management   **3c-0l-3cr**
      Prerequisite: Instructor Permission
      Applied course in which students identify effective practices and examine current issues related to training and development within the hospitality industry.

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

      ii. Proposed Catalog Description:

      HOSP 460 Labor and Employee Relations in the Hospitality Industry   **3c-0l-3cr**
      Prerequisite: Instructor Permission
      Explores the history of the labor movement and the development of employee relations in the hospitality industry exploring the major industry segments including lodging.

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

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

    a. New Course

    ECED 499 Advocacy and Collaboration in Diverse Families and Communities   3c-0l-3cr
Provides students with understanding and skills in multicultural approaches to education that enables them to recognize and respect the diversities that all their students bring to school and to also become effective advocates as they collaborate successfully with diverse families and communities.

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

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

    Current Catalog Description:

    ELED 215 Child Development   **3c-01-3cr**
A survey of human development, from conception to adolescence, in terms of basic scientific data. Development, growth, and behavior are studied and their implications for home school, and community are considered.

    Proposed Catalog Description:

    ECED 215 The Developing Child: K-4th Grade   **3c-01-3cr**
Introduces undergraduate students to the interrelationships among the various aspects of child development in grades kindergarten through fourth, its relevant theories and educational applications. Through literature review, critique of theories, observation, large and small group activities students will learn child development principles and how they may be applied in K-4 educational settings to foster successful learning.

    Rationale: This course is being revised because our department is revising our old Early Childhood PreK-Grade 6 program to become an Early Childhood/M.Ed. in Literacy program. Although the course is not in the current catalog, due to changes in certification by the Pennsylvania Department of Education (PDE), the course is still "on the books." This change is required according to the PDE guidelines for early childhood programs, because two courses in

child development are recommended. ECED 112 will address child development, birth-age 5 and this course will follow it and address child development in grades K-4th. ECED 112 and 215 are to meet the PDE guidelines.

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

   a. **New Course:**

   SUST 201 Introduction to Sustainability Studies 3c-01-3cr
   Keystone course for students pursuing a minor in Sustainability Studies. To live sustainably is to aspire for balance with the environment in a society that seeks equality, justice, and the well-being of all species. Considers definitions of sustainability and introduces the principles, histories and practices of sustainability through a critical combination of interdisciplinary, global, and multicultural perspectives. Enables grappling with major, interdependent social, economic, cultural, and environmental contexts and issues related to sustainability. Engages in a praxis-based problem-solving research project, which addresses a core set of current sustainability issues emerging in local, regional, national, and global contexts.

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

   b. **New Minor:**

   Catalog Description:

   Sustainability Studies Minor

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

   Students must complete 18 credits to earn a minor in Sustainability Studies. Students must also complete a capstone experience (described below). The program's interdisciplinary approach

encourages students to take courses from a variety of departments. The program is structured as follows:

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

Minor—Sustainability Studies   18

Required Course: 3
SUST 201   Introduction to Sustainability   3cr

Category A: 12
Cluster I: Ethics, Culture, and Society
ANTH 420	Cultural Ecology	3cr
ANTH 430	Anthropology of Food	3cr
ENGL 361	Environmental Literature	3cr
HIST 385	People in Nature: An Introduction to Environmental History	3cr
PHIL 270	Ethics and the Environment	3cr
RLST 365	Native North American Religions	3cr

Cluster II: Natural Sciences and Environmental Stewardship
BIOL 103	Life on Earth	4cr
BIOL 114	Environmental Science	3cr
BIOL 115	Biotic Diversity of North America	3cr
BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 221	Environmental Health and Protection	4cr
BIOL 272	Conservation of Plant and Animal Resources	3cr
BIOL 450	Field Biology at Pymatuning Laboratory of Ecology	4cr
BIOL 490	Field Studies in Biology	3cr

GEOS 101	The Dynamic Earth	3cr
GEOS 103	Oceans and Atmospheres	3cr
GEOS 310	Environmental Geology	4cr
GEOS 370	Oceanography	4cr
PHYS 101	Energy and Our Environment	3cr
PSYC 331	Environmental Psychology	3cr

Cluster III: Environmental Policy, Economics, and Law

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

Category B: 3

ANTH 110	Contemporary Anthropology	3cr
ANTH 213	World Archaeology	3cr
ANTH/SOC 314	Native Americans	3cr
ANTH 444	Medical Anthropology	3cr
ART 113	Three-Dimensional Design	3cr
ART 213	Woodworking: Function and Form	3cr
BIOL 323	Introduction to Toxicology and Risk Assessment	3cr
BIOL 362	Ecology	3cr
BIOL 456	Ecological Toxicology	3cr
BIOL 460	Fundamentals of Environmental Epidemiology	3cr
ECON 338	Poverty in Africa	3cr
ECON 339	Economic Development I	3cr
ECON 365	Economics of Tourism	3cr
FDNT 143	Current Issues in Nutrition and Wellness	3cr
GEOG 230	Cultural Geography	3cr
GEOG 335	Geography of Energy	3cr
GEOS 150	Geology of National Parks	3cr
GEOS 152	Physical Resources of the Earth	3cr
GEOS 201	Foundations of Geology	4cr
GEOS 324	Geology of Oil and Gas	4cr
HPED 143	Physical Well-Being	3cr
JRNL 375	World News Coverage	3cr
JRNL 466	Community Journalism	3cr
NURS 143	Healthy People—Promoting Wellness	3cr
PHIL 122	Contemporary Moral Issues	3cr
PLSC 250	Public Policy	3cr
PLSC 389	International Development Strategies	3cr
PSYC 330	Social Psychology	3cr

RLST 485	Selected Topics in Feminist Studies of Religion	3cr
SOC 337	Society, Globalization, and Risk	3cr
SOC 340	Sociology of Industry	3cr
SOC 417	Global Service Learning	3cr

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

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

   a. **New Course:**

   WMST 301 Asian American and Asian Diasporic Women's Literature   3c-0l-3cr
   Introduces more than 100 years of the unique, diverse and dynamic literary tradition of the 20th-21st century Asian American and Asian diasporic women's literature in a wide range of Asian cultural, historical, national, global and American multiethnic contexts. Intersects and is enriched by gender, race, ethnicity, class, sexuality, language, immigration, global migrant labor, citizenship, decolonization as well as Asian indigenous and ethnic women's histories.

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

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

   Current Catalog Description:

   WMST 200 Introduction to Women's Studies   3c-0l-3cr
   An interdisciplinary, cross-cultural survey of the ways in which gender interacts with race, age, class, nationality, and sexual identities to shape human consciousness and determine the social, political, and cultural organization of human institutions and societies.

   Proposed Catalog Description:

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

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

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

c. **Course Deletion:**

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

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

d. **Course Revision, Course Title Change, and Catalog Description Change**

Current Catalog Description:

WMST 400 Feminist Theory   **3c-0l-3cr**

A seminar focusing on modern feminist theory. Explores feminist critiques of traditional knowledge, methods, and theories and examines theoretical debates within feminism with an emphasis on the shifting conceptualizations of gender, race, class, and sexual orientation. Also considers the continuing development of distinctive feminist methodologies both inside and outside the academy.

Proposed Catalog Description:

WGST 400 Feminist Theories   **3c-01-3cr**

Introduces the vigorous, interdisciplinary, complex and diverse intellectual history of feminist theories, methodologies and politics. Includes classical feminist advocacy from early centuries to feminist theories in early 21st century, from Euro-American feminist philosophical traditions to the more global, multicultural, intersectional, and continuously multidisciplinary feminist criticisms, with rich dialogues crossing periods and borders. Intersects and is enriched by multiple critical categories of gender, sexuality, class, race, ethnicity, nation, culture, knowledge and power. Stimulates, engages with, and empowers students. Encourages students to actively apply feminist knowledge to their own cross-disciplinary learning, personal growth, empowerment and activist social transformation.

Rationale: The proposed course revisions aim at making the course title into plural forms of "Feminist Theories" from its current singular form, at making the scope of the course contents more global and multicultural, and at making the course contents more intersectional and equally interdisciplinary as to reflect the latest scholarships on feminist theories in the current Women's and Gender Studies minor program curriculum as more plural, more global and multicultural, more intersectional, and as interdisciplinary as before.

e. **Program Catalog Description Change:**

Current Catalog Description:

The women's studies minor is designed to examine the status and experiences of women from a multidisciplinary perspective. The courses use a variety of methods and disciplinary perspectives to explore the impact of gender on the experiences of the individual. Women's contributions to a variety of fields and the historical, literary, and cultural images of women are also addressed. Students are encouraged to challenge traditional theories and research regarding women and to develop a critical, multidisciplinary, multicultural, and gendered view of the world. Courses taught within the minor typically involve the students through innovative, experiential classroom exercises and written assignments. Courses in women's studies address social equity issues and encourage students to perceive themselves as capable of transforming society.

A minor in women's studies indicates to the prospective employer an awareness of and sensitivity to gender issues. This awareness may be needed in the following positions: personnel specialist, affirmative action officer, crisis intervention specialist, family and youth services provider, legal advocate. A minor in women's studies can contribute to success in a variety of fields including communications media, counseling, criminology, education, English, health, history, journalism, law, philosophy, politics, psychology, sociology, and applied sociology. Students interested in attending graduate school will also find a minor in women's studies valuable for a variety of areas, including English, history, studies in the social sciences, and law school.

Proposed Catalog Description:

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

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

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

politics, psychology, applied sociology, and many more.

f. Program Revision and Program Name Change

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

Rationale: The current program title, "Women's Studies Program," is more than 20 years out of date from current theoretical, institutional, curriculum and program development in feminist, women's, and gender studies in the American academy. The scholarly field no longer features the monolithic program title of "Women's Studies." The Women's and Gender Studies Minor Program (WGS) is being changed to reflect more accurately the already expanded and broader scope as well as depth of the curriculum, and will be more attractive to students. The proposed program now offers richer, more interdisciplinary, globally and culturally more diverse courses, including two with distance education option, for minor students. The program changes include increasing the total amount of credits for the minor to 18 credits by following the

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

19. Department of Mathematics—New Courses, Program Catalog Description Change and New Track
   <u>**APPROVED**</u>

    a. **New Courses:**

        i. **MATH 416 Time Series Analysis**   **3c-0l-3cr**
            Prerequisites: MATH 363 or MATH 411 or ECON 356 or permission of the instructor
            Applied statistics course in the analysis and forecasting of time series data. Linear time series regression models, ARIMA models, SARIMA models, GARCH models, and spectral theory are used to examine time series data. Emphasizes the applied aspects of these models. Computer software is used for data analysis.
            Rationale: We are proposing an Actuarial Science Track under the mathematics major. A Time Series Course provides Validation through Educational Experience (VEE) towards credential from the Society of Actuaries (SOA). The SOA is the largest professional organization serving actuarial members and the public in the United States, Canada and worldwide.

        ii. **MATH 448 Introduction to Financial Mathematics**   **3c-0l-3cr**
            Prerequisites: MATH 115 or 125 or 121; and MATH 214 or 216 or 217
            A rigorous mathematical treatment of the theory associated with financial transactions is undertaken. Geometric series and other concepts are used to construct mathematical models for analytically pricing various financial securities based on the time value of money. Studies how to construct mathematical models for pricing cash flows and explores the equivalency of different cash flows. Includes a detailed study of interest theory and financial economics. Prepares students for the Society of Actuaries Financial Mathematics (FM) exam.

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

    b. **Program Catalog Description Change**

        Current Catalog Description:

        The Department of Mathematics prepares students for work in industry, graduate school mathematics, and teaching. Degree programs offered by the department are the bachelor of science degree program in mathematics and the bachelor of science in education degree program in mathematics education. The first degree program is offered within the College of Natural Sciences and Mathematics and the second is in conjunction with the College of Education and Educational Technology. The department also offers a Mathematics minor, Applied Statistics minor, and Elementary and Middle School Mathematics minor.

        The program for a mathematics major in the College of Natural Sciences and Mathematics is two phased. A student may pursue a degree in mathematics or a degree in mathematics with a concentration in applied mathematics. Those completing a degree in mathematics will be prepared to continue their studies in mathematics in graduate school, though some may enter business, industry, or government service. Students receiving a

mathematics degree with a concentration in applied mathematics will be primarily prepared to enter business, industry, or government service in an area where mathematics or computer science is used or to continue their studies in applied mathematics or computer science in graduate school. This student would not be expected to continue graduate studies in pure mathematics.

The program leading to the BSEd degree in mathematics education prepares the student for teaching mathematics in grades 7-12. Many graduates, however, continue their formal education in mathematics at the graduate level or work in government or industry.

Students interested in the BSEd—Middle-Level Education 4-8/Mathematics specialization should refer to the College of Education and Educational Technology, Department of Professional Studies in Education, section of the catalog.

Proposed Catalog Description:

The Department of Mathematics prepares students for work in industry, graduate school mathematics, and teaching. Degree programs offered by the department are the bachelor of science degree program in mathematics and the bachelor of science in education degree program in mathematics education. The first degree program is offered within the College of Natural Sciences and Mathematics and the second is in conjunction with the College of Education and Educational Technology. The department also offers a Mathematics minor, Applied Statistics minor, and Elementary and Middle School Mathematics minor.

The program for a mathematics major in the College of Natural Sciences and Mathematics has three options. A student may pursue a degree in mathematics or a degree in mathematics with a concentration in either applied mathematics or actuarial science. Those completing a degree in mathematics will be prepared to continue their studies in mathematics in graduate school, though some may enter business, industry, or government service. Students receiving a mathematics degree with a concentration in applied mathematics will be primarily prepared to enter business, industry, or government service in an area where mathematics or computer science is used, or to continue their studies in applied mathematics or computer science in graduate school. Students in the actuarial science concentration take additional coursework in finance and economics, preparing them to complete the first two professional actuarial exams and to pursue employment in the areas of insurance and investment.

The program leading to the BSEd degree in mathematics education prepares the student for teaching mathematics in grades 7-12. Many graduates, however, continue their formal education in mathematics at the graduate level or work in government or industry.

Students interested in the BSEd—Middle-Level Education 4-8/Mathematics specialization should refer to the College of Education and Educational Technology, Department of Professional Studies in Education, section of the catalog.

Rationale: Addition of Actuarial Track information to catalog description.

c. **New Track:**

Bachelor of Science – Mathematics/ Actuarial Track (1)(2)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **49-50**
Mathematics: MATH 125
Social Science: ECON 121
Liberal Studies Electives: ECON 122
Major:
Required Courses: **33**

MATH 126	Calculus II for Physics, Chemistry, Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Sciences	3cr

MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr	
MATH 241	Differential Equations	3cr	
MATH 271	Introduction to Mathematical Proofs I	3cr	
MATH 272	Introduction to Mathematical Proofs II	3cr	
MATH 363	Mathematical Statistics I	3cr	
MATH 364	Mathematical Statistics II	3cr	
MATH 448	Introduction to Financial Mathematics (For Exam FM)	3cr	
MATH 450	Topics in Applied Computational Mathematics	3cr	

Controlled Electives: **15**

One course must be taken from each of the following sections:

MATH 371, 421, or 423		3cr	
MATH 416		3cr	
MATH 445 or 446		3cr	
MATH 480 or 493		3cr	
Computer Science			
COSC/MATH 250	Introduction to Numerical Methods	3cr	

Other Requirements: **6-10**

Foreign Language intermediate level
ECON 356, FIN 320 (3)

Free Electives: **12-17**

Total Degree Requirements: **120**

(1) Pass SOA Exam P or Exam FM
(2) B or higher grades in coursework that carries Validation by Educational Experience (VEE) from the Society of Actuaries (required for SOA credential).
(3) FIN 320 and ECON 356 must be passed with B or higher.

Rationale: Actuarial science is a high demand and rapidly growing career field. Actuaries are business professionals who measure and manage the financial implications of future events—pro and con, certain and uncertain, probable and improbable. This career requires employees to have aptitude and interest across areas of mathematics, finance, and economics, and will provide a new capacity to recruit students into the mathematics major. Alumni of the Mathematics Department who continued into this career area have provided feedback that additional preparation would be effective in allowing graduates access to actuarial employment opportunities.

20. **Department of Computer Science—Program Revisions and Course Revisions**   **APPROVED**

a. **Course Revisions:**

i. **Current Catalog Description:**

COSC 352 LAN Design and Installation   **3c-0l-3cr**
Prerequisites: BTST 273 or IMFG 250 or any COSC course numbered 300 or higher
A study of fundamental local area networking concepts. A detailed study of the basics of local area network (LAN) technology. A comparative study of commercially available LAN systems and products. Features a hands-on laboratory implementation of a LAN. Cross-listed as IFMG 352. Either course may be substituted for the other for D/F repeats but may not be taken for duplicate credit.

Proposed Catalog Description:

COSC 352 LAN Design and Installation   **3c-0l-3cr**
Prerequisites: BTST 273 or IMFG 250 or COSC 108 or COSC 110

A study of fundamental local area networking concepts. A detailed study of the basics of local area network (LAN) technology. A comparative study of commercially available LAN systems and products. Features a hands-on laboratory implementation of a LAN. Cross-listed as IFMG 352. Either course may be substituted for the other for D/F repeats but may not be taken for duplicate credit.

Rationale: The prerequisite is changed to replace "any COSC course numbered 300 or higher" with "COSC 108 or COSC 110." Any COSC course numbered 300 or higher effectively prohibits use of this course in the Information Assurance Minors; however, this course is a requirement of the Information Assurance Minor. COSC 108 or COSC 110 are equivalent to IMFG 250. COSC 108 or COSC 110 provides sufficient foundation for this course.

ii. **Current Catalog Description:**

COSC 430 Introduction to Systems Programming   **3c-0l-3cr**
Prerequisites: Grade of C or better in COSC 300 and 310, or permission of instructor
Concepts and techniques of systems programming with an emphasis on assembly, linking, loading, and macro processing for user programs. Overviews of higher-level language translation and system control. Programming and research projects.

Proposed Catalog Description:

COSC 430 Introduction to Systems Programming   **3c-0l-3cr**
Prerequisites: Grade of C or better in COSC 300 and 310, or permission of instructor
An in-depth introduction to a systems programming, system programming language(s) and application of those language(s) to systems level problems. The focus will be on programming constructs that are closely aligned with the architecture of a digital computer including those providing portability between platforms, dynamic allocation and management of virtual memory, complex in-memory data structures, reading/writing binary data using sequential and random access, pointer arithmetic/ manipulation, and interaction between threads/processes.

Rationale: This course has not been taught in over fifteen years and has not been updated in over twenty years. The course as described in the last known syllabus of record is archaic with respect to today's state of the computing. The original focus on developing an assembler is now obsolete. Therefore the description, course outcomes, and objectives have been significantly revised to be consistent with the "Systems Programming" courses offered by a dominant portion of universities including Rutgers, California Polytechnic State University, University of Pittsburgh, University of Georgia, and University of Birmingham.

b. **Program Revisions:**

i. **Current Program:**   **Proposed Program:**

Bachelor of Science—Computer Science/Information Assurance Track

Bachelor of Science—Computer Science/Information Assurance Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Social Science:** CRIM 101 (1) **Mathematics:** 3cr, MATH 125 (2) **Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix	43-44	**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **Social Science:** CRIM 101 (1) **Mathematics:** 3cr, MATH 125 (2) **Liberal Studies Electives:** 3cr, MATH 216, no courses with COSC prefix	43-44

Major:		49	**Major:**		49
Required Courses:			**Core Courses:**		
COSC 105	Fundamentals of Computer Science	3cr	COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	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 380	Seminar on the Computer Profession and Ethics	2cr	COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr	COSC 480	Seminar on Technical Topics	1cr
Information Assurance Required Courses:			**Information Assurance Required Courses:**		
COSC 316	Host Computer Security (3,4,5)	3cr	COSC 316	Host Computer Security (3,4,5)	3cr
COSC 345	Computer Networks	3cr	COSC 345	Computer Networks	3cr
COSC 356	Network Security (3,4,5)	3cr	COSC 356	Network Security (3,4,5)	3cr

Select one of the following:

COSC 473	Software Engineering Practice *or*		COSC 473	Software Engineering Practice *or*	
or 493	Internship in Computer Science (6)	3cr	*or* 493	Internship in Computer Science (6)	3cr
Controlled Electives: 6cr from the following: (7)			**Controlled Electives:** 6cr from the following: (7)		
COSC/IFMG 354	Testing and Controlling LANs	3cr	COSC/IFMG 354	Testing and Controlling LANs	3cr
COSC 362	Unix Systems	3cr	COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr	COSC 365	Web Architecture and Application Development	3cr
IFMG 382	IT Audit and Control	3cr	IFMG 382	IT Audit and Control	3cr
Upper level Electives: 3cr from the following:			**Upper level Electives:** 3cr from the following:		
COSC 427	Introduction to Cryptography	3cr	COSC 427	Introduction to Cryptography	3cr
COSC 429	Digital Forensics	3cr	COSC 429	Digital Forensics	3cr
COSC 432	Introduction to Operating Systems	3cr	COSC 432	Introduction to Operating Systems	3cr
COSC 454	Information Assurance Administration (5)	3cr	COSC 454	Information Assurance Administration (5)	3cr
COSC 465	Distributed Processing and Web Services	3cr	COSC 465	Distributed Processing and Web Services	3cr
COSC 482	Independent Study	3cr	COSC 482	Independent Study	3cr
COSC 400-level course with department approval		3cr			

Minor in Criminology (1)	15	**Minor in Criminology** (1)	15

Other Requirements		6	**Other Requirements**		6
Additional Writing:			**Additional Mathematics:**		
ENGL 222	Technical Writing	3cr	MATH 219	Discrete Mathematics	3cr
Additional Mathematics:					
MATH 219	Discrete Mathematics	3cr			

Free Electives:	6-7	**Free Electives:**	6-7

Total Degree Requirements:	120	**Total Degree Requirements:**	120

(1) CRIM 101 (taken as part of the social science requirement) is counted as part of the 18cr Criminology minor. Fifteen (15) additional credits of CRIM are required.

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

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

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

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

(6) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.

(7) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.

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

Rationale: This program revision represents the department's effort to comply with PASSHE Policy 1990-06-A which limits a Bachelor of Science degree to no more than 60 semester credit hours in courses required by the major, including required cognate courses in related disciplines. The Department of Computer Science has been designated as a National Center of Academic Excellence in Information Assurance Education (CAE/IAE) by the National Security Agency and the Department of Homeland

Security based upon this track. It is not possible to reduce the number of major and cognate credits to 60 due to the stringent requirements of the designation. This is primarily due to the 18 credits necessary for a minor in Criminology. However, we were able to discover small adjustments that allowed us to reduce the number of credits. This revision reduces the major and cognate requirements, not including the Criminology minor, to 58 credits. A request for a waiver of the credit limit was submitted. The revision also adds minor adjustments to the controlled and upper level electives to limit the ability to apply credit for a single class to multiple tracks in Computer Science. The specifics are: Remove ENGL 222 as an additional writing requirement. This was done to reduce the number of required credits as close to 60 as possible while maintaining the requirements necessary for the department's designation as a Center of Academic Excellence in Information Assurance Education by the Department of Homeland Security and the National Security Agency. Add note (8) to limit the ability to apply credit for a single class to multiple tracks in Computer Science.

ii. Current Program:

Bachelor of Science—Computer Science/Languages and Systems Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: 3cr, MATH 125 (1)
Natural Science: Must choose Option 1
Liberal Studies Electives: 3cr, MATH 126 (1), no courses with COSC prefix.

Major: 48
Core Courses:

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

Required Courses:

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

Controlled Electives:
Select 15cr from the following elective courses:

COSC/MATH 250	Introduction to Numerical Methods (4)	3cr
COSC 316	Host Computer Security	3cr
COSC 473	Software Engineering Practice *or*	
493	Internship in Computer Science (2)	3-6cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr
COSC 405	Artificial Intelligence	3cr
COSC 410	Computer Architecture	3cr
COSC 420	Modern Programming Languages *or*	
424	Compiler Construction	3cr
COSC 465	Distributed Processing and Web Services	3cr
COSC 481	Special Topics in Computer Science (as approved for majors)	1-4cr
		25

Other Requirements 3cr
ENGL 222 Technical Writing 4cr
One Science with lab in addition to the Liberal Studies requirement

Proposed Program:

Bachelor of Science—Computer Science/Languages and Systems Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: 3cr, MATH 125 (1)
Natural Science: Must choose Option 1
Liberal Studies Electives: 3cr, MATH 126 (1), no courses with COSC prefix.

Major: 48
Core Courses:

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

Languages and Systems Required Courses:

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

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

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

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

COSC 405	Artificial Intelligence	3cr
COSC 410	Computer Architecture	3cr
COSC 420	Modern Programming Languages *or*	
or 424	Compiler Construction	3cr
COSC 430	Systems Programming	3cr
COSC 465	Distributed Processing and Web Services	3cr
COSC 473	Software Engineering Practice *or*	
COSC 493	Internship in Computer Science (2)	3-6cr
COSC 481	Special Topics in Computer Science (as approved for majors)	1-4cr

Other Requirements 12

Mathematics: A minor in mathematics including the following courses: (3)	18cr
MATH 171 Introduction to Linear Algebra	
MATH 216 Probability and Statistics for Natural Sciences	
MATH 219 Discrete Mathematics	
MATH 225 Calculus III for Physics, Chemistry and Mathematics *or*	
or 250 Introduction to Numerical Methods (4)	

Mathematics: A minor in mathematics including the following courses: (3) — 18cr

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

Free Electives: — 3

Total Degree Requirements: — 120

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

Mathematics: A minor in mathematics including the following courses: (3) — 12cr

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

Free Electives: — 15-16

Total Degree Requirements: — 120

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

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

iii. Current Program:

Bachelor of Science—Computer Science/Applied Computer Science Track

Liberal Studies: As outlined in Liberal Studies — 43-44

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

Proposed Program:

Bachelor of Science—Computer Science/Software Engineering Track

Liberal Studies: As outlined in Liberal Studies — 43-44

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

Left Column

Major: 46

Required Courses:

COSC 105	Fundamentals of Computer Science	3cr
COSC 110	Problem Solving and Structured Programming	3cr
COSC 210	Object-Oriented and GUI Programming	3cr
COSC 220	Applied Computer Programming	4cr
COSC 300	Computer Organization and Assembly Language	3cr
COSC 310	Data Structures and Algorithms	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 341	Introduction to Database Management Systems	3cr
COSC 365	Web Architecture and Application Development	3cr
COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr
COSC 473	Software Engineering Practice *or*	
or 493	Internship in Computer Science (2)	3cr

Controlled Electives: 9cr from the following (3)

COSC/MATH 250	Introduction to Numerical Methods	3cr
COSC 316	Host Computer Security (4)	3cr
COSC 345	Computer Networks	3cr
COSC/IFMG 354	Testing and Controlling LANs	3cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 481	Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482	Independent Study	1-4cr
IFMG 455	Data Warehousing and Mining	3cr

Upper-level Electives by Categories: Select 3cr from the following: 3cr

Artificial Intelligence: COSC 405
Computer Architecture: COSC 410
Database Management: COSC 444
Distributed Systems: COSC 465
Numerical Methods: COSC 427, 451
Systems Programming: COSC 430, 432
Theory of Languages: 420, 424, 460

Other Requirements   6-12

Additional Writing:

ENGL 222	Technical Writing	3cr

Additional Mathematics:

MATH 219	Discrete Mathematics	3cr

Minor: Complete a minor from one of the following areas:

Information Assurance	8-18
Any department in the College of Natural Sciences and Mathematics	18cr
	8-18cr
Designated business courses	18cr
Designated economics courses	15cr
Designated communications media courses	18cr

Free Electives: 0-17

Total Degree Requirements: 120

(1) MATH 125 can be substituted by MATH 121.
(2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.
(3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
(4) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor.
(5) COSC 465 is pending University Senate and Council of Trustees approval.

Right Column

Major: 46

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 365	Web Architecture and Application Development	3cr
COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr
COSC 473	Software Engineering Practice *or*	
or 493	Internship in Computer Science (2)	3cr

Controlled Electives: 9cr from the following (3)

COSC/MATH 250	Introduction to Numerical Methods	3cr
COSC 316	Host Computer Security (4)	3cr
COSC 345	Computer Networks	3cr
COSC/IFMG 354	Testing and Controlling LANs	3cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 481	Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482	Independent Study	1-4cr
IFMG 455	Data Warehousing and Mining	3cr

Upper-level Electives by Categories: Select 3cr from the following: 3cr

Artificial Intelligence: COSC 405
Computer Architecture: COSC 410
Database Management: COSC 444
Distributed Systems: COSC 465
Numerical Methods: COSC 427, 451
Systems Programming: COSC 430, 432
Theory of Languages: 420, 424, 460

Other Requirements   3

Additional Mathematics:

MATH 219	Discrete Mathematics	3cr

Minor: Complete a minor from one of the following areas:

Information Assurance	8-18
Any department in the College of Natural Sciences and Mathematics	18cr
	8-18cr
Designated business courses	18cr
Designated economics courses	15cr
Designated communications media courses	18cr

Free Electives: 9-20

Total Degree Requirements: 120

(1) MATH 125 can be substituted by MATH 121.
(2) COSC 493 may be selected after completion of sophomore year. Note: Only 3cr of first 6cr of COSC 493 can be counted toward controlled electives or 6cr of a total 12cr of COSC 493 can be counted towards major. A student who does not complete all 12cr of COSC 493 must take COSC 473.
(3) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
(4) COSC 316 cannot be counted for major credit if a student does an Information Assurance minor.
(5) Controlled and upper level electives may not be applied toward more than one track in Computer Science.

Rationale: The track name is being changed to reflect current program names in other universities. It also allows prospective employers to better understand the intent of the program. The remainder of

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

iv. Current Program:

Bachelor of Arts—Computer Science

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43-44
Mathematics: 3cr, MATH 125 (1)
Liberal Studies Electives: 3cr, MATH 216

Major: 49
Required Courses:

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

Controlled Electives: 9cr from the following: (2)

COSC/MATH 250	Introduction to Numerical Methods	3cr
COSC 316	Host Computer Security (3)	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 345	Computer Networks	3cr
COSC/IFMG354	Testing and Controlling LANs	3cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr
COSC 473	Software Engineering Practice (4)	3cr
COSC 481	Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482	Independent Study	1-4cr
COSC 493	Internship in Computer Science (4)	12cr
IFMG 455	Data Warehousing & Mining	3cr

Upper-level Electives by Categories: (5) 6cr
Artificial Intelligence: COSC 405
Computer Architecture: COSC 410
Database Management: COSC 444
Distributed Systems: COSC 465
Numerical Methods: COSC 427, 451
Systems Programming: COSC 430, 432
Theory of Languages: 420, 424, 460

Other Requirements 6-12
Additional Writing:

ENGL 222	Technical Writing	3cr

Additional Mathematics:

MATH 219	Discrete Mathematics	3cr

Free Electives: 30-31

Total Degree Requirements: 120

(1) MATH 125 can be substituted by MATH 121.
(2) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
(3) COSC 316 cannot be counted for major credit if a student does an

Proposed Program:

Bachelor of Arts—Computer Science

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43-44
Mathematics: 3cr, MATH 125 (1)
Liberal Studies Electives: 3cr, MATH 216

Major: 39
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 341	Introduction to Database Management Systems	3cr
COSC 380	Seminar on the Computer Profession and Ethics	2cr
COSC 480	Seminar on Technical Topics	1cr

Controlled Electives: 8cr from the following: (2)

COSC/MATH 250	Introduction to Numerical Methods	3cr
COSC 316	Host Computer Security (3)	3cr
COSC 319	Software Engineering Concepts	3cr
COSC 345	Computer Networks	3cr
COSC/IFMG354	Testing and Controlling LANs	3cr
COSC 355	Computer Graphics	3cr
COSC 356	Network Security	3cr
COSC 362	Unix Systems	3cr
COSC 365	Web Architecture and Application Development	3cr
COSC 473	Software Engineering Practice (4)	3cr
COSC 481	Special Topics in Computer Science (only sections approved for majors)	1-4cr
COSC 482	Independent Study	1-4cr
COSC 493	Internship in Computer Science (4)	12cr
IFMG 455	Data Warehousing & Mining	3cr

Upper-level Electives by Categories: (5) 6cr
Artificial Intelligence: COSC 405
Computer Architecture: COSC 410
Database Management: COSC 444
Distributed Systems: COSC 465
Numerical Methods: COSC 427
Systems Programming: COSC 430, 432
Theory of Languages: 420, 424, 460

Other Requirements 3
Additional Mathematics:

MATH 219	Discrete Mathematics	3cr

Free Electives: 34-35

Total Degree Requirements: 120

(1) MATH 125 can be substituted by MATH 121.
(2) Upper-level electives may be counted as controlled electives. 3cr of Intermediate Level foreign language may be applied toward controlled electives.
(3) COSC 316 cannot be counted for major credit if a student does

Information Assurance minor.

(4) Credit for both COSC 320 and 493 may be counted toward the degree, but only one will be counted toward the major requirements. Note: Only 3cr of first 6cr of COSC 493 or 6cr of a total 12cr of COSC 493 can be counted towards major. COSC 493 may be selected after completion of sophomore year.

(5) Select at least two additional courses, from at least two different categories, from the list of upper-level electives.

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

v. Current Catalog Description:		Proposed Catalog Description:	
Minor—Computer Science	**18**	**Minor—Computer Science**	**18**
Required Courses: At least one course from the following: COSC 210 Object-Oriented and GUI Programming COSC 220 Applied Computer Programming COSC 300 Computer Organization and Assembly Language COSC electives (1, 2, 3)	 3cr 4cr 3cr 15cr	**Required Courses:** COSC 210 Object-Oriented and GUI Programming COSC electives (1, 2) Upper-level Electives: (1) COSC 101 is an appropriate elective for	 3cr 9cr 6cr
(1) At least 6cr of the elective 15cr courses must be COSC courses numbered higher than 200. (2) 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. (3) See Computer Science minor advisor for suggestions.		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.	

Rationale: This program revision represents the department's effort to comply with PASSHE Policy 1990-06-A which requires that a minor be composed of at least 6 credits at 300-level or above. The specifics are: a. Remove COS 220 and 300 from list of Required Courses to ensure students have sufficient exposure to non-trivial problem solving in a high-level programming language. b. Require at least 6 credits of COSC courses numbered 300 or higher. c. Remove note (1).

vi. Current Catalog Description:		Proposed Catalog Description:	
Minor—Information Assurance (1)	**18**	**Minor— Information Assurance (1)**	**18**

Required Courses:
COSC 108 Introduction to Programming via Alice (3)
  or COSC 110 Problem Solving and Structured Programming
COSC 316 Host Computer Security
COSC 345 Computer Networks
CRIM 101 Crime and Justice Systems (2) *or*
  CRIM 102 Survey of Criminology (2)
CRIM 321 Cybersecurity and Loss Prevention
CRIM 323 Cybersecurity and the Law
	
	3cr
	3cr
	3cr
	
	3cr
	3cr
	3cr
		Required Courses:
		COSC 108 Introduction to Programming via Alice (2) *or* COSC 110 Problem Solving and Structured Programming
		COSC 316 Host Computer Security
		COSC 345 Computer Network) (3) *or*
		  COSC/IMFG 352 LAN Design and Installation (3)
		CRIM 101 Crime and Justice Systems (4) *or*
		  CRIM 102 Survey of Criminology (4)
		CRIM 321 Cybersecurity and Loss Prevention
			
			3cr
			3cr
			
			3cr
			
			3cr
			3cr

(1) Computer Science/Information Assurance Track majors are not eligible to take this minor; instead, they must take a Criminology minor. (2) Criminology majors cannot count CRIM 101 or 102; instead, they must take one additional course from the following: COSC 341, 356, 362, 427, 432, 482, IFMG 382. Students must select COSC 356 to receive NIST 4011 Certification. (3) Computer Science majors cannot count COSC 108 *or* 110; instead, they must take one additional course from the following: CRIM 344, 354, 401.	CRIM 323 Cybersecurity and the Law 3cr (1) Computer Science/Information Assurance Track majors are not eligible to take this minor; instead, they must take a Criminology minor. (2) Computer Science majors cannot count COSC 108 or 110; instead, they must take one additional course from the following: CRIM 344, 354, 401. (3) Computer Science majors cannot count COSC/IMFG 352. Computer Science majors must take COSC 345. (4) Criminology majors cannot count CRIM 101 or 102; instead, they must take one additional course from the following: COSC 341, 356, 362, 427, 429, 432, 454, 482, IFMG 382. Students must select COSC 356 to receive NSTISSE 4011 Certification.

Rationale: The changes are made to reconcile differences in the Information Assurance Minors as listed between the Criminology and Computer Science departments. Passage of proposals from Criminology and Computer Science will result in same listing by both departments. Footnotes have been renumbered according to the order in which they are referenced. An Information Assurance minor is one of the possible minors that a Computer Science major may select from to fulfill the program's minor requirement. COSC 345 contains the content on computer networking, which is the major vehicle of threats to information assurance. Furthermore, COSC 345 builds upon in-depth foundation of a Computer Science major. Therefore, Computer Science majors are required to take COSC 345 when completing an Information Assurance minor. COSC/IMFG 352 is considered to be a networking course for non-Computer Science majors. The Information Assurance Minor listed in Computer Science had replaced COSC/IMFG 352 with COSC 345, however this change is not applicable for non-Computer Science majors since COSC 345 is dependent on greater knowledge of Computer Science and Mathematics. Therefore, COSC/IMFG 352 is added back as an option for non-Computer Science majors. COSC 429 Digital Forensic and COSC 454 Information Assurance Administration in new footnote (4) are new courses which have already been approved. These courses are applicable as options for Criminology majors to take in completing an Information Assurance minor.

21. **Colleges of Humanities and Social Sciences and Eberly College of Business—New Course** **APPROVED**

LDSP 300 Foundations of Leadership   3c-0l-3cr
Provides a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis is on the practice of leadership. The course will examine topics such as: the definition and nature of leadership, modern leadership theories, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Special attention will be given to helping students understand and improve their own leadership performance.

Rationale: Course connects directly to the University's vision statement by "empowering students to become innovative leaders while enhancing communities throughout the world." It prepares students from all majors to study the characteristics and skills of effective leaders and to apply these principles to their own leadership behaviors and ethical decision making. The end products of the course are concerned dedicated citizens, able and willing to lead and to create constructive and effective change. This course will improve each student's leadership abilities in their chosen field and enhance their career advancement opportunities.

22. **Department of Finance and Legal Studies--New Courses**   **APPROVED**

    i. Proposed Catalog Description:

FIN 365 Student Managed Investment Portfolio I - Valuation   1.5c-0l-1.5cr
Prerequisite: Finance and Accounting majors or instructor permission
Applies empirical and theoretical concepts to real world portfolio management and investment decisions. Different investment strategies and valuation models are used to reinforce investment principles and practices learned in previous finance courses.

Rationale: The purpose of this course is to give students hands on experience in portfolio management and valuation of equities. Some of our finance students will end up working in the investment field and their experience in this class will be useful. The Student Managed Investment Portfolio class has been a success for the last two semesters under FIN 481 in terms of investment returns, overall student learning and participation.

ii. **Proposed Catalog Description:**

FIN 366 Student Managed Investment Portfolio II - Performance   1.5c-0l-1.5cr
Prerequisite: FIN 365
Assess the performance of a stock portfolio managed by their peers. Performance measures focus on risk and return and include financial ratio analysis and benchmark comparisons.

Rationale: The purpose of this course is to give students hands on experience in assessing the performance of stock portfolios. Some of our finance students will end up working in the investment field and their experience in this class will be useful. This course follows the Student Managed Investment Portfolio I Valuation class and allows additional exposure required to appreciate a changing economy and market movements.

23. **College of Natural Science and Mathematics—Natural Science Program--Program Catalog Description Change and New Track**   **APPROVED**

   a. **Program Catalog Description Change:**

   Current Catalog Description:

   The program leading to the BS degree in natural science is designed to prepare students for admission to professional schools—chiropractic, dentistry, optometry, physical therapy, pharmacy, and podiatry. The BS degree in natural science will be earned by students who transfer to professional schools that have an articulation agreement with IUP. In some cases, students interested in obtaining a four-year baccalaureate degree before entering a medical or professional school should enroll in a program leading to a BA or BS degree in the departments of Biology or Chemistry. Students considering a professional career in a high-technology business or health-oriented businesses or industries may wish to obtain a foundation in the natural sciences while using their free electives to pursue additional work in areas such as molecular biology, biochemistry, psychology, economics, pre-law, or athletic training. The BS degree program in natural science may not be used for a second major or a second degree by majors in the College of Natural Sciences and Mathematics. For further information, contact the Natural Science program coordinator.

   Proposed Catalog Description:

   The program leading to the BS degree in Natural Science is designed to prepare students for admission to professional schools – chiropractic, dentistry, optometry, physical therapy, pharmacy, podiatry, and audiology. If they qualify, the BS degree in natural science can be earned by students who are accepted for early admission to professional schools that have an articulation agreement with IUP. In some cases, students interested in obtaining a four-year degree before entering a medical or professional school should enroll in a program leading to a BA or BS degree in the departments of Biology or Chemistry. Students considering a professional career in a high-technology business or health-oriented businesses or industries may wish to obtain a foundation in the natural sciences while using their free electives to pursue additional work in areas such as molecular biology, biochemistry, psychology, economics, pre-law, or athletic training. The BS program in natural science may not be used for a second major or a second degree by majors in the College of Natural Sciences and Mathematics. For further information, contact the Natural Science program coordinator.

   Rationale: Addition of audiology track information to catalog description, clarification of procedures and requirements.

b. New Track:

Bachelor of Science – Natural Science/Pre-Audiology Track (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **45**
Mathematics: MATH 121
Natural Science: CHEM 111-112
Social Science: PSYC 101, ECON 101 (or ECON 121)
Writing Intensive: ENGL 222 (this second writing-intensive course is not required
for three-year students who transfer to a professional school with an articulation agreement.
Liberal Studies Electives: BTED/COSC/IFMG 101; no courses with SCI prefix.

Major: **45**
Required Courses:

BIOL 151	Human Physiology *or*	
BIOL 240	Human Anatomy	4cr
BIOL 201	Principles of Ecology and Evolution	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 203	Principles of Genetics and Development (W)	4cr
BIOL 477	Neurobiology	3cr
EDHL 114	Intro to Persons With Hearing Loss	3cr
MATH 216 or 217	Probability and Statistics	3cr
PHYS 111	Physics I Lecture	3cr
PHYS 121	Physics I Laboratory	1cr
SPLP 222	Introduction to Audiology	3cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 312	Advanced Audiology and Hearing Disorders	3cr
SPLP 422	Central Auditory Processing Disorders in the Educational Setting	3cr

Other Requirements: **6**

EDHL 115	Introduction to American Sign Language	3cr
EDHL 215	Intermediate American Sign Language	3cr

Free Electives (1a):   **24**

Total Degree Requirements: **120**

(*) Students accepted for early admission to an accredited post-graduate Doctor of Audiology (Au.D.) program within the United States must complete at minimum 96 credits, including all of the program requirements listed above. After completing their first year of professional school studies, the student can transfer back to IUP up to 30cr of their Au.D. program coursework. To then graduate from IUP, the student must send an official copy of their transcripts (and a cover letter) to the IUP office of Transfer Services. They must also contact the Dean's Office of the College of Natural Sciences and Mathematics for instructions on applying for graduation.

(1) The student, under consultation with her/his advisor, should select as their free electives courses that are appropriate for their targeted post-graduate Au.D. programs.

Rationale: Having a named undergraduate Pre-Audiology track will have the effect of drawing attention to the program by students who are interested in a career as an audiologist. Prospective students will correctly view the track as one that is pre-designed to allow them to meet the requirements for admission to Au.D. programs after graduation. The Natural Science/Pre-Audiology track name may well have the effect of drawing the interest of prospective students who might not otherwise have considered IUP and the basic Natural Science program as a means of achieving their career goals.

24. Department of Management—Revision of Minor   **APPROVED**

Current Catalog Description:	Proposed Catalog Description:
Minor–Management (1) 15 (for business majors in the ECOBIT only)	**Minor–Management** (1) 18 (for business majors in the ECOBIT only)

Required Courses: 9
ELR 480   Principles and Practices of
          Collective Bargaining   3cr
MGMT 300 Human Resource Management 3cr
MGMT 401 Management Development
          and Training 3cr
 	
Two courses from the following:
ECON 330 Labor Economics 3cr
MGMT 402 Seminar in Human Resource 3cr
SAFE 101 Introduction to Occupational
          Safety and Health Management 3cr
 	
(1) Minor course requirements must be completed with a
     minimum cumulative GPA of 2.0
	Required Courses:
	MGMT 275 Intro to Entrepreneurship 3cr
	MGMT 300 Human Resource Management 3cr
	MGMT 310 Principles of Management 3cr
	MGMT 434 Quality Management 3cr
	MGMT 451 International Management 3cr
	One MGMT 1XX, 2XX, 3XX, 4XX course 3cr
	
	(1) Minor course requirements must be completed with a
	     minimum cumulative GPA of 2.0

Rationale: The minor is being updated to be in compliance with the new PASSHE guidelines. The minor was designed in the 1980s and is no longer aligned with the needs of employers and the offerings of the department. The department has agreed that, given changes in the business environment and skills that employers are seeking, that it was time to update the course requirements to be better aligned with the management department's current offerings and the desired skills that employers have expressed to us.

25. Department of Communications Media–Course Revision, Catalog Description Change   **APPROVED**

Current Catalog Description:

COMM 401 Promotion for Radio, Television, and Cable   **3c-0l-3cr**
Designed to teach students the promotion processes used by promotion directors at radio stations, television stations and cable outlets. Emphasis is placed on understanding the purpose and application of demographic and psychographic targeting of the television, radio, and cable audiences. Students are involved in a project to effectively promote IUP's on-campus radio and/or television station. Helps students understand how to build audiences in the competitive television, radio, and cable environments.

Proposed Catalog Description:
COMM 401 Promotion for Radio, Television, and Cable   **3c-0l-3cr**
Designed to teach students the promotion processes used by promotion directors at radio stations, television stations and cable outlets. Emphasis is placed on understanding the purpose and application of demographic and psychographic targeting of the television, radio, and cable audiences. Helps students understand how to build audiences in the competitive television, radio, and cable environments.

Rationale: COMM 401 is being revised to eliminate specific references to planning promotion events for our campus radio and televisions stations. While these events for these organizations can still be included in course content, this specification in the course description and objectives is too restrictive and doesn't provide for opportunities to work with external media outlets for event planning. This narrow definition also inhibits the ability to offer this course through distance education. The requirement to "execute" the promotion event has also been removed to provide for

additional flexibility in the course plan. While individual instructors might still include this requirement, it has become increasing difficult to solicit the cooperation needed to secure venues for on-campus events in this course. This revision also includes attention to the use of new media, specifically social media, for promotion purpose.

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

Current Catalog Description:

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

Proposed Catalog Description:

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

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

27. **Liberal Studies Committee and UWUCC approved the above courses in the following Categories and the Writing Intensive Recommitment:** **APPROVED**
    - **SUST 201 Introduction to Sustainability Studies was approved as a Liberal Studies Elective in the Global Citizenship category.**
    - **GEOG 252 Geography of Latin America was approved as a Liberal Studies Elective in the Information Literacy category and as a Global and Multicultural Awareness Course.**
    - **PSYC 290 Research Design and Analysis I was reapproved as a Type II Department Writing Intensive Course.**
    - **VOED 395 Vocational Education Writing Experience was reapproved as a Type II Department Writing Intensive Course.**

Graduate Curriculum Committee (Senator Piper)

FOR ACTION:

1. Program Revision **APPROVED**

Department: Counseling

Degree Program: M.A. Clinical Mental Health

Catalog Start Date: Fall, 2015

Rationale

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

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

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

Summary:

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

Assessment Procedures for Community Counselors
3 cr.
COUN 636
Career Counseling
3 cr.
COUN 637
Counseling & Consulting Theory
3 cr.
COUN 639
Group Counseling
3 cr.
COUN 657
Individual Counseling Practicum
3 cr.
COUN 669
Group Counseling Practicum
3 cr.
COUN 671
Introduction to Diagnostic Issues for Counselors
3 cr.
COUN 672
Counseling
and Consulting within Systems
3 cr.
COUN 677
Crisis and Addictions Counseling
3 cr.
COUN 710
Clinical Mental Health Counseling
3 cr.
COUN 720
Professional Orientation and Ethical Practice in Counseling
3 cr.
ELECTIVE
3 cr.
ELECTIVE
3 cr.
ELECTIVE
3 cr.
COUN 755
Field Experience

Assessment Procedures for Clinical Mental Health Counselors
3 cr.
COUN 636
Career Counseling
3 cr.
COUN 637
Counseling & Consulting Theory
3 cr.
COUN 639
Group Counseling
3 cr.
COUN 657
Individual Counseling Practicum
3 cr.
COUN 669
Group Counseling Practicum
3 cr.
COUN 671
Introduction to Diagnostic Issues for Counselors
3 cr.
COUN 672
Counseling
and Consulting within Systems
3 cr.
COUN 677
Crisis and Addictions Counseling
3 cr.
COUN 710
Clinical Mental Health Counseling
3 cr.
COUN 720
Professional Orientation and Ethical Practice in Counseling
3 cr.
ELECTIVE
3 cr.
ELECTIVE
3 cr.
ELECTIVE
3 cr.
COUN 755

6 cr.
TOTAL
60 CR

Field Experience
6 cr.
TOTAL
60 CR

2. Course Revision (Dual Level, Dual Listed)

APPROVED

Department: Hospitality Management

Course: HOSP 511: Contemporary Issues in Hospitality

Rationale

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

Summary of Course Information

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

3. New Course Dual Level Course

APPROVED

Department: Hospitality Management

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

Catalog Start Term: Fall, 2015

Rationale:

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

Summary of Course Information

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

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

4. Course Deletions   **APPROVED**

Department: Adult and Community Education

Catalog Start Date: Fall, 2015

The following courses were deleted in preparation for a program revision.

1) ACE 635: Seminar in ACE and   2) ACE 640: Internship in Administration/Community Education

5. Program Revision   **APPROVED**

Department: ELR/HSAD

Degree Program M.S. Health Service Administration

Rationale and Summary

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

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

Current Program in HSAD

Course	#	Name	Cr
ELR/HSAD	631	Human Resource Management	3
HSAD	605	Epidemiology	3
HSAD	609	Ethics and Social Issues in Health Care	3
NURS/HSAD	614	Health Policy	3
ELR/HSAD	616	Health Law	3
ELR/HSAD	619	Research Methods in ELR and HSAD	3
NURS/HSAD	555	Informatics	3
NURS/HSAD	730	Financial Management in Health Care	3
HSAD	761	Health Service Admin. Practicum	3
ELR/HSAD	610	Employee Rights	3
ELR/HSAD	751	Conflict Resolution	3
Free Elective			3
Thesis Option	*	Instead of Elective	6
Total Credits		With Elective	36
Total Credits		With Thesis Option	39

Course	#	Name	Cr
ELR/HSAD	631	Human Resource Management	3
HSAD	605	Epidemiology	3
HSAD	609	Ethics and Social Issues in Health Care	3
NURS/HSAD	614	Health Policy	3
ELR/HSAD	616	Health Law	3
ELRHSAD	619	Research Methods in ELR	3
		or	3
		GSR 615 Elements of Research	
		NURS 622 The Practice of Nursing Research	
		An approved course in Research Methods	
NURS/HSAD	555	Informatics in Health Care	3
		0r	
		IFMG 640 - Management Information Systems	
		An approved course in Information Science	
NURS/HSAD	730	Financial Management in Health Care	3
		Or	
		FIN 630 Finanacial Management (Pre-Req FIN 310)	
		An approved course in Finance	
HSAD	761	Health Service Administration Captsone	3 or 6

		or	
		NURS 731 - Nursing Administration Practicum 1	
		NURS 732 - Nursing Administration Practicum 2	
		ELR/HSAD 698 - Internship	
		HSAD 795 - Thesis ** (6) Credits	
		Elective approved by the coordinator	
	Elective 1	Organizational Behavior/Supervision	3
		ELR/HSAD 751 Conflict Resolution	
		ELR 612 Labor Relations: Practice and Administration	
		ELR 610 Employee Rights	
		MGMT 613 Organizational Analysis (Prerequisite MGMT 310)	
		An approved course in Org Behavior or Supervision	
	Elective 2	Leadership Theory/Interpersonal Skills in Health Care	3
		NURS 619 Leadership in Health Care	
		NURS 729 Nursing Administration	
		ELR 640 Negotiations	
		ELR/HSAD 751 Conflict Resolution	
	Elective 3	Additional Elective to Support Organizational Behavior	3
		Supervision/Leadership Theory and Interpersonal Skills	
		Elective from the courses listed above or another elective approved by the coordinator	
		Total Credits	36

	Total Credits with Thesis option	39

6. Program revision   APPROVED

Department: Adult and Community Education

Degree Program: MA in Adult and Community Education

Catalog Start Term: Fall, 2015

Rationale:

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

1. It is proposed that the number of credits required for thesis option students be reduced from 36 to 33 to encourage students to do a thesis. This will not change the number of credits required for non-thesis student which will remain at 36.

2. It is proposed that the comprehensive exam for non-thesis students be replaced with a portfolio. It was recommended in the last Adult and Community Education Five-Year Program Evaluation (2012) that the comps be replaced by a portfolio. This recommendation was accepted by administration. This recommendation is being proposed for several reasons:

a. The comprehensive exam is difficult to administer in an online program. While there have been no instances of impropriety, the integrity of the exam is always an issue when it cannot be proctored in person by faculty.

b. A portfolio requirement will serve a similar purpose to the comprehensive exam by requiring students to synthesize what they learned in the program.

c. A portfolio is appropriate for professionals who are primarily career oriented. Preparing a portfolio will enable students to identify the knowledge and skills learning in the ACE program and present them in a professional manner to potential employers or advanced graduate programs to which they may apply.

3. It is proposed that the current required internship be made optional for students. Currently, students are required to take ACE 740, a three-credit internship course, twice, in order to complete six credits of internship. Reasons for deleting the internship requirement are:

a. An internship is not appropriate for many students in the ACE program. Most ACE students have professional experience and an internship does not meet their academic or career needs.

b. The internship is difficult, time consuming, and expensive to administer in an online program where students reside all across Pennsylvania and in other states.

c. It was recommended in the last Adult and Community Education Five-Year Program Evaluation (2012) that the internship be replaced by courses. This recommendation was accepted by administration.

Note: students will still have the option of completing a three- or six-credit internship by taking ACE 698

in lieu of elective courses (six credits of electives are a required part of the curriculum).

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

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

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

Summary

Current Program Information	Proposed Program Information
Catalog Description: The Master of Arts program in Adult and Community Education (ACE) is designed to develop educational leaders in various non-formal instructional settings. ACE graduates work in business and industry, hospitals and health-related institutions, community agencies, governmental offices, the military, religious organizations, voluntary associations, and many other human services organizations. Students are encouraged to relate theory to practice in their specific areas of interest. The ACE program offers a sound balance of academic preparation, practical field experience and individual research	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. 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

Program Requirements: A. Summary of current requirements: 1. Total credits required for graduation = 36 for all students. 2. Required comprehensive exam for non-thesis option students. 3. Required six-credit internship for all students. B. Detail of current program requirements: Thesis option: ACE 620, ACE 621, ACE 622, ACE 623, ACE 625, ACE 735, ACE 740 (x2), ACE 745, GSR 615, ACE 795 (Thesis), Electives (x1). Non-thesis option: ACE 620, ACE 621, ACE 622, ACE 623, ACE 625, ACE 735, ACE 740 (x2), ACE 745, GSR 615, Electives (x2), Comprehensive Exam.	Program Requirements: Total credits required for graduation for non-thesis option = 36; total credits required for graduation for thesis option = 33. 2. Portfolio to replace comps for non-thesis option students. 3. Internship to become optional with two new courses to replace the current requirement of six credit hours of internship. B. Detail of proposed program requirements: Thesis option: ACE 620, ACE 621, ACE 622, ACE 623, ACE 625, ACE 635, ACE 640, ACE 735, ACE 745, GSR 615, ACE 795 (Thesis). Non-thesis option: ACE 620, ACE 621, ACE 622, ACE 623, ACE 625, ACE 635, ACE 640, ACE 735, ACE 745, GSR 615, Electives (x2), Portfolio.

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

Department: Adult and Community Education

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

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

8. Course Revision (Title Change)   **APPROVED**

Department: Adult and Community Education

Degree Program: MA in Adult and Community Education

Course: ACE 623

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

9. Course Revision (Title Change)   **APPROVED**

Department: Adult and Community Education

Degree Program: MA in Adult and Community Education

Course: ACE 625

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

10. New course   **APPROVED**

Department: Adult and Community Education

Course: ACE 635 Issues in Distance Education

Degree Program: MA in Adult and Community Education

Catalog Start Term: Fall, 2015

Rationale

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

Summary of Course Information

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

systems, institutional support systems, marketing and outreach, and program evaluation of distance education programs

11 . New course   **APPROVED**

Department: Adult and Community Education

Degree Program: MA in Adult and Community Education

Course: ACE 640 Community-Based Education

Catalog Start Term: Fall, 2015

Rationale

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

Title	ACE 640: Community-Based Education
Credits	3
Prerequisite	None

Catalog Description	Community-based education has a rich history in the United States and around the world. Community-based education is educational initiatives generated by individuals and groups outside of formal educational structures, frequently for the purpose of achieving social change. Following are some of the concepts investigated in this course: social, cultural, and economic reasons for the origins of community-based education, support structures generated to sustain and enhance community-based education, types of learning that results, both individually and communally, and the outcomes of community-based education that affect individuals, groups, and communities.

12. New course   APPROVED

Department: Adult and Community Education

Degree Program: MA in Adult and Community Education

Course: ACE 698 Internship

Catalog Start Term: Fall, 2015

Rationale

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

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

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

13. COURSE DELETION   APPROVED

Department: Adult and Community Education

Catalog Start Date: Fall, 2015

Course: ACE 740, Internship in Adult and Community

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

credits of electives are a required part of the curriculum). This change is proposed for the following reasons:

a. An internship is not appropriate for many students in the ACE program. Most students have professional experience and an internship does not meet their academic or career needs.

b. The internship is difficult, time consuming, and expensive to administer in an online program where students reside all across Pennsylvania and in other states.

c. It was recommended in the last Adult and Community Education Five-Year Program Evaluation (2012) that the internship be replaced by courses. This recommendation was accepted by administration.

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

Other programs: There are no implications for other programs.

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

14. Program Revision   **APPROVED**

Department: Communication Disorders, Special Education, and Disability Services

Degree Program: M.S. Speech-Language Pathology

Catalog Start Term: Fall, 2015

Rationale and Summary of Changes

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

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

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

*Similarly, the content covered in SPLP632 had drifted towards the content in the newly revised SPLP614 Neuropathologies of Speech and Swallowing, which had been removed from the curriculum sequence in 1994. That is why SPLP614 is being updated and added back in to the curriculum sequence.
*SPLP640 Diagnostic Audiology is being removed from the curriculum sequence because it has not actually been offered for several years, with the approval of the School of Graduate Studies and Research. Its content has been provided, and will continue to be provided, in a seminar offering SPLP635 Audiology for the Speech-Language Pathologist and in SPLP663 Hearing Clinic. In addition, the content

is now covered in the undergraduate offerings SPLP312 Advanced Audiology and Hearing Disorders and SPLP422 Central Auditory Processing Disorders.

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

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

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

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

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

Current Catalog Description	Proposed Catalog Description
M.S. in Speech-Language Pathology (significant changes or deletions in this dark red font)	M.S. in Speech-Language Pathology (significant changes or additions in this dark red font
The Speech-Language Pathology program culminates in a Master of Science degree. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The program provides for the completion of the academic and practicum requirements for the Certificate of Clinical Competence from ASHA, for Pennsylvania Licensure in Speech-Language Pathology, and for **Level I Certification in Teaching the Speech and Language Impaired** from the Pennsylvania Department of Education. The tripartite role is fulfilled by completion of all the course requirements for the B.S.Ed. and the M.S. degrees. Consequently, applicants who do not meet all of the undergraduate requirements will be asked to complete the necessary deficiencies before registering for graduate courses. Workshops are not to be considered applicable for degree requirements. The thesis option is available with approval of your advisor. Admission Criteria Admission Policy: The Graduate Admission Committee will review all applicants for admission in terms of courses listed on the transcript(s) as well as grade point average.	The Speech-Language Pathology program culminates in a Master of Science degree. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The program provides for the completion of the academic and practicum requirements for the Certificate of Clinical Competence from ASHA, for Pennsylvania Licensure in Speech-Language Pathology, **and for certification by the Pennsylvania Department of Education.** The tripartite role is fulfilled by completion of all the course requirements for the B.S. and the M.S. degrees. Applicants who do not have an undergraduate degree in speech-language pathology must complete the necessary prerequisites before applying for graduate admission. An optional thesis may be completed with the approval of your advisor. Admission Criteria Admission Policy: The Graduate Admission Committee will review all applicants for admission in terms of courses listed on the transcript(s) as well as grade point average**. Applicants admitted will be informed of any coursework deficiencies by the program director or their designated advisor.**

Applicants will be informed of any deficiencies when they receive the acceptance letter from the School of Graduate Studies and Research. Undergraduate courses in the major with a letter grade below a "C" will not be accepted as a prerequisite to graduate study and will be treated as a course deficiency. The graduate coordinator will advise the person of the procedures to fulfill the deficiencies. Because the program has a limit on the number of applicants that it can accept, first priority for admission will be granted to applicants with at least a grade point average of 3.50 out of 4.00 overall in Speech-Pathology and Audiology, GRE scores of at least 145 verbal, 145 quantitative, and 3-4.5 for analytical writing, and strong letters of recommendation from at least two faculty members. Second priority will be given to applicants with a grade point average between 3.0 and 3.5.

All students planning to pursue Pennsylvania Teacher Certification will be required to complete the PAPA test series prior to beginning the Master's Program in the fall semester.

Applicants for whom English is not their native language must achieve a score at the ninetieth percentile or higher on the oral and written subtests of the TOEFL. If applicants are not graduates of an undergraduate program in Speech-Language Pathology and Audiology, the restrictions relative to completing deficiencies will also apply. Furthermore, the applicant must provide the program's Graduate Admission Committee with an audiotape recording of twenty minutes of free conversation with a colleague and twenty minutes of reading from a professional text. The committee will judge the adequacy of the spoken language; the applicant may be required to successfully complete speech therapy before being allowed to register for clinical practicum experiences.

Observation hours and clinical practicum completed in another country will be accepted when they have been supervised by

Undergraduate courses in the major with a letter grade of "C" or below will not be accepted as a prerequisite for graduate study and will be treated as a course deficiency. The graduate coordinator will advise the person of the procedures to fulfill any course deficiencies. Because the program has a limit on the number of applicants that can be accepted, the following requirements should be met for an application to be competitive: a grade point average of at least 3.50 out of 4.00 **(no lower than 3.0 can be accepted);** GRE scores of at least 145 verbal, 145 quantitative, and 3 for analytical writing; strong letters of recommendation from at least two faculty members, **preferably in the discipline; and an acceptable performance in interview interactions with program faculty.**

All standardized test requirements for Pennsylvania Department of Education certification (except the ASHA Speech-Language Pathology exam) and the 25 hours of supervised observation for the ASHA CCC-SLP must be completed prior to beginning the Master's Program. Applicants who are not native English speakers must achieve a score at the ninetieth percentile or higher on the oral and written subtests of the TOEFL. If foreign applicants are not graduates of an undergraduate program in speech-language pathology, the restrictions relative to completing prerequisite coursework will also apply. Furthermore, the applicant must provide the program's Graduate Admissions Committee with an audiotape recording of twenty minutes of free conversation with a colleague and twenty minutes of reading from a professional text. The committee will judge the adequacy of the spoken language; the applicant may be required to successfully complete speech therapy before being allowed to register for clinical practicum experiences.

Observation hours and clinical practicum completed in another country will be accepted only if they have been supervised by a speech-language pathologist who holds the appropriate certification from ASHA

Candidates for the Master of Science degree must meet the academic and practicum requirements for the Certificate for Clinical Competence in Speech-Language Pathology awarded by the American

	a speech-language pathologist **or an audiologist** who holds the appropriate certification from ASHA.	

Candidates for the Master of Science degree must meet the academic and practicum requirements for the Certificate for Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association. A minimum of 48-51 hours is required for the degree.

Required Courses**:**

SPLP 600	**Neurolinguistics**	**3 cr.**
SPLP 604	Diagnostic Methods	3 cr.
SPLP 610	Articulation	3 cr.
SPLP 616	Stuttering	3 cr.
SPLP 618	Voice	3 cr.
SPLP 630	Language Disorders of Children	3 cr.
SPLP 632	Neurological Communication Disorders	3 cr.
SPLP 635	Seminar in Communication **(two taken)**	**6 cr.**
SPLP 640	**Diagnostic Audiology**	**3 cr.**
SPLP 661	Advanced Clinical Practicum I	**2 cr.**
SPLP 662	Diagnostic Clinic	1 cr.
SPLP 663	Hearing Testing Clinic	1 cr.
SPLP 671	**Advanced Clinical Practicum II**	**2 cr.**
Select two of the following: SPLP 696	**Internship in Hospitals**	**6 cr.**
SPLP 697	**Internship in Community Agencies**	**6 cr.**
SPLP 698	Internship in Schools	6 cr.

Retention in the Program

No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology. Only one of these courses may be repeated in accordance with the School of Graduate Studies and Research procedures. Clinical courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Furthermore, the practicum

Speech-Language-Hearing Association. A minimum of 48-51 hours is required for the degree.

Required Courses:

GSR 615	**Elements of Research**	**3 cr.**
SPLP 604	Diagnostic Methods	3 cr.
SPLP 610	Articulation	3 cr.
SPLP614	Neuropathologies of Speech & Swallowing	3 cr.
SPLP 616	Stuttering	3 cr.
SPLP 618	Voice	3 cr.
SPLP 630	Language Disorders of Children	3 cr.
SPLP 632	Neurological Communication Disorders	3 cr.
SPLP 635	Seminar in Communication **(1-3 cr.)**	**9 cr.**
SPLP 661	Advanced Clinical Practicum (**2 cr., repeat once)**	**4 cr.**
SPLP 662	Diagnostic Clinic	1 cr.
SPLP 663	Hearing Testing Clinic	1 cr.
SPLP 796	Internship in Healthcare Organizations	6 cr.
SPLP 798	Internship in Schools	6 cr.
SPLP795	**Thesis**	**3 cr.**
	(may substitute for 3 cr. of seminar)	

Retention in the Program

No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology. Clinical courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Only one course of any type may be repeated. The practicum hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements.

National Examination

Prior to receiving their degree, students must pass the National Examination in Speech-Language Pathology and provide the score report to the graduate coordinator. The examination should be taken during the last year of enrollment. **If a student does not attain a**

hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements. National Examination Prior to receiving their degree, students must pass the National Examination in Speech-Language Pathology and Audiology and provide evidence of the attempt to the graduate coordinator. The examination should be taken during the last semester of enrollment.	**passing score prior to graduation, the student must pass comprehensive examination questions determined by areas of weakness on the National Examination.**

15. Course Deletion   APPROVED

Department: Communication Disorders, Special Education, and Disability Services

Course: SPLP 600: Neurolinguistics

Catalog Start Term: Fall, 2015

Rationale

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

16. Course Revision: (Remove Prerequisite)   APPROVED

Department: Communication Disorders, Special Education, and Disability Services

Course Number: SPLP 630

Catalog Start Term: Fall, 2015

Rationale

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

Summary

SPLP 630: Language Disorders 3 cr Prerequisite: SPLP 600	SPLP 630: Language Disorders 3 cr Prerequisite: None

17. New Course   APPROVED

Department: Communication Disorders, Special Education, and Disability Services

Course: SPLP 614

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

18. Course Revision: (Course Title Change)   **APPROVED**

Department: Communication Disorders, Special Education, and Disability Services

Course: SPLP 661 Advanced Clinical Practicum

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

19. Course Revision: (Course Title Change)   **APPROVED**

Department: Communication Disorders, Special Education, and Disability Services

Course: SPLP 796

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

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

Department: Communication Disorders, Special Education, and Disability Services

Course: SPLP 797: Internship in Community Agencies

Catalog Start Term: Fall, 2015

Rationale

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

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

Department: Student Affairs in Higher Education **Course:** SAHE 631

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

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

Department: Student Affairs in Higher Education

Course: SAHE 634: Assessment and Evaluation in Student Affairs

Catalog Start Term: Fall, 2015

Rationale

New course description more accurately reflects current course content

Summary

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

principles in survey research, instrumentation for developmental and environmental assessment in student affairs, outcomes assessment, and program evaluation issues will be explored. Prerequisites: SAHE 621, SAHE 624, and SAHE 625.

methods, methodological principles, instrumentation in student affairs, and broad issues related to a comprehensive student affairs assessment and evaluation approach will be explored. Prerequisites: SAHE 621, SAHE 624, and SAHE 625

23. Course Revision: (Course Title Change)   **APPROVED**

Department/Unit: Student Affairs in Higher Education **Course Number**: SAHE 625

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

24. Course Revision: (Course Title Change)   **APPROVED**

Department/Unit: Student Affairs in Higher Education **Course Number:** SAHE 640

Catalog Start Term: Fall, 2015

Rationale

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

Summary

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

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

Department: Employment and Labor Relations

Degree Program: MA in Employment and Labor Relations

Catalog Start Term: Fall, 2015

Rationale:

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

Summary

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

26. Program Revision   **APPROVED**

Department: Kinesiology, Health, and Sport Science

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

Catalog Start Term: Fall, 2015

Rationale:

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

Summary of Proposed Changes:

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

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

 Department: Kinesiology, Health, and Sport Science

Course: HPED 526: Health Science Instruction

Catalog Start Term: Fall, 2015

Rationale

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

Summary of Course Information:

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

28. Course Revision (Title change)   **APPROVED**

Department: Department of Kinesiology, Health, and Sport Science

Course: HPED 635

Rationale

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

Summary

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

29. New Course   **APPROVED**

Department: Department of Kinesiology, Health and Sport Science

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

Catalog Start Date: Fall, 2015

Rationale

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

Summary of Course Information

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

30. New Course   APPROVED

Department: Kinesiology, Health, and Sport Science

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

Catalog Start Term: Fall, 2015

Rational

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

Summary of Course Information

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

31. Program Revision (Course Prefix Change)   APPROVED

Department: Kinesiology, Health, and Sport Science **Catalog Start Date:** Fall, 2016

Rationale:

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

Summary

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

32. Program Revision   **APPROVED**

Department: Music

Degree Program: MA in Music

Catalog Start Term: Fall, 2015

Rationale

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

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

Summary

Current Program Information		Proposed Program Information	
Title: M.A. in Music Education		Title: M.A. in Music Education or Music Performance	
M.A. in Music Education The graduate program in music provides students with opportunities to improve skills as teachers or performers beyond the Bachelor's degree, leading to enhanced career opportunities or to doctoral study. The Department of Music offers		**M.A. in Music Education or Music Performance** The graduate program in music provides students with opportunities to improve skills as teachers or performers beyond the Bachelor's degree, leading to enhanced career opportunities or to doctoral study. The Department of Music offers the MA in music with	

the MA in music with two areas of specialization: Music Education or Performance.

The Masters of Arts in Music Education offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in music teaching. This degree is designed to meet the needs of practicing teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online.

The Masters of Arts in Music Performance is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice. The Performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.

Admissions Criteria

In addition to meeting School of Graduate Studies and Research requirements, the applicant must meet Music Department admission requirements. All applicants must have an undergraduate degree with major in music or its demonstrated equivalent. Applicants for the Performance degree must complete a satisfactory audition on their major instrument (specific audition requirements are available upon application). Applicants to the Masters of Arts in Music must demonstrate that they are certified to teach music in the K-12 public schools of a U.S. state, or that they have comparable certification in another country.

The department may request additional supporting evidence of adequate preparation in specific concentration areas. Once accepted to a specific program of study, all music graduate students will be required to take a diagnostic exam in music theory and history prior to attending classes, so that advisors may better direct the students in their degree programs.

Program Requirements
Master of Arts in Music Education (30 cr.)

I. Core Courses (9 cr.)

LIBR 600	Bibliography of Music	3 cr.

| MUSC 516 | Analytical Techniques | 3 cr. |
| | And one of the following Music History Courses: MUHI 503, 504, 505, 507, or 521 | 3 cr. |

II. Music Education Courses (9 cr.)

MUSC 620	Foundations of Music Education	3 cr.
MUSC 631	Administration and Advocacy in Music Education	2 cr.
MUSC 636	Advanced Technology in Music Education	2 cr.
MUSC 640	Formative Assessment and Action Research in Music Education	2 cr.

III. Music Education Courses (6 cr.)
Students may choose from the following courses:

EDSP 523	Education Programming: Gifted Learners	3 cr.
EDSP 577	Assessment of Student Learning	3 cr.
EDSP 624	Social, Emotional, and Cultural Factors in the Education of Gifted Learners	3 cr.
EDEX 569	Education of Persons with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury	3 cr.
EDEX 578	Education of Persons w/ Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities	3 cr.
EDSP 704	Advanced Educational Psychology	3 cr.

IV. Electives (6 cr.)
Students may choose from the following courses:

MUSC 503	Practicum in String Pedagogy	1 cr.
MUSC 535	Music for the Exceptional Student	2 cr.
MUSC 537	Techniques for the Marching Band	2 cr.
MUSC 540-550	Summer Music Workshop	1-3 cr.
MUSC 628	Contemporary International Approaches to Elementary Music Education	2 cr.
MUSC 635	Psychology of Music Education	2 cr.
MUSC 501	Advanced Choral Conducting	2 cr.
MUSC 502	Advanced Instrumental Conducting	2 cr.
MUHI 503	Music of the Baroque Era	3 cr.
MUHI 504	Music of the Classical Era	3 cr.

MUHI 505	Music of the Romantic Era	3 cr.
MUHI 507	Music of the 20th Century	3 cr.
MUHI 521	Topics in American Music	3 cr.
MUSC 575	Music Ensemble	1-3 cr.
MUSC 681	Special Topics	1-4 cr.
APMU 601-771	Applied Music lessons	4 cr.
MUSC 795	Thesis	4 cr.

M.A. in Music Performance

The Performance degree is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice.

The performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.

Program Requirements

Master of Arts in Music Performance (31 cr.)

I. Core Courses (9 cr.)

| MUSC 516 | Analytical Techniques | 3 cr. |
| LIBR 600 | Bibliography of Music | 3 cr. |

And one of the following Graduate Music History Courses:

| | MUHI 503, 504, 505, 507, or 521 | 3 cr. |

II. Applied Music Courses (12 cr.)

| APMU 601-771 | | 4 cr. each |

III. Music Ensembles (2 cr.)

| MUSC 575 (must be taken for a minimum of 2 semesters) | | 1 cr. each |

IV. Electives * (4 cr.)

APMU, MUSC or MUHI prefix, 500 or above

V. Culminating project ** (4 cr.)

| MUSC 795 | Thesis | 4 cr. |

OR

| APMU 740 | Graduate Recital | 4 cr. |

Total: 31 credits

* MUSC 575 may only be taken for a maximum of 2 elective credits.

MUSC 628	Contemporary International Approaches to Elementary Music Education	2 cr.
MUSC 635	Psychology of Music Education	2 cr.
MUSC 501	Advanced Choral Conducting	2 cr.
MUSC 502	Advanced Instrumental Conducting	2 cr.
MUHI 503	Music of the Baroque Era	3 cr.
MUHI 504	Music of the Classical Era	3 cr.
MUHI 505	Music of the Romantic Era	3 cr.
MUHI 507	Music of the 20th Century	3 cr.
MUHI 521	Topics in American Music	3 cr.
MUSC 575	Music Ensemble	1-3 cr.
MUSC 681	Special Topics	1-4 cr.
APMU 601-771	Applied Music lessons	4 cr.
MUSC 795	Thesis	4 cr.

V. Comprehensive Examination (0 cr.)

Required for all music education students except those who complete MUSC 795, Thesis (4 cr.) as part of their electives.

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** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.

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LIBR 600   Bibliography of
Music

3 cr.
And one of the following Graduate Music History Courses:
MUHI 503, 504, 505, 507, or
521

3 cr.

II. Applied Music Courses (12 cr.)
APMU 601-771

4 cr. each

III. Music Ensembles (2 cr.)
MUSC 575 (must be taken for a minimum of 2 semesters)

1 cr. each

IV. Electives * (4 cr.)
APMU, MUSC or MUHI prefix, 500 or above

V. Culminating project ** (4 cr.)
MUSC 795   Thesis

4 cr.
OR
APMU 740

Graduate
Recital

4 cr.
Total: 31 credits
* MUSC 575 may only be taken for a maximum of 2 elective credits.
** Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.

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33. Program Revision: (Variability of Delivery)   **APPROVED**

Department: Management

Degree Program: MBA in India

Catalog Start Term: Summer, 2015

Rationale:
Peoples Education Society (PES), Bangalore (our partner institution in India since 2003) has now gained the coveted autonomous university status in India. The Government of the State

of Karnataka has conferred the official status of private university on the institution and since 2013, PES has been known as PES University. Starting academic year 2014-15, PESSAT was used by PES University for admission into the various programs it offers. Eduquity is the organization that has been monitoring and administering it. This organization also conducts the well-known BITSAT aptitude test in India which was attended by about 160,000 candidates last year. Eduquity is a third party testing organization that is engaged by institutions such as PES University. They design, administer, and conduct the exams and report the scores to the candidates.
option.
The main reasons for adding PESSAT to the list of acceptable tests for admissions to the program in India: a) this is the aptitude test that will be used for admission by PES University, which is one of the country's leading institutions for engineering and business education; b) the test will be conducted across the nation on different dates, making it convenient for the students to participate in more numbers; c) Nearly 10,000 students take this test each time it is administered. These students would be reluctant to spend the extra money and time required to take MAT or GMAT; d) The level of difficulty of the PESSAT will be similar to that of MAT which will test students on verbal, quantitative and analytical capabilities (please see below for more details); e) this would give PES University, which does the promotion and recruiting for IUP's India MBA Program, an edge at short-listing the top scorers and motivating them to seek admissions into PES, which has its own reputed MBA Program OR to its collaborative MBA program with IUP; f) there is excellent coaching available for PESSAT in India; g) it is easier to promote the IUP-PES MBA program to thousands of students through a number of undergraduate colleges and coaching institutes for PESSAT.

Summary of changes:

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

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

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

minimum requirement is 450 (out of 800).

34. Program Revision   **APPROVED**

Department: Nursing

Degree Program: M.S. in Nursing

Catalog Start Date: Fall, 2015

Rationale:

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

Summary and Catalog Information

The Master's Program Committee reviewed all graduate courses in relation to the revised curriculum guidelines to identify areas of content that was missing, outdated, or no longer applicable. Content that was missing from the curriculum was added to existing courses or new courses were identified. Based on this intensive review it was determined that that two new courses need to be added (NURS 629, NURS 721) while one course could be removed (NURS 622). NURS 629 Healthcare Quality and Safety needed to be added to the core curriculum to provide content related to quality management and safety in healthcare. Students in the nursing education track are also required by the Essential's guidelines to have content in advanced pharmacology, pathophysiology, and physical assessment. This was missing from the previous curriculum so a new course NURS 721 Advanced Clinical Practice for the Nurse Educator was added. In addition, NURS/HSAD 555 Informatics in Healthcare which has been taught in the Health Services Administration Program (HSAD) was also added to the proposed curriculum because informatics content is also included in the nine Essentials. All graduate nursing students will be required to complete this as a core course

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

Current Program Information	Proposed Program Information
Required Core Courses	
NURS 610 Health Promotion and Social Issues	NURS 610 Health Promotion and Social Issues
NURS/HSAD 614 Health Policy	NURS 614 *Health Policy and Advocacy*

NURS 619 Leadership Strategies in Nursing	NURS 619 *Leadership in Health Care*
NURS 628 Advanced Professional Role Development	NURS 628 *Advanced Professional Role Development*
NURS 622 The Practice of Nursing Research I	Content merged with NURS 623 and NURS 629
NURS 623 The Practice of Nursing Research II	NURS 623 *Translating Research into Nursing Practice*
	NURS 629 Healthcare Quality and Safety
	NURS/HSAD 555 Healthcare Informatics
Elective	

<center>21 Core Credits</center>

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

<center>15 Education Track Credits</center>

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

<center>15 Administration Track Credits</center>

35. New Course   **APPROVED**

Department: Nursing

Degree Program: M.S. in Nursing

Course: NURS 629 Healthcare Quality and Patient Safety

Catalog Start Date: Fall, 2015

Rationale:

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

Summary of Course Information

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

36. New Course   **APPROVED**

Department: Nursing

Degree Program: M.S. in Nursing

Course: NURS 721 Advanced Clinical Practice for the Nurse Educator

Catalog Start Date: Spring, 2016

Rationale:

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

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

37. Course Revision   APPROVED

Department: Nursing

Degree Program: M.S. in Nursing

Course: NURS/HSAD 555: Healthcare Infomatics

Catalog Start Date: Fall, 2015

Rationale:

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

Summary:

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

38. Course Revision   APPROVED

Department: Nursing

Degree Program: M.S. in Nursing

Course: NURS 610: Health Promotion and Social Issues

Catalog Start Date: Fall, 2015

Rationale:

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

Summary

Current Course Information	Proposed Course Information
NURS 610: Health Promotion and Social Issues This course enhances the ability of the student to develop an understanding and appreciation of human diversity and social issues in health and illness. The focus will be on the analysis of the cultural and social issues affecting health including ethnic, racial, gender, age, and geographic location. Students will compare health care norms and practices and develop solutions to health care problems.	NURS 610 Health Promotion and Social Issues - This course introduces students to current social issues, models, and evidence based research in health promotion, disease prevention and population health relevant to individuals and communities. Students will explore individual and population health promotion assessment, health behavior interventions, and disease prevention in diverse populations to improve patient and population health outcomes. Students are expected to develop and implement an intervention and prevention plan which addresses individual and population health problems. Critiquing research and evidence based practice relevant to population health will be addressed.

39. Course Revision (Title, Course Description)   APPROVED

Department: Nursing

Degree Program: M.S. in Nursing

Course: NURS/HSAD 614: Health Policy and Advocacy

Catalog Start Date: Fall, 2015

Rationale:

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

Summary

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

40. Course Revision (Title, Course Description)   **APPROVED**

Department: Nursing

Degree Program: M.S. in Nursing

Course: NURS 619: Leadership Strategies in Nursing

Catalog Start Date: Fall, 2015

Rationale:

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

Summary

Current Course Information	Proposed Course Information
NURS 619: Leadership Strategies in Nursing	NURS 619: Leadership in Health Care

This course will provide an overview of the characteristics and quality of leadership in professional nurses. This course will focus on analyzing and synthesizing leadership and management concepts modules and theories. Effective leadership strategies for the nurse administrator and practitioners will be explored.

This course will provide an overview of the characteristics and qualities needed for leadership in health care. Leadership theories and how they apply to health care will be discussed. Career planning, leadership development, and aspects of the leadership role, and gender perspectives will be explored. Strategies for managing leadership challenges will be reviewed including change process.

41. Course Revision (Title, Course Description)   APPROVED

Department: Nursing

Degree Program: M.S. in Nursing

Course: NURS 623: Translating Research into Nursing Practice

Catalog Start Date: Fall, 2015

Rationale:

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

Summary

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

quality and relevance for integrating findings into practice and assessing implementation potential. Students will develop evidence-based practice protocols that translate research findings into nursing practice

42. Department: Nursing (Course Description)   **APPROVED**

Degree Program: M.S. in Nursing

Course: NURS 628 Advanced Professional Role Development

Catalog Start Date: Fall, 2015

Rationale:

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

Summary

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

43. Provisional Admission for International Graduate Applicants   **APPROVED**

Catalog Start Term: Summer 2015

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

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

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

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

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

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

FOR INFORMATION:

The following courses were approved for Distance Education

MKTG 533: Advertising

HPED 681: Curriculum and Assessment

ELR/HSAD 616: Health Law

ELR/HSAD 642: Employment and Labor Relations

44. Course Revision (Modify Prerequisites)   **APPROVED**

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 564

Catalog Start Term: Summer, 2015

Rationale

The prerequisite is being revised because the current prerequisite course is not necessary for success in the course. A change to Department Permission as the prerequisite is in line with enrollment procedures for other graduate courses in the Department of Food and Nutrition and necessary to determine whether or not a student who is not an FDNT major has sufficient background to succeed in the course.

Summary

Current Course Information	Proposed Course Information
FDNT 564: Food and Nutrition Research Methods	FDNT 564: Food and Nutrition Research Methods
Prerequisites: FDNT 212 or equivalent, or permission of instruction	Prerequisite: Department Permission

45. Course Revision (Modify Prerequisites)   **APPROVED**

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 612 Administration of Food Service Systems

Catalog Start Term: Summer, 2015

Rationale

The prerequisite is being revised because the current list of prerequisite courses are not taught anymore and three years of work experience is not necessary for success in this course.   A change to Department Permission as the prerequisite is in line with enrollment procedures for other graduate courses in the Department of Food and Nutrition and necessary to determine whether or not a student who is not an FDNT major has sufficient background to succeed in the course.

Summary

Current Course Information	Proposed Course Information
FDNT 612 Administration of Food Service Systems	FDNT 612 Administration of Food Service Systems
Prerequisites: FDNT358, FDNT259, FDNT313, FDNT356, or three years work experience in a food service management position	Prerequisite: Department Permission

46. Course Revision (Course Number Change, Modify Prerequisites)   **APPROVED**

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 641 Eating Behaviors and Food Habits (changing to FDNT 631)

Catalog Start Term: Summer, 2015

Rationale

The course number change is requested because we would like to number our courses in a systematic way to aid in curriculum organization and advising. The prerequisite is being revised because although PSYC101 and SOC151 may be beneficial, they are not essential for success in this course. Most students have taken one or both of these courses anyway and the practicality of verifying this information is cumbersome. A change to Department Permission as the prerequisite is in line with enrollment procedures for other graduate courses in the Department of Food and Nutrition.

Summary

Current Course Information	Proposed Course Information
FDNT 641 Eating Behaviors and Food Habits	FDNT 631 Eating Behaviors and Food Habits
Prerequisites: PSYC 101 and SOC 151	Prerequisite: Department Permission

47. Course Revision (Modify Prerequisites)   **APPROVED**

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 645 Proteins, Carbohydrates, and Fats

Catalog Start Term: Summer, 2015

Rationale

A change to Department Permission as the prerequisite is in line with enrollment procedures for other graduate courses in the Department of Food and Nutrition and necessary to if a student has sufficient background to succeed in the course.

Summary

Current Course Information	Proposed Course Information
FDNT 645 Proteins, Carbohydrates, and Fats	FDNT 645 Proteins, Carbohydrates, and Fats
Prerequisites: None	Prerequisite: Department Permission

48. Course Revision (Modify Prerequisites)   **APPROVED**

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 651   Professional Dietetic Practice

Catalog Start Term: Summer, 2015

Rationale

The prerequisite is being revised because the current prerequisite course, FDNT604, is being deleted from the program and experience as a clinical dietitian is not necessary for success in this course. A change to Department Permission as the prerequisite is in line with enrollment procedures for other graduate courses in the Department of Food and Nutrition and necessary to determine whether or not a student who is not an FDNT major has sufficient background to succeed in the course

Summary

Current Course Information	Proposed Course Information
FDNT 651 , Professional Dietetic Practice	FDNT 651 Professional Dietetic Practice
Prerequisites: FDNT604 or experience as a clinical dietitian	Prerequisite: Department Permission

49. Course Revision (Modify Prerequisites, Title, and Course Description)   **APPROVED**

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 696 Internship

Catalog Start Term: Summer, 2015

Rationale

The prerequisite is being revised because the current prerequisite courses, FDNT601, FDNT602, FDNT603, FDNT604, and FDNT605 are being deleted from the program. A change to Department Permission as the prerequisite is in line with enrollment procedures for other graduate courses in the

Department of Food and Nutrition. Clarification that FDNT696 is for dietetic interns and ISPP students only is provided

Summary

Current Course Information	Proposed Course Information
FDNT 696 Internship	FDNT 696 Clinical Internship
Prerequisites: FDNT604 or experience as a clinical dietitian	Prerequisite: Department Permission and enrollment as intern or ISPP student
Supervised practice experience for students who have completed FDNT601, 602, 603, 604, and 605 (eight credits) and are concurrently completing IUP's dietetic internship	Supervised practice experience for students who are enrolled in IUP's accredited dietetic internship or Individualized Supervised Practice Pathway (ISPP) programs

50. Course Revision (Course Number Change, Modify Prerequisites)   **APPROVED**

Department: Food and Nutrition

Degree Program: MS in Food and Nutrition

Course: FDNT 711 Lifecycle Nutrition (change to FDNT 771)

Catalog Start Term: Summer, 2015

Rationale

The course number change is requested because we would like to number our courses in a systematic way to aid in curriculum organization and advising. The prerequisite is being revised because currently there is no prerequisite listed.   A change to Department Permission as the prerequisite is in line with enrollment procedures for other graduate courses in the Department of Food and Nutrition and necessary to determine whether or not a student who is not an FDNT major has sufficient background to succeed in the course.

Summary

Current Course Information	Proposed Course Information
FDNT 711 Lifecycle Nutrition	FDNT 771 Lifecycle Nutrition
Prerequisites: None	Prerequisite: Department Permission

Student Affairs Committee (Senator Stocker)

There was no report.

University Development and Finance Committee (Senator Wick)

The next meeting will be on Tuesday at 3:30 pm.

Academic Affairs Committee (Senator Dugan)

FOR ACTION: **APPROVED**

NEW POLICY – Undergraduate Catalog

Research Integrity

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

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

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

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

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

FOR ACTION: **APPROVED**

NEW POLICY – Undergraduate Catalog

Visiting Student Program Policy
A.   Purpose
        1. To facilitate undergraduate student enrollment at institutions of the

Pennsylvania State System of Higher Education to take advantage of courses available across the System, without loss of institutional residency, eligibility for honors or athletics, or credits toward graduation at the home institution.

B. Undergraduate Student Standards
1. The student must be matriculated at the home university with a minimum of 12 collegel level credits and be in good academic standing.
2. Students may take a maximum of 24 credits via the Visiting Student Policy.
3. The student who presents evidence of good standing at the home university will be allowed to register for courses at other PASSHE universities. The visiting student priority level for registration will be determined by each university.
4. All credits and grades accrued at other PASSHE universities shall be accepted in full by the home university and thereafter treated as home university credits, residency, and grades.
    a. It is the responsibility of the student to work with the student's advisor at the home institution regarding applicability of credits toward graduation requirements at the home institution consistent with PASSHE procedures.
    b. It is the responsibility of the student to complete the Visiting Student Notification Form and submit to the home institution prior to enrolling in courses at another PASSHE institution.
    c. Students cannot use The Visiting Student Program to repeat courses. Students cannot use the Visiting Student Program for internship or practica that are required for licensure or certification without the express written permission of their appropriate university officials at the home university and placement availability at the requested institution.
5. The student shall register at, and pay tuition and fees to, the State System University visited. A student wishing to divide a course load between two institutions during the same term shall register and pay appropriate tuition and fees at both universities.
6. The Office of the Chancellor will work with universities to establish and publish procedures to identify visiting students such that financial aid, residency, eligibility for honors, eligibility of athletics and credits to graduation are assured.

Based on:
BOG Policy 1991-03-A: Visiting Student Program
Adopted: July 18, 1991
Amended: April 18, 2010, and July 8, 2014

Rationale: The Board of Governor's Policy has existed since 1991, but had not been formally adopted as an IUP Policy. The Undergraduate portion of the policy is presented as a new policy for the catalog.

REAPPROVAL of EXISTING POLICIES:

AUDIT POLICY

All audited courses will be identified as such on the student's grade report and transcript. Work taken on an audit basis will not be graded and will not count toward the fulfillment of requirements for a degree to be awarded by IUP. Since credits attempted and quality points will not be awarded for audited courses, they will not affect the student's grade-point average in any way. Auditors will pay normal tuition and such other fees as may be required for the course.

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

DUAL BACCALAUREATE DEGREE

A student who has earned a minimum of 28 undergraduate credits from IUP and is in good academic standing may apply to pursue a second baccalaureate degree concurrently with the first. This application must be submitted to the dean of the college in which the major program of study for the second baccalaureate degree is housed. If admitted to a second baccalaureate degree program, the student must designate one of the two degree programs to be primary. To receive both degrees at graduation, the student must earn at least 30 credits beyond the requirements of the designated primary program of study. The student must earn a minimum of 150 credits to receive both degrees concurrently. Furthermore:
a. The student may not be graduated until both the degrees are completed.
b. All requirements for the curriculum of each degree must be satisfied.
c. A course required in both degree programs does not have to be repeated for the second degree, but exceptions might apply at the departmental level.
d. All university requirements, such as a minimum GPA and number of residency credits taken at IUP in the major, must be met for each degree separately.
e. Should a student elect to discontinue the pursuit of receiving two baccalaureate degrees simultaneously and decide to apply for graduation with one degree, the student will be bound to the Postbaccalaureate Studies requirements if a later

return to IUP is desired.

FINAL EXAMINATION POLICIES

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

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

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

Faculty members are only obligated to offer a makeup in cases where officially scheduled exams are in conflict. Where such conflicts exist during the examination period, the following general rules apply:
1. The higher-numbered course takes precedence. Thus, a student enrolled in GEOG 102 and ECON 325 would take the ECON 325 exam at the assigned time and the makeup in GEOG 102.
2. If courses in conflict are the same level and number, *an alphabetical determination by full name of the department, not its acronym, will be made*. For example, a student enrolled in MATH (Mathematics) 350 and MGMT (Management) 350 would take the MGMT 350 exam at the assigned time and a makeup in MATH 350.

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

PASS-FAIL POLICY

A student may take courses on a pass-fail basis to a total of 15 credits throughout his/her university career. The student is limited to one pass-fail course in any given semester during the sophomore, junior, and senior years. All courses in the student's

Liberal Studies program and courses that meet major and minor requirements are excluded from this prerogative. When scheduled, such a course shall be included in the student's normal course load for the semester.

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

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

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

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

FOR ACTION: **APPROVED**

COURSE REPEAT POLICY

ORIGINAL:

A student may not normally repeat an academic course. Exceptions to this policy are
1. **Repeatable courses:** Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses.
2. **D and F grades:**
   a. *Repeat with replacement:* Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP and filing a repeat form with the Office of the Registrar. No more than six repeat-with-replacement attempts are permitted for undergraduate students. A single course can be repeated a

maximum of two times. Additional course repeats are permitted with approval through the office of the dean of the student's college. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.

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

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

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

PROPOSED REVISION:

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

1. **Repeatable courses:** Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses.

2. **D and F grades:**

   a. *Repeat with replacement:* Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP. No more than six repeat-with-replacement attempts are permitted for undergraduate students. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.

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

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

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

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

ACADEMIC HONORS

CURRENT:

IUP recognizes academic achievement through Provost's Scholars, Dean's Lists, and graduation honors.

Provost's Scholar

Provost's Scholars are recognized annually. At the start of the fall semester, any undergraduate student who meets all of the following requirements will be named a Provost Scholar if he or she

• is a candidate for first bachelor's degree,

• is a current junior or senior with a minimum of 45 credits earned at IUP,

• has a cumulative GPA of 3.50 or higher,

• has not received this award previously (recognition is given only once).

Dean's List

Undergraduate students receive recognition on the Dean's List for each semester (or summer session cumulatively) in which they earn at least a 3.25 GPA based on at least 12 credits of graded (not P/F) undergraduate course work, or a combination of graded undergraduate course work and graded graduate course work applying to the baccalaureate degree.

Graduation Honors

Traditional Latin honors are awarded at graduation to first bachelor's degree candidates with appropriate academic records. Calculation is based on all undergraduate credits and quality points earned at IUP. Graduation honors are not granted for second (subsequent) degrees. The distinctions are

Cum laude—3.25 to 3.49 cumulative GPA

Magna cum laude—3.50 to 3.74 cumulative GPA

Summa cum laude—3.75 to 4.00 cumulative GPA

Non-Latin honors are awarded to associate degree candidates. The distinctions are

With Honor—3.25 to 3.49 cumulative GPA

With High Honor—3.50 to 3.74 cumulative GPA

With Highest Honor—3.75 to 4.00 cumulative GPA

PROPOSED REVISION:

IUP recognizes academic achievement through Provost's Scholars, Dean's Lists, and graduation honors.

Provost's Scholar

Provost's Scholars are recognized annually. At the start of the fall semester, any undergraduate student who meets all of the following requirements will be named a Provost Scholar if he or she

- is a candidate for first bachelor's degree,
- is a current junior or senior with a minimum of 45 credits earned at IUP,
- has a cumulative GPA of 3.50 or higher,
- has not received this award previously (recognition is given only once).

Dean's List

Undergraduate students receive recognition on the Dean's List for each semester (or summer session cumulatively) in which they earn at least a 3.25 GPA based on at least 12 credits of graded (not P/F) undergraduate course work, or a combination of graded undergraduate course work and graded graduate course work applying to the baccalaureate degree.

Graduation Honors

Traditional Latin honors are awarded at graduation to first bachelor's degree candidates with appropriate academic records. Calculation is based on all undergraduate credits and quality points earned at IUP. Graduation honors are not granted for second (subsequent) degrees. The distinctions are

Cum laude—3.25 to 3.49 cumulative GPA
Magna cum laude—3.50 to 3.74 cumulative GPA
Summa cum laude—3.75 to 4.00 cumulative GPA

Rationale: The Board of Governors has determined that Academic Non-Latin Honors ought not be awarded to students receiving the Associates degrees. As such, the policy was revised to exclude these.

FOR ACTION: **APPROVED**

ORIGINAL:
UNDERGRADUATE COURSE ATTENDANCE POLICY
The university expects all students to attend class. Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:
1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.
2. Each policy must define some limited level of allowable absence.
3. Each policy must recognize students' need to miss class because of illness, personal emergency, or active military duty.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed before adding the class.

ANTICIPATED CLASS ABSENCE FOR UNIVERSITY REPRESENTATION AND PARTICIPATION
The university community recognizes the value of student participation in cocurricular and extracurricular activities of the university, while acknowledging the faculty member's right to

determine the terms of variance, if any, from the course syllabus. The student must take the initiative to make all arrangements before class absence, including validation of participation as needed. Alternate arrangements to meet course requirements should be sought sufficiently in advance to permit faculty/student agreement on the plan for completion, whether the actual completion is rescheduled before or after the anticipated absence.

PROPOSED REVISION:
UNDERGRADUATE COURSE ATTENDANCE POLICY

The university expects all students to attend class.

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.

2. Each policy must define some limited level of allowable absence.

3. Each policy must recognize students' need to miss class because of illness, personal emergency, university-sponsored activities or active military duty.

4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed before adding the class.

ANTICIPATED CLASS ABSENCE FOR UNIVERSITY REPRESENTATION AND PARTICIPATION
The university community recognizes the value of student participation in co-curricular and extracurricular activities of the university, while acknowledging the faculty member's right to determine the terms of variance from the course syllabus. Ideally, the student is expected to notify the professor as soon as the student knows that a class will be missed due to a University-sponsored event. The faculty may request documentation signed by the activity director, coach, or adviser detailing the specifics of the event in advance.

The student must take the initiative to make all arrangements for meeting academic requirements before the anticipated class absence. Excused absences for participation in University-sponsored events will not result in a penalty to the student, provided that the student makes up missed work as required by the professor.

RATIONALE: The slight revisions to each clarify that students in university-sponsored activities who follow proper procedures must have consideration for the extenuating circumstances of their involvement.

Awards Committee (Senator Lipinski)

There was no report.

Noncredit Committee (Senator O'Neil)

FOR INFORMATION:

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

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

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

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

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

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

The Footlight Players Youth Theater Company has a website: www.iup.edu/theater/footlight-players

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

Recommendations:

- Track how many students who attended the program became IUP students, in any discipline.

- Reach out to the College of Education and Educational Technology to allow education majors the opportunity to experience working with youth in the fine arts.

- Recruit beyond the surrounding area, possibly into Allegheny County.

- Consider charging a fee for admittance to the final dress rehearsal.

Library and Educational Services Committee (Senator Ford)

FOR ACTION: **APPROVED**

The committee submitted the "Distance Education Quality Report" for approval.

Research Committee (Senator Bonach)

FOR INFORMATION:

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

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

The committee will meet on May 5 at 3:30 pm in Stright 301.

University Planning Committee (Senator Stocker)

There was no report.

Presidential Athletic Advisory Council (Senator Castle)

FOR INFORMATION:

Observations from the Thursday, April 6, 2015 Council Meeting

Comments from Dr. Driscoll

-Expressed his appreciation for the efforts and work of the committee.
-Congratulated the Men's Basketball Team on their season and finishing second in the nation. Dr. Driscoll expressed how the team's accomplishments significantly impacted the media exposure of program and the university as a whole in a positive way.

Comments from Mr. Steve Roach, Interim Athletic Director

-Mr. Roach provided the committee with information regarding a survey of Interests and Opportunities in Athletics. This survey will be distributed to a sample of the student body. Mr. Roach addressed some of the feedback regarding the instrument from various committee members. The survey will be sent out to students either this spring or this fall.

-Mr. Roach informed the committee they were denied the NCAA grant application that would fund an Athletic Academic Support Personnel. He was still awaiting the justification from the NCAA. There was no information available regarding the success rate of receiving the grant.

-Mr. Roach presented a draft for the formalization of an athletic compliance committee with representatives from across the University. In addition, Mr. Roach shared the intent to form a Gender Equity Committee, to help guide addressing Title IX in Sports obligations. This too would have representative from across the University. PAAC was asked to review the information and provide feedback on these two proposed committees to address the University's obligations related to institutional control and gender equity.

Comments from the Faculty Athletic Representative (FAR) - Dr. Racchini

-Continued to discuss the development of an Athletic Learning Community.

> Dr. Racchini discussed the possibility of incorporating a series of courses for incoming freshmen student athletes to that would be designed to help them acclimate to college life. The courses being considered for inclusion in this community are HPED 143 and DVST 150. The learning community would help meet some CHAMPs Life-skills goals set forth by the NCAA.

He informed the committee regarding the number of freshmen that would be accommodated and how students might be chosen to participate in the learning community.

-Provided a concern by student athletes and other student organizations regarding the current Class Absence Policy. Dr. Racchini in the past provided samples of Class

Absence Policies from other PASSHE institutions. The current policy does not sufficiently address absences for varsity competition or conference attendance by students. The Chair of PAAC stated he is also a member of the Senate Academic Committee which reviews these policies. Mr. Racchini asked to address the committee when this policy was being reviewed.
-Informed the committee that the NCAA is currently launching a campaign to provide information to student athletes regarding sexual assault.

Comments the Student Athlete Advisory Committee (SAAC) – Kaitlyn Palmer

-Ms. Palmer informed the committee that a group will be traveling to the APPLE Conference. The APPLE Conference is a national training symposiums dedicated to substance abuse prevention and health promotion for student athletes and athletics department administrators. The focus of this conference will be bystander intervention with an emphasis on student athletes being leaders in the community.

Academic Computing Policy Advisory Committee (Senator Brzycki)

There was no report.

University Budget Advisory Committee (Senator Radell)

FOR INFORMATION:

Report of Willard Radell, Senate Representative to the University Budget Advisory Committee, April 28

Those of you who know me, know that I am capable of casting a vigilant eye on financial policy. (You know that I gave a presentation in D.C. on "Moneysuckers on the Halls of Ivy," so you also know that I know the ways that universities hide money.) And you know that I'm not afraid to speak when I think IUP is going in the wrong direction. So fear of hierarchy has not been the reason for my quiet.

I must report that faced with recent budget challenges, the administration has not done exactly what I would do. They've actually done better than I would do. And through waves of budget challenges the administration has not panicked and has kept the University community well informed of the budget, revenue, and expenditure realities.

At today's (April 28, 2015) University Budget Advisory Committee meeting, we were presented with several alternative scenarios ranging from a budget shortfall of $12.8 million if we do nothing and don't use any reserves, to a better case scenario that uses personnel and operations adjustments, tuition incentives and use of reserves to have a manageable net shortfall of $1.1 million.

So there will be budget challenges, but the administration plans to soften the impact on credit hour production (revenue production) by using personnel and operational allocations and some central reserve funds. It was clear that from the UBAC meeting that a key factor is to maintain enrollment (including better means of retention).

While, in my opinion, the administration's management of the budget challenges has been exemplary, past performance is no guarantee of future returns, so stay vigilant.

New Business:

There was no new business.

Adjournment:

The meeting was adjourned at 4:32 PM.

Respectfully submitted by
Russell Stocker
University Senate Secretary