

**MINUTES OF THE
IUP UNIVERSITY SENATE**

MAY 1, 2018

Chairperson Piper called the May 1, 2018 meeting of the University Senate to order at 3:30 PM, in Eberly Auditorium.

Attendance at the Senate meeting is on the Senate website under Meeting Minutes.

The minutes from the April 3, 2018 meeting were **APPROVED**.

Agenda items for the May 1, 2018 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

President Driscoll spoke about the following:

- The results of a RAND corporation report that assessed the state system were recently in the news. There were several options that were presented including mergers of institutions in the state system or having PASSHE managed by the state-related universities. The results of the report have caused concern. There are many different opinions among the elected officials. Dr. Driscoll does not believe that any immediate action will be taken on the recommendations. IUP remains in a position of strength and we need to keep on track and stay on course.
- IUP went public with the Imagine Unlimited campaign. We received a donation of 23 million dollars from John and Char Kopchick. The original goal of the campaign was 40 million dollars, but now has been increased to 75 million dollars.
- The University Family Drive has ended and was very successful. Thank you to all who donated.
- Khatmeh Osseiran-Hanna was selected to be the Vice President for University Advancement. We are excited to have her working for IUP.
- Thank you to everyone who has encouraged students to join IUP. Undergraduate enrollment and retention is still a matter of concern. Graduate enrollment is looking very strong.
- At the UBAC meeting, status reports were presented about eight projects that focus on recruitment, retention, persistence, student success, and graduation rates. The total funding for these projects is approximately \$300,000.
- The Women's Tennis Team has advanced to the NCAA National Championships.
- Dean Hood of the College of Fine Arts is retiring.
- Thank you for all of your work. Have a productive and restful summer.

Provost's Report

Good afternoon.

5/1/2018

Thank you for terrific year

A few items to discuss as we close the year:

1. The University College plans are coming together. There have been multiple presentations with different constituents. More information will be coming soon. The initial phase will begin for Fall 2018 semester.
2. Library Deaccessioning project is continuing and the Ad-hoc committee has done stellar work. There is a website that outlines their work and recommendations. I want to say thank you to all those who have participated.
3. There has significant progress on assessment and liberal studies assessment this year. Everyone has participated and your efforts will continue to strengthen the value of our programs. Thank you.
4. History department will be the third program to have a plan submitted as part of the Writing across the curriculum initiative, with a number of programs in the wings.

Curriculum Revisions

In response to the Senate recommendations from the April 3, 2018 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:
 - GEOS 155 – Geology of Climate Change
- B. Program revision(s) from the following departments(s) that will be forwarded to the Council of Trustees for final approval:
 - Bachelor of Arts in Anthropology/General Anthropology track, the Bachelor of Arts in Anthropology/Applied Anthropology track, and the Bachelor of Arts in Anthropology/Archaeology track from the department of Anthropology.
 - Bachelor of Arts in Philosophy, and the Bachelor of Arts in Philosophy/ Pre-Law track from the department of Philosophy.
 - Bachelor of Science in Chemistry/Pre-Pharmacy track, and the Bachelor of Science in Chemistry/Pre-Medical track from the department of Chemistry
 - Bachelor of Arts in English/Pre-Law track, and the Bachelor of Arts in English/Writing Studies track from the department of English.
 - Bachelor of Arts in Spanish, and the Bachelor of Science in Education in Spanish Education from the department of Foreign Languages.
 - Bachelor of Arts in Theater/Musical Theater track, and the Bachelor of Arts in Theater/Interdisciplinary Fine Arts/Dance Arts track from the department of Theater and Dance.
 - Bachelor of Arts in Geography/Environmental Energy track (note that its also is a track name change from Environmental Geographer to Environmental/Energy) from the department of Geography and Regional Planning.

- C. A new track in Human Geography in the Bachelor of Arts in Geography from the department of Geography and Regional Planning.
- D. Approval of the new policy regarding inactive courses/course deletion at the undergraduate level.

From the University-Wide Graduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - ARED 730 – Teaching Studio Art
- B. Program revision(s) from the following departments(s) that will be forwarded to the Council of Trustees for final approval:
 - Master of Fine Arts in Art, and the Master of Art/Studio track from the department of Art.
- C. A new track in Pedagogical Theory in the Master of Arts in Art from the Art department.
- E. Approval of the new policy regarding inactive courses/course deletion at the Graduate level.

Question: Senator Stocker inquired if the University has considered adding a day or time during finals week for online classes.

Provost Moreland indicated that this a good idea. He stated that the university is looking at the timing of events at the start and end of semesters. There is a lot of work that is being done in terms of events at the beginning of the year and there is continued interest in making the end of the semester less stressful. Provost Moreland is interested in hearing any additional ideas for improving the start and end of semesters.

Chairperson's Report

- He recognized Dean Hood for his work and time at IUP
- There will be a meeting this summer of all chairs and Senate leadership during the summer. A Doodle poll will be sent out.

Vice Chairperson's Report

Good Afternoon, everyone! Few things to report:

1. SGA hosted an information session on the ongoing IUP Libraries' deaccessioning project on Thursday, April 12. Members of the Provost's Ad Hoc Committee answered audience questions.
2. SGA recently passed a resolution in support of earlier midterm grade reporting. The language is as follows:

Whereas, the Student Government Association of the Indiana University of Pennsylvania seeks to ensure and enhance student success in the classroom whenever possible; and

Whereas, national studies show that access to midterm grades contributes to student success in the classroom; and

Whereas, it is in the best interest of retention and students' academic success to cultivate the best academic environment possible; and

Whereas, the Student Government Association of the Indiana University of Pennsylvania recognizes the difficulties students may face by receiving midterm grades at the tenth week in the semester;

THEREFORE, BE IT RESOLVED, that the Student Government Association of the Indiana University of Pennsylvania endorses the release of midterm grades by the seventh week in the semester. – Passed, Tuesday April 24, 2018

3. SGA wishes all good luck on their finals!
4. SGA Executive Election results are in. Our new Executive Board consists of:
 - a. President – David Laughead, Freshman, Political Science
 - b. Vice President – Colin Hale, Sophomore, Political Science
 - c. Secretary – Michelle Lengel, Junior, Political Science
 - d. Treasurer – Attilah Ali, Freshman, Management
 - e. Chief Justice – Demir Moore, Junior, Philosophy
5. SGA senator elections will take place at our next meeting, Tuesday, May 1, at 7:30 in the HUB Monongahela Room. All are welcome to attend. Officer transitions will occur then as well.
6. All that being said, this will mark my 16th and final meeting as Vice Chair. President Swatt and I are stepping down after two terms as President and Vice President. There are so many people we would like to thank – I won't name them all, as we might then be here until the next Senate meeting – but I would especially like to recognize President Driscoll, Provost Moerland, & Chairperson Piper, all for their accessibility, easy-going nature, and for the strong commitment that each has shown to empowering us at SGA to further our shared goal of ensuring student success here at IUP. We could not have done all that we have done without them. For those three and all others who have been instrumental during our tenure, we extend our warm gratitude. We also wish the best of luck to the incoming Executive Board.
 - a. As for me: This summer I will be staying in DC and interning at Public Opinion Strategies, a renowned GOP-polling firm headquartered in Alexandria, VA. I'll be staying at the Phi Sigma Kappa chapter at George Washington. I have another year left, I plan to graduate on time, next May – but then I will be remaining here for a year following my graduation to complete a Master's degree in Public Affairs – I was admitted early into the MAPA program here. And who knows, I may yet allow Dr. Piper & everyone else at ELR to convince me to pick up a second Master's...

Rules Committee (Senator Korns)

- Results of the Phase II elections were sent out this afternoon via email. Participation in the election in terms of nominations continues to be a problem. A department will be closing and that will affect the Senate membership. If you want to serve on a committee that has openings then please contact Senator Korns.
- The Rules Committee decided to allow faculty members on sabbatical to continue serving as their department's representative if they meet three requirements. These are the following: a) they attend Senate meetings; b) are a member of a standing committee; and c) they participate in their department's meetings.
- The Senate has been very fortunate to have Elizabeth Fiest working as our GA over the past three years. She is graduating and thus the Senate will be hiring a new GA. Committee chairs will be sent the materials of the job candidates. A poll will be conducted to choose the new GA.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- ECON 223 Economics of Crime
- CRIM 354 White-Collar Crime

FOR ACTION:

1. Department of Foreign Languages—Course Deletion

APPROVED

SPAN 404 Advanced Spanish Grammar

Rationale: This course is being deleted because a few years ago, it was removed as a requirement from the two major programs our department offers (the B.A.-- Spanish and the B.S. in Education--Spanish Education K-12). The content of the Spanish 404 course has been moved into another required course SPAN 330 Advanced Spanish Composition and Grammar. The B.A.--Spanish major is submitting a proposal to change the range of courses that can count for its requirement to take two 400-level courses. Therefore, it is necessary to delete SPAN 404, so as to not have it count within that new range of requirement-fulfilling courses.

2. Department of Kinesiology, Health, and Sport Science—Catalog Description Change, Course Title Change, Course Revision, and Program Revisions

APPROVED

a. Catalog Description Change, Course Title Change, Credit Hour Change, and Course Revision

Current Catalog Description:

KHSS 280 Aquatic Facilities Management

2c-0l-2cr

An organizational and administrative course to prepare the aquatic professional for management of indoor and outdoor facilities. Includes facility design, safety procedure activity, and sport and recreational aspects.

Proposed Catalog Description:

KHSS 280 Aquatic Management and Operation

3c-0l-3cr

Prepares the aquatic professional for management and operation of various aquatic facilities and venues. Includes topics on facility design and renovation, staff recruitment and management, risk management and facility safety concepts, legal aspects of aquatics, programming a profitable aquatic facility, and facility inspections. Offers nationally recognized certifications as part of the content delivery (*Additional Fees May Apply*).

Rationale: KHSS 280 is currently offered as a 2-credit course that covers the basics of the organizational and administrative components of operating an aquatic facility. With many changes occurring in the aquatics field since this course was first approved, this course has become inadequate in preparing students to become successful aquatic facility managers. This proposed modification updates the course to reflect current topics and issues in aquatic facility management, allows more time (credit hour increase) to cover current topics and expand the course content with new and updated material, and expands the quality and quantity of the certifications offered as part of the course. As part of this course modification students will continue to receive content and training related to the management and operation of aquatic facilities (including the Certified Pool Operator or the Professional Pool and Spa Operator Certifications) and will further expand on topics such as facility inspections, lifeguard and staff management, facility design/renovation considerations, and methods of increasing profitability. Additional certifications will be made available such as the Certified Pool and Spa Inspector, Certified Lifeguard Manager, and Certified Aquatics Director.

b. Program Revisions:

i. Current Program:

Bachelor of Science in Education—Health and Physical Education/Community Health 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 courses)
Natural Science: BIOL 104 and 106 or CHEM 101 and 102
Social Science: PSYC 101
Liberal Studies Elective: 3cr, MATH 217

Major:

Required Courses:

KHSS 135	Careers in Kinesiology, Health, and Sport	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209	Motor Behavior	3cr

Proposed Program:

Bachelor of Science in Education—Health and Physical Education/Community Health 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 courses)
Natural Science: BIOL 104 and 106 or CHEM 101 and 102
Social Science: PSYC 101
Liberal Studies Elective: 3cr, MATH 217

Major:

Required Courses:

KHSS 135	Careers in Kinesiology, Health, and Sport	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209	Motor Behavior	3cr

KHSS 256	Applied Human Structure and Conditioning	3cr	KHSS 256	Applied Human Structure and Conditioning	3cr
KHSS 341	Evaluation in Health and Physical Education	3cr	KHSS 341	Evaluation in Health and Physical Education	3cr
KHSS 441	Psychosocial Implications for Health and Physical Education	3cr	KHSS 441	Psychosocial Implications for Health and Physical Education	3cr
KHSS 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr	KHSS 442	Senior Seminar: Professional Development in Health, Physical Education, and Sport	3cr
Professional Requirements:		30	Professional Requirements:		30
Community Health Education Requirements:			Community Health Education Requirements:		
EDSP 102	Educational Psychology	3cr	EDSP 102	Educational Psychology	3cr
HOSP 343	Fund Raising for Special Events	3cr	KHSS 316	Instruction of Child Health Concepts	3cr
KHSS 316	Instruction of Child Health Concepts	3cr	KHSS 318	Preprofessional Experience I	3cr
KHSS 318	Preprofessional Experience I	3cr	KHSS 325	School and Community Health	3cr
KHSS 325	School and Community Health	3cr	KHSS 370	Adapted Health and Physical Education	3cr
KHSS 370	Adapted Health and Physical Education	3cr	KHSS 417	Contemporary Issues in School and Community Health	3cr
KHSS 426	Health Science Instruction	3cr	KHSS 420	Health Ed. and Promotion at the Workplace	3cr
KHSS 450	Curriculum and Programming in Sexuality Education	3cr	KHSS 426	Health Science Instruction	3cr
KHSS 493	Internship	6cr	KHSS 493	Internship	6cr
Controlled Electives:		9-12	Controlled Electives:		9-12
(Must choose one emphasis area from A-G)			(Must choose one emphasis area from A-G)		
A. Communications (9cr)			A. Communications (9cr)		
COMM 101	Communications Media in American Society	3cr	COMM 101	Communications Media in American Society	3cr
COMM 205	Making Presentations with Media	3cr	COMM 205	Making Presentations with Media	3cr
COMM 230	Global Media and Communication	3cr	COMM 230	Global Media and Communication	3cr
B. Nutrition (12cr)			B. Nutrition (12cr)		
FDNT 212	Nutrition	3cr	FDNT 212	Nutrition	3cr
FDNT 213	Life Cycle Nutrition	3cr	FDNT 213	Life Cycle Nutrition	3cr
FDNT 245	Sports Nutrition	3cr	FDNT 245	Sports Nutrition	3cr
FDNT 402	Community Nutrition	3cr	FDNT 402	Community Nutrition	3cr
C. Physical Activity (12cr)			C. Physical Activity (12cr)		
FDNT 245	Sports Nutrition	3cr	FDNT 245	Sports Nutrition	3cr
KHSS 285	Group/Individual Exercise Leadership	3cr	KHSS 285	Group/Individual Exercise Leadership	3cr
KHSS 350	Health Aspects of Aging	3cr	KHSS 350	Health Aspects of Aging	3cr
KHSS 413	Physical Activity and Aging	3cr	KHSS 413	Physical Activity and Aging	3cr
D. Aging Populations (12cr)			D. Aging Populations (12cr)		
KHSS 350	Health Aspects of Aging	3cr	KHSS 350	Health Aspects of Aging	3cr
KHSS 413	Physical Activity and Aging	3cr	KHSS 413	Physical Activity and Aging	3cr
PSYC 312	Adult Development and Aging	3cr	PSYC 312	Adult Development and Aging	3cr
SOC 357	Sociology of Aging and the Life-course	3cr	SOC 357	Sociology of Aging and the Life-course	3cr
E. Human Service (12cr)			E. Human Service (12cr)		
PSYC 330	Social Psychology	3cr	PSYC 330	Social Psychology	3cr
SOC 320	Sociological Theory	3cr	SOC 320	Sociological Theory	3cr
SOC 336	Sociology of the Family	3cr	SOC 336	Sociology of the Family	3cr
SOC 391	Foundations of Sociological Practice	3cr	SOC 391	Foundations of Sociological Practice	3cr
F. Women's Studies (12cr)			F. Women's Studies (12cr)		
PSYC 379	Psychology of Human Sexuality	3cr	PSYC 379	Psychology of Human Sexuality	3cr
SOC 251	Sociology of Human Sexuality	3cr	SOC 251	Sociology of Human Sexuality	3cr
SOC 427	Social Perspectives on Intimate Partner Violence	3cr	SOC 427	Social Perspectives on Intimate Partner Violence	3cr
WGS 200	Introduction to Women's and Gender Studies	3cr	WGS 200	Introduction to Women's and Gender Studies	3cr
G. Child Studies (9cr)			G. Child Studies (9cr)		
SOC 231	Contemporary Social Problems	3cr	SOC 231	Contemporary Social Problems	3cr
SOC 333	Delinquency and Youth	3cr	SOC 333	Delinquency and Youth	3cr
SOC 428	Child Abuse	3cr	SOC 428	Child Abuse	3cr
Free Electives:		16-19	Free Electives:		16-19
Total Degree Requirements:		120	Total Degree Requirements:		120

Rationale: KHSS 417 Contemporary Issues in School and Community Health is replacing KHSS 450 Curriculum and Programming in Sexuality Education to better address more current health issues as opposed to a single topic (i.e. sex education). KHSS 420 Health Education and Promotion at the Workplace is replacing HOSP 343 Fund-Raising for Special Events to better address the established program SLO's.

ii. Current Program:

Bachelor of Science—Physical Education and Sport/Sport Administration

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Natural Science: Option I—BIOL 104 and one 4cr laboratory course
Social Science: ECON 121, PSYC 101, Global and Multicultural Awareness
Dimensions of Wellness: KHSS 143 recommended or FDNT/NURS 143
Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101, ECON 122, no course with KHSS prefix

Major:

Core Requirements:

KHSS 135	Careers in Kinesiology, Health, and Sport	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209	Motor Behavior	3cr
KHSS 225	Social Issues in Sports	3cr
KHSS 341	Evaluation in Health and Physical Education	3cr
KHSS 344 or 337	Adapted Physical Activity and Sport or Coaching Disability Sport	3cr

Sport Administration Requirements:

ACCT 201	Accounting Principles I	3cr
KHSS 256	Applied Human Structure and Conditioning	3cr
KHSS 280	Aquatic Facilities Management	2cr
KHSS 292	Introduction to Sport Management	3cr
KHSS 319	Field Practicum I	3cr
KHSS 320	Managing Facilities and Events in Sports	3cr
KHSS 351	Managing Budgets and Technology in Sport	3cr
KHSS 445	Business Practices in Sport	3cr
KHSS 460	Law and Issues in Managing Sport	3cr
KHSS 465	Sport Management Capstone	3cr
KHSS 493	Internship	3cr
MGMT 310	Principles of Management	3cr
MKTG 320	Principles of Marketing	3cr

Major Electives: Two courses from the following:
 ACCT 202, BCOM 321, COMM 150, 251, ECON 239, FIN 310, HOSP ~~445~~, 280, KHSS 315, 333, 335, 343, 375, 412, 441, MGMT 275, 300, MKTG 321

Free Electives:

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Proposed Program:

Bachelor of Science—Physical Education and Sport/Sport Administration

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Natural Science: Option I—BIOL 104 and one 4cr laboratory course
Social Science: ECON 121, PSYC 101 Global and Multicultural Awareness **course**
Dimensions of Wellness: KHSS 143 recommended or FDNT/NURS 143
Liberal Studies Electives: 6cr, **COSC/IFMG** 101, ECON 122, no course with KHSS prefix

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Major:

Core Requirements:

KHSS 135	Careers in Kinesiology, Health, and Sport	1cr
KHSS 175	Prevention and Care of Injuries to the Physically Active	2cr
KHSS 209	Motor Behavior	3cr
KHSS 225	Social Issues in Sports	3cr
KHSS 341	Evaluation in Health and Physical Education	3cr
KHSS 344 or 437	Adapted Physical Activity and Sport or Coaching Disability Sport	3cr

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Sport Administration Requirements:

ACCT 201	Accounting Principles I	3cr
KHSS 256	Applied Human Structure and Conditioning	3cr
KHSS 280	Aquatic Facilities Management	3cr
KHSS 292	Introduction to Sport Management	3cr
KHSS 319	Field Practicum I	3cr
KHSS 320	Managing Facilities and Events in Sports	3cr
KHSS 351	Managing Budgets and Technology in Sport	3cr
KHSS 445	Business Practices in Sport	3cr
KHSS 460	Law and Issues in Managing Sport	3cr
KHSS 465	Sport Management Capstone	3cr
KHSS 493	Internship	3cr
MGMT 310	Principles of Management	3cr
MKTG 320	Principles of Marketing	3cr

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Major Electives: Two courses from the following:
 ACCT 202, BCOM 321, COMM 150, 251, ECON 239, FIN 310, HOSP **235**, 280, **347** KHSS 315, 333, 335, 343, 375, 412, 441, MGMT 275, 300, MKTG 321

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Total Degree Requirements:

120

Free Electives:**Total Degree Requirements:**

120

iii. Current Program:**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: 44
Mathematics: MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)
Natural Science: BIOL 104 and 106 or CHEM 101 and 102
Social Science: PSYC 101
Liberal Studies Elective: 3cr, MATH 217, no course with KHSS prefix

Major: (1) 25**Required Courses:**

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

Professional Requirements: 24**Health and Physical Education Requirements:**

KHSS 213	Recreational Sports and Lifetime Activities	3cr
KHSS 216	Instruction of Fundamental Movement Skills	3cr
KHSS 218	Instruction of Tactical Skills and Fitness Concepts	3cr
KHSS 316	Instruction of Child Health Concepts	3cr
KHSS 318	Preprofessional Experience I	3cr
KHSS 325	School and Community Health	3cr
KHSS 370	Adapted Health and Physical Education	3cr
KHSS 426	Health Science Instruction	3cr

College:**Preprofessional Education Requirements:**

ACE 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr

Professional Education Requirements:**Proposed Program:****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: 44
Mathematics: MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)
Natural Science: BIOL 104 and 106 or CHEM 101 and 102
Social Science: PSYC 101
Liberal Studies Elective: 3cr, MATH 217, no course with KHSS prefix

Major: (1) 25**Required Courses:**

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

Professional Requirements: 27**Health and Physical Education Requirements:**

KHSS 213	Recreational Sports and Lifetime Activities	3cr
KHSS 216	Instruction of Fundamental Movement Skills	3cr
KHSS 218	Instruction of Tactical Skills and Fitness Concepts	3cr
KHSS 316	Instruction of Child Health Concepts	3cr
KHSS 318	Preprofessional Experience I	3cr
KHSS 325	School and Community Health	3cr
KHSS 370	Adapted Health and Physical Education	3cr
KHSS 417	Contemporary Issues in School and Community Health	3cr
KHSS 426	Health Science Instruction	3cr

College:**Preprofessional Education Requirements:**

ACE 103	Digital Instructional Technology	3cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr

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

Rationale: This program seeks to add KHSS 417 Contemporary Issues in School and Community Health to the curriculum in order to better address the health content and standard assessment as required by our national accreditation. This course is replacing a course that was previously part of the required courses (KHSS 450 Curriculum & Programing in Sexuality Education). In 2015, the BSED K12 HPED was updated with the intention of replacing KHSS 450 with KHSS 417. However, KHSS 417 wasn't approved in time for the BSED program changes so KHSS 450 was removed. KHSS 417 has been taught regularly for the past two years and now this proposal is simply requesting the addition of 417. Lastly KHSS 261 had the incorrect title.

3. Department of Biology—Prerequisite Modification

APPROVED

Current Course Title and Prerequisite:

BIOL 105 Cell Biology

3c-0l-3cr

Prerequisites: Enrollment restricted to students in the College of Health and Human Services.

Proposed Course Title and Prerequisite:

BIOL 105 Cell Biology

3c-0l-3cr

Prerequisites: For biology majors only. Restricted to students who have completed fewer than 24cr.

Rationale: BIOL 105 was originally designed for students in the Nursing and Allied Health tracks. Several years ago, these tracks were modified to remove BIOL 105 as part of their curriculum requirements. The Biology Department began offering BIOL 105 as a course for underprepared first year students that are required to take CHEM 100 and lower level MATH courses. Normally, these students would not be advised into BIOL 201 during their first semester since they would need to wait an additional semester following completion of BIOL

201 before meeting the prerequisites for BIOL 202. BIOL 105 allows this population of students to begin taking a biology course their first semester before transitioning into BIOL 201 their second semester. This allows the Biology Department faculty to begin interacting with these students during their critical first semester, preparing them with study skills and introductory material for the more challenging BIOL 202.

4. Department of Chemistry—Course Number and Title Changes and Catalog Description Change **APPROVED**

i. Current Number and Title: **BIOC 302 Advanced Biochemistry**

Proposed Number and Title: BIOC 402 Advanced Biochemistry

Rationale: Advanced Biochemistry (now BIOC 302) is a required course for biochemistry majors, and chemistry majors in the pre-medical track. It also may be taken by other chemistry majors in their junior or senior year to satisfy the chemistry elective requirement. The Chemistry Department wishes to change the number of the undergraduate course to BIOC 402, which will better reflect its status as an advanced and dual-listed course. The Chemistry Department also plans to dual-list this course as BIOC 502, so that graduate students who have not yet taken a second semester of biochemistry can add to the enrollment of the course.

ii. Current Catalog Description:

BIOC 312 Biochemistry Laboratory II

0c-4l-1cr

Prerequisite: BIOC 311

A companion to BIOC 302, including experiments in membrane characterization, properties of amino acids, isolation and function of nucleic acids, and synthesis of proteins and nucleic acids.

Proposed Catalog Description:

BIOC 412 Advanced Biochemistry Laboratory

0c-4l-1cr

Prerequisite: BIOC 311

A companion to BIOC 402, including experiments in membrane characterization, properties of amino acids, isolation and function of nucleic acids, and synthesis of proteins and nucleic acids.

Rationale: The title and number of BIOC 312 Biochemistry Laboratory II is being changed to match the title and number change of its companion course, BIOC 302. The course will not be dual-listed, but it would be confusing to the students if the laboratory associated with a 400 level course is not also 400 level. The catalog description also needs to change to recognize the new number of the lecture section.

5. Departments of Mathematics and Computer Science—Course Number Change and Course Revision **APPROVED**

Current Catalog Descriptions:

COSC 250 Introduction to Numerical Methods

3c-0l-3cr

Prerequisites: COSC 110, MATH 121 or 125

Algorithmic methods for function evaluation, roots of equations, solutions to systems of linear equations, function interpolation, numerical differentiation, and integration; and use spline functions for curve fitting. Focuses on managing and measuring errors in computation. Also offered as MATH 250; either COSC 250 or MATH 250 may be substituted for the other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

MATH 250 Introduction to Numerical Methods

3c-0l-3cr

Prerequisites: COSC 110, MATH 121 or 125

Algorithmic methods for function evaluation, roots of equations, solutions to systems of linear equations, function interpolation, numerical differentiation, and integration; and use spline functions for curve fitting. Focuses on managing and measuring errors in computation. Also offered as COSC 250; either MATH 250 or COSC 250 may be substituted for the other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

Proposed Catalog Descriptions:

COSC 343 Introduction to Numerical Methods

3c-0l-3cr

Prerequisites: COSC 110, MATH 121 or 125

Algorithmic methods for function evaluation, roots of equations, solutions to systems of linear equations, function interpolation, numerical differentiation, and integration; and use spline functions for curve fitting. Focuses on managing and measuring errors in computation. Also offered as MATH 343; either COSC 343 or MATH 343 may be substituted for the other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

Proposed Catalog Descriptions:

MATH 343 Introduction to Numerical Methods

3c-0l-3cr

Prerequisites: COSC 110, MATH 121 or 125

Algorithmic methods for function evaluation, roots of equations, solutions to systems of linear equations, function interpolation, numerical differentiation, and integration; and use spline functions for curve fitting. Focuses on managing and measuring errors in computation. Also offered as COSC 343; either MATH 343 or COSC 343 may be substituted for the other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

Rationale: In reviewing the content of the course and comparable courses at other institutions, this course should be an upper-level course. Students who are seeking to minor in mathematics or computer science also often take this course, and renumbering it to be above 300 will allow this course to contribute to the requirement to include at least 6 credits of upper-level coursework for the minor. The Student Learning Outcomes are also being cleaned up, condensing some of the items in the current list of 5 into 3 measurable items with assessment criteria.

6. Department of Mathematics—New Course, Course Revisions, Catalog Description Changes, Prerequisite Modifications, and Program Revisions **APPROVED**

a. New Course:

MATH 111 First-year Seminar **1c-0l-1cr**

Prerequisites: Mathematics, Applied Mathematics, Actuarial Mathematics, or Mathematics Education major, and less than 60 earned credits.

A first-year seminar experience that acclimates students to mathematical culture, curricular, and co-curricular experiences associated with transitioning to college mathematics. Includes application of theories of change as related to transition to higher education, and provides a perspective of the diversity of mathematical areas for research and careers associated with a mathematics degree. Emphasis includes reading and writing about mathematics.

Rationale: This new course is designed to help Math and Math Education majors acclimate to the University and facilitate cohort building and student engagement, all of which are indicated by research to improve student retention. Various strategies to improve academic performance and mental well-being will be discussed.

b. Course Revisions, Catalog Description Changes, and Prerequisite Modifications:

i. Current Catalog Description:

MATH 101 Foundations of Mathematics **3c-0l-3cr**

Introduces logic and a mathematical way of analyzing problems; develops an appreciation for the nature, breadth, and power of mathematics and its role in a technological society; introduces useful mathematics or mathematics related to student interests. Possible topics include logic, problem solving, number theory, linear programming, probability, statistics, intuitive calculus, introduction to computers, mathematics of finance, game theory.

Proposed Catalog Description:

MATH 101 Foundations of Mathematics **3c-0l-3cr**

Prerequisites: None. **Note:** May not be taken after successfully completing a math course with a larger course number without written Mathematics Department chairperson approval. This course also may not be taken by students who place into DVST 083 until successful completion of said course without written Mathematics Department chairperson approval.

Introduces logic and a mathematical way of analyzing problems; develops an appreciation for the nature, breadth, and power of mathematics and its role in a technological society; introduces useful mathematics or mathematics related to student interests. Possible topics include logic, problem solving, number theory, linear programming, probability, statistics, intuitive calculus, introduction to computers, mathematics of finance, game theory.

Rationale: We are revising MATH 101 to align the course with IUP's Expected Student Learning Outcomes and to improve our assessment of this course. In addition, a note will

be added in the course prerequisite section to prevent students from taking MATH 101 after successfully completing a math course with larger course number or after placing into DVST 083.

ii. Current Catalog Description:

MATH 151 Elements of Mathematics I **3c-0l-3cr**

Prerequisite: Appropriate major: special education, speech and language pathology, deaf education, family and consumer sciences education, art education, child development and family relations, middle level education 4-8, early childhood education, or early childhood/special education.

Topics included are sets, concepts of logic, mathematical systems, systems of numeration, developing the set of integers, rational numbers, and real numbers.

Proposed Catalog Description:

MATH 151 Elements of Mathematics I **3c-0l-3cr**

Prerequisites: Appropriate major: special education, speech and language pathology, deaf education, family and consumer sciences education, art education, child development and family relations, middle level education 4-8, early childhood education, or early childhood/special education.

Topics included are mathematical systems, systems of numeration, developing the set of integers, rational numbers, real numbers, and the four function operation concepts.

Rationale: This course is being revised to bring the Student Learning Outcome into closer alignment with IUP's Expected Undergraduate Students Learning Outcomes and to improve the assessment of these outcome. The course description is also being revised to update the content covered in this class.

iii. Current Catalog Description:

MATH 152 Elements of Mathematics II **3c-0l-3cr**

Prerequisite: MATH 151

Topics included are organizing and analyzing data, statistics, probability, geometric shapes measurement, congruence and similarity, coordinate geometry, and transformational geometry.

Proposed Catalog Description:

MATH 152 Elements of Mathematics II **3c-0l-3cr**

Prerequisites: MATH 151, Child Development & Family Relations, Speech and Language Pathology, Early Childhood Ed/Special Ed, Family & Consumer Science Education, Middle Level Education, Art Education, Early Childhood Education, Special Education majors only

Topics included are organizing and analyzing data, statistics, probability, geometric shapes measurement, congruence and similarity, coordinate geometry, and transformational geometry.

Rationale: Currently, the catalog does not list the programs that are allowed to take the course. Additionally the Special Education program is being added to this list. The students in the Special Education program need to take this course. Removing MATH 152 from the Liberal Studies Learning Skills area.

iv. Current Catalog Description:

MATH 217 Probability and Statistics **3c-0l-3cr**

Prerequisite: For non-mathematics majors

Frequency distributions, measures of central tendency and variation, elementary probability, sampling, estimation, testing hypotheses, correlation and regression.

Emphasis will be on applications in the social sciences using appropriate technology, as opposed to theoretical development of topics.

Proposed Catalog Description:

MATH 217 Probability and Statistics **3c-0l-3cr**

Prerequisites: For non-mathematics majors

An applied statistics course that uses basic statistical methodologies to explore data and answer research questions. Summarization, analysis and interpretation of data from the social sciences and other related areas. Topics include frequency distributions, graphical summaries, elementary probability, estimation, testing hypotheses, and correlation and regression. Emphasis upon applications using appropriate technology, as opposed to theoretical development of topics.

Rationale: Assessments included to measure student learning outcomes for liberal studies. Updated catalog description and course outline to better demonstrate modern data science skills.

c. Course Revisions (Where the catalog Descriptions are not changing):

i. MATH 105 College Algebra **3c-0l-3cr**

Prerequisites: MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson.

Note: May not be taken after successfully completing either a calculus course or MATH 110 without written Mathematics Department chairperson approval.

Examines the analysis and interpretation of numerical, graphical, and algebraic representations to enable them to model complex situations using mathematical structures and increase their problem-solving skills. Focuses on polynomial, exponential, and logarithmic functions for further study in business calculus and/or statistics.

Rationale: We are revising MATH 105 to align the course with IUP's Expected Student Learning Outcomes and to improve our assessment of this course. In addition, the course outline is being modified to eliminate the current overlap in content with MATH 100, which is a prerequisite for MATH 105.

ii. MATH 115 Applied Mathematics for Business **3c-0l-3cr**

Prerequisites: MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson. *Note:* May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Business majors are introduced to the central ideas of calculus (limit, derivative, and integral). Applications to business and economics are emphasized.

Rationale: We are revising MATH 115 to align the course with IUP's Expected Student Learning Outcomes and to improve our assessment of this course.

iii. MATH 121 Calculus I/Natural and Social Sciences **4c-0l-4cr**

Prerequisites: MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson. *Note:* May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Natural and social science majors are introduced to the central ideas of calculus, including limit, derivative, and integral. Applications to natural and social sciences are emphasized.

Rationale: We are revising MATH 121 to align the course with IUP's Expected Student Learning Outcomes and to improve our assessment of this course.

iv. MATH 125 Calculus I/Physics, Chemistry, Mathematics **3c-0l-3cr**

Prerequisites: MATH 110 or equivalent placement (algebra, geometry, and trigonometry)

The first of a three-semester sequence for math and science majors covering the theory of calculus and its application in problem solving. Topics include functions, limits, continuity, derivatives, application of derivative, integrals, and applications of the integral. (Trigonometric, exponential, and logarithmic functions are included.)

Rationale: Student Learning Outcomes have been rewritten so they can more clearly be assessed by the instructor. In addition this class is being removed from the Liberal Studies Elective and Quantitative Reasoning categories.

d. Program Revisions:**i. Current Program:****Bachelor of Science—Mathematics**

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

Mathematics: MATH 125

Liberal Studies Electives: 9cr, no courses with MATH prefix, includes intermediate-level foreign language

Major:

49-50

39-40

Proposed Program:**Bachelor of Science—Mathematics**

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

Mathematics: MATH 125

Liberal Studies Electives: 6cr, no courses with MATH prefix includes intermediate-level foreign language

Major:

46-47

40-41

Required Courses:

MATH 126	Calculus II for Physics, Chemistry, Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Science	3cr
MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 341	Differential Equations	3cr
MATH 480	Senior Seminar	3cr

Controlled Electives:

Four courses from the following:	12cr
MATH 371, 421, 422, 423, 427, 476, 477	
A minimum of 3 additional cr from the list above or the following:	3-4cr
MATH 342, 350, 353, 355, 363, 364, 445, 446, 447, 465, 481	

Other Requirements:

3

Computer Science:

COSC 110	Problem Solving and Structured Programming	3cr
Foreign Language	Intermediate level (1)	

Free Electives: 27-29**Total Degree Requirements:** 120

(1) Intermediate-level foreign language may be included in Liberal Studies electives.

ii. Current Program:**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: 33**Required Courses:**

MATH 126	Calculus II for Physics, Chemistry, Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Science	3cr
MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 341	Differential Equations	3cr
MATH 363	Mathematical Statistics I	3cr
MATH 364	Mathematical Statistics II	3cr
MATH 448	Introduction to Financial Mathematics	3cr
MATH 450	Topics in Applied Computational Mathematics	3cr

Required Courses:

MATH 111	First-year Seminar	1cr
MATH 126	Calculus II/Physics , Chemistry, Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Science	3cr
MATH 225	Calculus III/Physics , Chemistry, Mathematics	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 341	Differential Equations	3cr
MATH 480	Senior Seminar	3cr

Controlled Electives:

Four courses from the following:	12cr
MATH 371, 421, 422, 423, 427, 476, 477	
A minimum of 3 additional cr from the list above or the following:	3-4cr
MATH 342, 350, 353, 355, 363, 364, 445, 446, 447, 481	

Other Requirements:

3

Computer Science:

COSC 110	Problem Solving and Structured Programming	3cr
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Free Electives: 29-31**Total Degree Requirements:** 120**Proposed Program:****Bachelor of Science—
Mathematics/Actuarial Track (1, 2)**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: MATH 125
Social Science: ECON 121
Liberal Studies Electives: 6cr, no courses with MATH Prefix, intermediate-level foreign language and ECON 122 are required

Major: 49**Required Courses:**

MATH 111	First-year Seminar	1cr
MATH 126	Calculus II/Physics , Chemistry, Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Science	3cr
MATH 225	Calculus III/Physics , Chemistry, Mathematics	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 341	Differential Equations	3cr
MATH 363	Mathematical Statistics I	3cr
MATH 364	Mathematical Statistics II	3cr
MATH 448	Introduction to Financial Mathematics	3cr
MATH 450	Topics in Applied Computational Mathematics	3cr

Controlled Electives:

MATH 416 Time Series Analysis 3cr
 One course from the following: MATH 371, 421, 423 3cr
 One course from the following: MATH 445 or 446 3cr
 One course from the following: MATH 480 or 493 3cr

Computer Science:

COSC/MATH 250 Introduction to Numerical Methods 3cr

Other Requirements:

Foreign Language Intermediate Level 6-10
 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 course work 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 grade of "B" or better.

45

Controlled Electives:

COSC/MATH 343 Introduction to Numerical Methods 3cr
 MATH 416 Time Series Analysis 3cr
 One course from the following: MATH 342, 364, 445, 446 3cr
 One course from the following: MATH 371, 421, 423 3cr
 One course from the following: MATH 445 or 446 3cr
 One course from the following: MATH 480 or 493 (3) 3cr

Other Requirements:

6

ECON 356 Econometrics (4)
 FIN 320 Corporate Finance (4)

Free Electives:

17-18

Total Degree Requirements:

120

- (1) Pass SOA Exam P or Exam FM.
- (2) "B" or higher grades in course work that carries Validation by Educational Experience (VEE) from the Society of Actuaries (required for SOA credential).
- (3) Three credits of internship will be applied to the major. Additional credits may count as free electives.
- (4) FIN 320 and ECON 356 must be passed with grade of "B" or better.

iii. Current Program:**Proposed Program:****Bachelor of Science—Mathematics/Applied Mathematics****Bachelor of Science—Mathematics/Applied Mathematics**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49-50

Mathematics: MATH 125

Liberal Studies Electives: 9cr, no courses with MATH prefix, includes intermediate-level foreign language

Major:

42

Required Courses:

MATH 126 Calculus II for Physics, Chemistry, Mathematics 3cr
 MATH 171 Introduction to Linear Algebra 3cr
 MATH 216 Probability and Statistics for Natural Science 3cr
 MATH 225 Calculus III for Physics, Chemistry, Mathematics 3cr
 MATH 271 Introduction to Mathematical Proofs I 3cr
 MATH 272 Introduction to Mathematical Proofs II 3cr
 MATH 341 Differential Equations 3cr
 MATH 363 Mathematical Statistics I 3cr
 MATH 447 Modeling and Simulation 3cr
 MATH 450 Topics in Applied Computational Mathematics 3cr

Controlled Electives: (1)

One course from the following: MATH 371, 421, 423, 427, 476 3cr
 One course from the following: MATH 445 or 446 3cr
 One course from the following: MATH 480 or 493 (2) 3cr
 One course from the following: MATH 342, 364, 445, 446 3cr

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47

Mathematics: MATH 125

Liberal Studies Electives: 6cr, no courses with MATH prefix includes intermediate-level foreign language

Major:

43

Required Courses:

MATH 111 First-year Seminar 1cr
 MATH 126 Calculus II/Physics, Chemistry, Mathematics 3cr
 MATH 171 Introduction to Linear Algebra 3cr
 MATH 216 Probability and Statistics for Natural Science 3cr
 MATH 225 Calculus III/Physics, Chemistry, Mathematics 3cr
 MATH 271 Introduction to Mathematical Proofs I 3cr
 MATH 272 Introduction to Mathematical Proofs II 3cr
 MATH 341 Differential Equations 3cr
 MATH 363 Mathematical Statistics I 3cr
 MATH 447 Modeling and Simulation 3cr
 MATH 450 Topics in Applied Computational Mathematics 3cr

Controlled Electives: (1)

One course from the following: MATH 342, 364, 445, 446 3cr
 One course from the following: MATH 371, 421, 423, 427, 476 3cr
 One course from the following: MATH 445 or 446 3cr

Other Requirements:		18	One course from the following: MATH 480 or 493 (2)	3cr
Computer Science:			Other Requirements:	17
COSC 110 Problem Solving and Structured Programming	3cr		Planned program in a complementary field: requires advisor approval and at least 6cr in courses at the 300 level or above.	11cr
COSC/MATH 250 Introduction to Numerical Methods	3cr		Computer Science:	
Foreign Language Intermediate level (3)			COSC 110 Problem Solving and Structured Programming	3cr
Planned program in complementary field (or minor, requires advisor approval) with at least 6cr in 300/400 level courses	12cr		COSC/MATH 343 Introduction to Numerical Methods	3cr
Free Electives:	10-11		Free Electives:	13-14
Total Degree Requirements:			Total Degree Requirements:	120
(1) A student may select courses for a specialized area: <i>Statistics/Actuarial Science:</i> MATH 363, 364, 371, 446 Additionally, a student should minor in applied statistics. <i>Math Analysis/Engineering:</i> MATH 342/447, 371, 423 <i>Operations Research:</i> MATH 371, 421, 445/446, 447			(1) A student may select courses for a specialized area: <i>Statistics/Actuarial Science:</i> MATH 363, 364, 371, 446 Additionally, a student should minor in applied statistics. <i>Math Analysis/Engineering:</i> MATH 342/447, 371, 423 <i>Operations Research:</i> MATH 371, 421, 445/446, 447	
(2) Three credits of internship will be applied to the major. Additional credits may count as free electives.			(2) Three credits of internship will be applied to the major. Additional credits may count as free electives.	
(3) Intermediate level foreign language may be included in Liberal Studies electives.				

Rationale: Liberal Studies credit requirements exceeded maximum allowed. Added one credit First-year seminar and changed language to clarify some requirements.

7. Department of Physics—Prerequisite Modification and Course Revision **APPROVED**

a. Prerequisite Modification:

Current Title and Prerequisite:

PHYS 100 Prelude to Physics

3c-0l-3cr

Prerequisite: MATH 100 or equivalent high school preparation

Proposed Title and Prerequisite:

PHYS 100 Prelude to Physics

3c-0l-3cr

Prerequisite: Students who have earned a “C” or better in a higher number physics course may not take this course.

Rationale: This is an entry level course for students who do not test into MATH 125 Calculus. In the current catalog, PHYS 100 has a prerequisite of MATH 100. This prevents new students from enrolling in this class without a manual override. We are going to remove this prerequisite, so students who place below MATH 100 will be able to enroll in this class. We are also adding the prerequisite of disallowing any student with a grade of "C" or better in a higher level physics course to take the class. It would be inappropriate for a student past this point to taking the class.

b. Course Revision Where the Catalog Description is Not Changing:

PHYS 101 Energy and Our Environment

3c-0l-3cr

An overview of the areas of energy, transportation, and pollution. These topics are approached via the relevant concepts of physical science and physics. A non-laboratory course for Liberal Studies requirements.

Rationale: To increase flexibility of course offerings in our department, we would like to have different instructors teach this class. We would like to change this course from a Type III to a Type II writing intensive class. Also, this class is being revised to map the Student Learning Outcomes to the EUSLOs.

8. Department of English—Course Revision and Catalog Description Change

APPROVED

Current Catalog Description:

ENGL 101 Composition I

3c-0l-3cr

A first-year writing course. Students use a variety of resources to create projects in a variety of writing genres. Resources for writing include, but are not limited to, memory, observation, critical reading and viewing, analysis, and reflection. Students will use writing processes to draft, peer review, revise, and edit their projects.

Proposed Catalog Description:

ENGL 101 Composition I

3c-0l-3cr

In this first-year writing course, students compose projects in multiple written genres that address specific rhetorical situations. Uses memory, observation, critical reading and viewing, analysis, and reflection to draft, peer review, revise, and edit projects.

Rationale: This course is being revised to update the objectives in response to 2016-17 assessment data and to help students understand more clearly what they will learn in English 101. Plus to align course objectives with best practices in the field of Composition Studies.

9. Department of Sociology—Program Revisions and Deletion

APPROVED

a. Program Deletion

Minor-Sociology/Applied Social Research

Rationale: We have not offered the minor in Applied Social Research to students for quite some time (mostly due to lack of student interest and changes in faculty); however, it was not deleted from the catalog when it was no longer available as a minor option.

b. Program Revisions Reducing Liberal Studies Credits

i. Current Liberal Studies and Credits:	Proposed Liberal Studies and Credits:
Bachelor of Arts–Sociology/General Sociology Track	Bachelor of Arts– Sociology/General Sociology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 or 161 Liberal Studies Electives: 9cr, no courses with SOC prefix	49-51	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 or 161 Liberal Studies Electives: 6cr, no courses with SOC prefix	46-48
College: Foreign Language Intermediate Level (1)	0-6	College: Foreign Language Intermediate Level (1)	0-8
Major:	33	Major:	33
Free Electives:	30-38	Free Electives:	31-41
Total Degree Requirements:	120	Total Degree Requirements:	120

ii. Current Liberal Studies and Credits:		Proposed Liberal Studies and Credits:	
Bachelor of Arts–Sociology/Human Services Track		Bachelor of Arts– Sociology/ Human Services Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 or 161 required, ANTH 110 and PSYC 101 recommended Liberal Studies Electives: 9cr, no courses with SOC prefix	49-51	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 or 161 required, ANTH 110 and PSYC 101 recommended Liberal Studies Electives: 6cr, no courses with SOC prefix	46-48
College: Foreign Language Intermediate Level (1)	0-6	College: Foreign Language Intermediate Level (1)	0-8
Major:	42	Major:	42
Free Electives:	21-29	Free Electives:	22-32
Total Degree Requirements:	120	Total Degree Requirements:	120

iii. Current Liberal Studies and Credits:		Proposed Liberal Studies and Credits:	
Bachelor of Arts–Sociology/Sociology of Disability Track		Bachelor of Arts– Sociology/Sociology of Disability Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 or 161 Liberal Studies Electives: 9cr, no courses with SOC prefix	49-51	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 or 161 Liberal Studies Electives: 6cr, no courses with SOC prefix	46-48
College: Foreign Language Intermediate Level (1)	0-6	College: Foreign Language Intermediate Level (1)	0-8

Major:	45	Major:	45
Suggested Minor or Free Electives:	30-38	Suggested Minor or Free Electives:	19-29
Total Degree Requirements:	120	Total Degree Requirements:	120

Rationale: Mandate from Board of Governors. Credits in Liberal Studies must be between 40-48 credits. We are reducing liberal studies electives credits from 9 to 6 credits. The credits are being moved into the free electives category.

**10. Department of Communication Disorders, Special Education, and Disability Services—
Course Title Change, Modification of Prerequisites, Program Catalog Description
Change, Program Revision** **APPROVED**

a. Modification of Prerequisites or Course Title Change:

i. Current Title:

SPLP 242 Speech Science I: Theory and Measurement **3c-0l-3cr**

Proposed Title:

SPLP 242 Speech Science **3c-0l-3cr**

Rationale: SPLP 242 is currently titled "Speech Science I: Theory and Measurement." In the past there was a second course titled "Speech Science II: Neuroscience." However, the second course name was changed previously to "Neuroscience for communication disorders"; we need to update the first course to "Speech Science" to reflect its content and the fact that it is no longer the first course in a series.

ii. Current Course Title and Prerequisites:

SPLP 334 Language Development **3c-0l-3cr**

Prerequisites: Speech-language pathology and audiology major, junior standing

Proposed Course Title and Prerequisites:

SPLP 334 Language Development **3c-0l-3cr**

Prerequisites: Speech-language pathology and audiology major

Rationale: SPLP 334, language development, needs a change to the course prerequisites. We will eliminate the junior standing requirement because many of our sophomores take this course.

iii. Current Course Title and Prerequisites:

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

Prerequisites: SPLP 111; Junior status (60 or more credits), 3.25 GPA

Proposed Course Title and Prerequisites:

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

Prerequisites: Junior status (60 or more credits), 3.25 GPA

Rationale: We are eliminating the prerequisite of SPLP 111; most students will have that prior course, however, it is not necessary for successful completion of SPLP 412.

iv. Current Course Title and Prerequisites:

SPLP 420 Undergraduate Clinic **3c-0l-3cr**

Prerequisites: EDUC 242, 342, GPA of 3.0 or better, all major courses, program director's permission

Proposed Course Title and Prerequisites:

SPLP 420 Undergraduate Clinic **3c-0l-3cr**

Prerequisites: SPLP 310, 410, GPA of 3.0 or better, all major courses, program director's permission

Rationale: SPLP 420, Undergraduate Clinic, is being revised in order to change the prerequisites. Currently, the course prerequisites include two classes that have been eliminated from our program requirements, and they do not include two courses that we added to our program requirements.

v. Current Course Title and Prerequisites:

EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence **3c-0l-3cr**

Prerequisites: EDEX 110, early childhood education/special education majors only

Proposed Course Title and Prerequisites:

EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence **3c-0l-3cr**

Prerequisite: early childhood education/special education majors only

Rationale: EDEX 278 is a course in which students are exposed to characteristics of and methods of instruction for persons with adaptive behavior and learning needs and was originally in the second Field Experience block in the ECSP curriculum thus requiring Step I. Over time program faculty came to realize that exposure to the information contained in EDEX 278 while in the field was not advantageous for our students. A change was made in 2015 to move EDEX 278 out of the field experience block so students would

be better prepared for their field experiences. We did not change the prerequisites for EDEX 278 when we moved the course out of the block in 2015. Since 2015 department personnel have been doing course overrides for EDEX 278 because of the curriculum sequence change. We would like a prerequisite change to facilitate ease of registration for ECSP majors and help decrease the number of overrides written for this course.

b. Program Catalog Description Change:

Current Program Description:

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 qualifies 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 PDE Educational Specialist Certification as a School Speech-Language Pathologist are available only to holders of the master's degree in speech-language pathology.
3. Students will need a minimum cumulative GPA greater than 3.5 to qualify for admission to most graduate schools.
4. Upon completion of a master's degree in speech-language pathology at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public school and early intervention programs, and rehabilitation settings.
5. To be eligible to register for 300- and 400-level courses in the major, students must meet the junior standing requirement of a minimum overall cumulative GPA of 3.25 and verification by the academic advisor that the program's dispositions are met or exceeded. Students must also complete 25 hours of observation in speech-language pathology or audiology (depending upon career objectives) supervised by an IUP faculty member who holds a Certificate of Clinical Competence. These are completed through enrollment in SPLP 310 and 410.

Transfers, changes of major, and post-baccalaureate admissions into the undergraduate Speech-Language Pathology and Audiology program will be approved on a competitive basis. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative GPA of 3.0 or greater 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.

Proposed Catalog Description:

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 qualifies 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 PDE Educational Specialist Certification as a School Speech-Language Pathologist are available only to holders of the master's degree in speech-language pathology.
3. Students will need a minimum cumulative GPA greater than 3.5 to qualify for admission to most graduate schools.
4. Upon completion of a master's degree in speech-language pathology at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public school and early

intervention programs, and rehabilitation settings.

5. To be eligible to **register for observation courses (SPLP 310 and 410) and undergraduate clinic (SPLP 420)**, students must meet the requirement of a minimum overall cumulative GPA of 3.25. Students must also complete 25 hours of observation in speech-language pathology or audiology (depending upon career objectives) supervised by an IUP faculty member who holds a Certificate of Clinical Competence. These are completed through enrollment in SPLP 310 and 410.

Transfers, changes of major, and post-baccalaureate admissions into the undergraduate Speech-Language Pathology and Audiology program will be approved on a competitive basis. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative GPA of 3.0 or greater 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.

c. Program Revision

Current Program:

Bachelor of Science—Speech-Language Pathology and Audiology

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

Major:

Required Courses:

EDEX 111	Introduction to Exceptional Persons	3cr
SPLP 111	Introduction to Communication Disorders	3cr
SPLP 122	Clinical Phonology	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 242	Speech Science I: Theory and Measurement	3cr
SPLP 251	Anatomy and Physiology of Speech and Swallowing	3cr
SPLP 275	Language Science	3cr
SPLP 310	Observation in Communication Disorders I (1, 2)	1cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 334	Language Development	3cr
SPLP 342	Neuroscience for Communication Disorders	3cr
SPLP 401	Communication and Social Competence for Children with Autism	3cr
SPLP 406	Clinical Management of Articulation and Language	3cr
SPLP 408	Organic Disorders	3cr
SPLP 410	Observation in Communication Disorders II (2)	1cr
SPLP 412	Organization and Administration of Speech, Language, and Hearing Programs	3cr

Free Electives:

26-27

Proposed Program:

Bachelor of Science—Speech-Language Pathology and Audiology

Liberal Studies: As outlined in Liberal Studies section 46-47 with the following specifications:
Mathematics: 3cr
Natural Science: BIOL 104 required; any PHYS or CHEM; PHYS 105 or SCI 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 6cr, PSYC 310, MATH 217, no courses with SPLP prefix

Major:

Required Courses:

EDEX 111	Introduction to Exceptional Persons	3cr
SPLP 111	Introduction to Communication Disorders	3cr
SPLP 122	Clinical Phonology	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 242	Speech Science	3cr
SPLP 251	Anatomy and Physiology of Speech and Swallowing	3cr
SPLP 275	Language Science	3cr
SPLP 310	Observation in Communication Disorders I (1)	1cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 334	Language Development	3cr
SPLP 342	Neuroscience for Communication Disorders	3cr
SPLP 401	Communication and Social Competence for Children with Autism	3cr
SPLP 406	Clinical Management of Articulation and Language	3cr
SPLP 408	Organic Disorders	3cr
SPLP 410	Observation in Communication Disorders II (1)	1cr
SPLP 412	Organization and Administration of Speech, Language, and Hearing Programs	3cr

Free Electives:

29-30

Recommended Courses: EDSP 102, SPLP 312,

EDSP 102, SPLP 420 (2), 422

420 (1), 422

120

Total Degree Requirements:

120

Total Degree Requirements:

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

- (1) Prior to enrollment in SPLP 310, 410, and 420, students must successfully obtain: Act 34 and Act 151 clearances, Act 24 Arrest or Conviction Report, Act 114 FBI Fingerprinting (continuing enrollment in IUP is required for fingerprinting to remain valid), Title IX mandated reporter training, TB Test (must be renewed annually), speech and hearing screening. For SPLP 420, students must also become a national member of NSSLHA and obtain student clinician professional liability coverage.

Rationale: As per the October 2016 BOG amended policy, LS credits should be within 40-48 credits. Our program currently has 49-50. Therefore, we need to reduce the number of total LS credits required within our program. Additionally we need to revise old wording in one line of our program catalog description. We previously stated we would admit students on three different dates during the year; we removed that, however, the catalog still mentions “on those dates” which is confusing. We also want to update which courses are affected by the GPA requirement. Lastly we have a proposal in to change the name of one course; therefore, we would like to update the catalog description list of required courses to match the new course names.

11. Department of Human Development, Fashion and Interior Design—New Courses, Catalog Description Change, Course Number Change, Modification of Prerequisites, Course Revision, and Program Revisions

APPROVED**a. New Courses:****i. Catalog Description:****INDS 470 Interior Design Capstone****3c-0l-3cr****Prerequisite:** Senior Standing

Examines design issues in interior design research with faculty approval. Research is used in the development of a design program which informs a solution that focuses on the adaptive reuse of an existing building. Incorporates experience and knowledge gained from courses throughout the interior design curriculum. Culminates in a presentation of research findings and design solution.

Rationale: With the goal of applying for a visit from our accrediting body, the Council for Interior Design Accreditation (CIDA), it is necessary to align our curriculum with their established and required standards. A comprehensive course such as this aligns with (at a minimum) CIDA standards: Human-Centered Design (std. 7), the Design Process (std. 8), Communication (std. 9), and Products and Materials (std. 13).

ii. Catalog Description:

CDFR 430 Poverty and Human Development**3c-0l-3cr****Prerequisite:** CDFR 425

Examines the measurement and perception of socioeconomic status in the United States with an emphasis on poverty. Facilitates the discussion of research, theory, and policy related to poverty and human development.

Rationale: This course is being proposed to provide students with an elective that meets an unmet need in the curriculum and to fulfill an unmet need within two CDFR program concentrations: (1) youth and family concentration, and (2) infant toddler mental health. Those in the youth and family concentration are preparing for the Family Life Educator certification. Family life educators frequently work with families that have limited financial resources. Moreover, students interested in working with infants and toddlers with mental health concerns are likely to work with families with limited financial resources as well. It is important for CDFR students interested in working in places such as Head Start and Family Support, as well as those pursuing the noted CDFR concentrations, to understand poverty, existing programs, existing policies, and the implications for human development.

b. Catalog Description Change, Course Number Change, Modification of Prerequisite, and Course Revision

Current Catalog Description:**INDS 310 Human Factors in Interior Design****3c-0l-3cr****Prerequisite:** Junior Standing

The study of human and technology systems interface as related to interior design. Emphasizes ergonomic and economic decision making to ensure that the user can function with a minimum of stress and a maximum of efficiency.

Proposed Catalog Description:**INDS 210 Human Factors in Interior Design****3c-0l-3cr**

Examines the manner in which humans, including special populations, and the built environment interface within various cultural settings. Focuses on relevant building codes as they impact the health and safety of the individual. Emphasis placed on Universal Design concepts and accessible code compliance.

Rationale: It is necessary to update the course description as well as the course objectives to better meet the standards as established by the Council for Interior Design Accreditation.

c. Program Revisions:**i. Current Program:****Proposed Program:****Bachelor of Science—Interior Design****Bachelor of Science—Interior Design**

Liberal Studies: As outlined in Liberal Studies section 47-48 with the following specifications:
Fine Arts: Fulfilled by ARHI 205

Liberal Studies: As outlined in Liberal Studies section 46-48 with the following specifications:
Fine Arts: Fulfilled by ARHI 205 recommended

Humanities: PHIL 223 recommended

Mathematics: MATH 101 or higher

Natural Science: Option I, SCI 105-106 recommended

Social Science: PSYC 101, SOC 151 or 161

Liberal Studies Electives: 6cr, ARHI 207, ECON 122, no courses with INDS prefix

Major:

Required Courses:

~~FSMR 215~~ ~~Textiles~~ ~~3cr~~

INDS 105 Introduction to Interior Design 3cr

INDS 118 Interior Design Graphics 3cr

~~INDS 205~~ ~~Color Theory and Application~~ ~~3cr~~

INDS 218 Computer Technology for Interior Design 3cr

INDS 219 Kitchen and Bath Design 3cr

INDS 230 Presentation for Interior Design 3cr

INDS 240 Three-Dimensional Design for Interior Design 3cr

~~INDS 305~~ ~~Interior Lighting~~ ~~3cr~~

INDS 310 Human Factors in Interior Design 3cr

INDS 313 Building Systems I: Materials and Finishes 3cr

INDS 315 Residential Design Studio 3cr

INDS 370 History of Interior Design and Architecture I 3cr

INDS 380 History of Interior Design and Architecture II 3cr

INDS 405 Interior Design Professional Practice 3cr

INDS 464 Commercial Design Studio I 3cr

INDS 465 Commercial Design Studio II 3cr

Other Requirements:

Outside Concentration:

Business: BCOM 321, MKTG 320 6cr

Art: ART 114; two courses from the following:

ART 213, 214, 215, 216, 218, ~~219~~, COMM 271, 371, 471, THTR 116, 120, 221, 320, 321, 489 9cr

Free Electives: (1) 6-7

Total Degree Requirements: 120

(1) Students are encouraged to complete an internship.

Mathematics: MATH 101 or higher

Natural Science: Option I: SCI 105-106 and

SCI 107/117 **or** Option 2: SCI 105 and SCI 107

Social Science: PSYC 101, SOC 151 or 161, Global

and Multicultural Awareness course

Liberal Studies Electives: 6cr, ARHI 207, ECON 122,

no courses with INDS prefix

Major:

Required Courses:

INDS 105 Introduction to Interior Design 3cr

~~INDS 110~~ ~~Color and Light~~ ~~3cr~~

INDS 118 Interior Design Graphics 3cr

INDS 210 Human Factors in Interior Design 3cr

INDS 218 Computer Technology for Interior Design 3cr

INDS 219 Kitchen and Bath Design 3cr

INDS 230 Presentation for Interior Design 3cr

INDS 240 Three-Dimensional Design for Interior Design 3cr

INDS 313 Building Systems I: Materials and Finishes 3cr

INDS 315 Residential Design Studio 3cr

~~INDS 323~~ ~~Building Systems II: Mechanicals~~ ~~3cr~~

INDS 370 History of Interior Design and Architecture I 3cr

INDS 380 History of Interior Design and Architecture II 3cr

INDS 405 Interior Design Professional Practice 3cr

~~INDS 460~~ ~~Portfolio~~ ~~3cr~~

INDS 464 Commercial Design Studio I 3cr

INDS 465 Commercial Design Studio II 3cr

~~INDS 470~~ ~~Interior Design Capstone~~ ~~3cr~~

Other Requirements: 15

Outside Concentration:

Business: BCOM 321, MKTG 320 6cr

Art: ART 114; two courses from the following:

ART 213, 214, 215, 216, 218, COMM 271, 371, 471, THTR 116, 120, 221, 320, 321, 489 9cr

Free Electives: (1) 3-5

Total Degree Requirements: 120

(1) Students are encouraged to complete an internship.

Rationale: We are revising this program to accommodate recent curriculum additions and changes. These include organizing newly created courses and re-organizing existing courses within our program in preparation for a visit by our accrediting body, the Council for Interior Design Accreditation (CIDA).

ii. Current Program:

Bachelor of Science—Child Development and Family Relations

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

Mathematics: 3cr

Social Science: ANTH 110 or any global or multicultural social science course, PSYC 101, SOC 151 or 161

Liberal Studies Electives: 6cr, FCSE 315 and FDNT

Proposed Program:

Bachelor of Science—Child Development and Family Relations

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

Mathematics: 3cr

Social Science: ANTH 110 or any global or multicultural social science course, PSYC 101, SOC 151 or 161

Liberal Studies Electives: 6cr, FCSE 315 and FDNT

145, no courses with INDS prefix

Major:	46-47
Required Courses:	
CDFR 218 Child Development	3cr
CDFR 224 Marriage and Family Relations	3cr
CDFR 310 Childhood Observation and Assessment	3cr
CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices	3cr
CDFR 322 Early Care and Education or CDFR 420 Infant/Toddler Mental Health (2) or CDFR 481 Special Topics	3cr
CDFR 323 Family Issues	3cr
CDFR 410 Infant and Toddler Development	3cr
CDFR 411 Family and Community	3cr
CDFR 425 Adolescence: Risk and Resiliency	3cr
CDFR 426 Techniques of Parent Education	3cr
CDFR 427 Administration of Human Service Programs	3cr
CDFR 428 Family Dynamics	3cr
CDFR 429 Teaching in Child Development Centers	4cr
SOC 428 Child Abuse	3cr

Other Requirements: 3-4cr**Outside Courses:**NURS 202 Foundations of Child Health *or* BIOL 150 Human Anatomy 3cr
4cr**Free Electives: (1)**

Three optional concentrations:

Early Intervention

CDFS 315, EDEX 111, 415, 460, KHSS 209, 370 18cr

Infant/Toddler Mental HealthCDFS 315, 420, ~~481~~, EDEX 111, 460 15cr**Youth and Families**

CDFS 481, EDEX 460, FCSE 350, KHSS 450, PSYC 312 15cr

Total Degree Requirements: 120

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

145, no courses with INDS prefix

Major:	46-47
Required Courses:	
CDFS 218 Child Development	3cr
CDFS 224 Marriage and Family Relations	3cr
CDFS 310 Childhood Observation and Assessment	3cr
CDFS 321 Preschool Education: Play and Developmentally Appropriate Practices	3cr
CDFS 323 Family Issues	3cr
CDFS 410 Infant and Toddler Development	3cr
CDFS 411 Family and Community	3cr
CDFS 425 Adolescence: Risk and Resiliency	3cr
CDFS 426 Techniques of Parent Education	3cr
CDFS 427 Administration of Human Service Programs	3cr
CDFS 428 Family Dynamics	3cr
CDFS 429 Teaching in Child Development Centers	4cr
CDFS Elective	3cr
SOC 428 Child Abuse	3cr
Other Requirements:	3-4cr
Outside Courses:	3cr
NURS 202 Foundations of Child Health <i>or</i> BIOL 150 Human Anatomy	4cr

Free Electives: (1)

Three optional concentrations: 26-28

Early Intervention

CDFS 315, EDEX 111, 415, 460, KHSS 209, 370 18cr

Infant/Toddler Mental HealthCDFS 315, 420, ~~430~~, EDEX 111, 460 15cr**Youth and Families**CDFS ~~430~~ *or* 481, EDEX 460, FCSE 350, KHSS 417, PSYC 312 15cr**Total Degree Requirements:** 120

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

Rationale: We are revising this program to accommodate recent curriculum additions and changes. These include: (1) increasing the options for students by removing the OR statement and changing it to any CDFS elective, and (2) changing the previous special topics to the new course CDFS 430. Additionally KHSS 450 is being replaced with the newer KHSS 417.

12. Department of Hospitality Management—Course Revisions, Catalog Description Changes, Course Number Changes, Modification of Prerequisites, Course Hour Changes, New Program

APPROVED

a. Course Revisions, Catalog Description Changes, Course Number Changes, Modification of Prerequisites, Course Hour Changes

i. Current Approved Catalog Description:

HOSP 493 Exploratory Hospitality Field Experience **var-3cr**

Prerequisites: HOSP 310, 2.0 overall GPA, 60 earned credits, and 24 earned HOSP credits

An opportunity for students to work in a supervised experience directly related to the hospitality management major. Must meet university and departmental internship requirements. Minimum of 40 work hours required for each scheduled credit.

Proposed Catalog Description:

HOSP 393 Exploratory Hospitality Field Experience **var-3-12cr**

Prerequisites: HOSP 310, 2.0 overall GPA, 45 earned credits in A.S. or 60 earned credits in B.S., and 12 earned HOSP credits

Provides practical experience in the hospitality industry with approved internship sites. Students should select a segment of the hospitality industry relating to their interested concentration area to obtain experience.

Rationale: The course number is being changed to reflect the fact that this is the first required internship experience of hospitality majors. Students traditionally enroll in their first internship experience during their junior year. Therefore, HOSP 393 better reflects the appropriate course level. A.S. students need at least 45 credits before taking this course. The course description, outcomes and outline were revised to reflect an updated internship handbook that was recently developed internally to clarify student internship requirements and assessment techniques. These items were also revised to meet accreditation standards.

ii. Current Approved Catalog Description:

HOSP 494 Internship **var-3cr**

Prerequisite: HOSP 493

Practical experience in the hospitality industry with approved internship sites. May be scheduled only after consultation with the department internship coordinator.

Requirements include rotating through three industry appropriate departments, specific to their career interests that give students a broad view of the various management systems in the organization, a work diary, and final report. See internship coordinator for more information.

Proposed Catalog Description:

HOSP 493 Internship **var-3-12cr**

Prerequisite: HOSP 393, senior status, 2.0 overall GPA

Provides practical experience in the hospitality industry with approved internship sites. May be scheduled only after consultation with the department internship coordinator.

Requirements include rotating through appropriate industry departments, specific to their career interests that give students a broad view of the various management systems in the organization and the completion of the final portfolio. See internship coordinator for more information.

Rationale: The course number is being changed in response to changing the first internship experience to HOSP 393. Traditionally 493 is used as the course number to reflect internship courses across the university. Therefore, the department will use HOSP 493 to reflect the second internship requirement in the curriculum, which is a senior level course. The course description, outcomes and outline were revised to reflect an updated internship handbook that was recently developed internally to clarify student internship requirements and assessment techniques. These items were also revised to meet accreditation standards.

b. New Program:

Associate of Science—Hospitality Management

The Associate of Science in Hospitality Management prepares students for entry-level positions in the hospitality industry. The program is proposed to allow for provision via a hybrid model, involving face-to-face, Zoom, and online course delivery. Coursework includes hospitality management theory, hospitality human resources management, hospitality cost controls, hospitality marketing, and hospitality legal issues. The Department of Hospitality Management is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA).

Associate of Science—Hospitality Management	60
Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	24
Learning Skills: ENGL 101, MATH 101 or higher	6cr
Fine Arts	3cr
Humanities: HIST 196, 197 or 198; ENGL 121, Philosophy/Religious Studies	9cr
Natural Science: Non Lab Science	3cr
Social Science: ECON 101 or 121	3cr
Hospitality Core:	36
HOSP 101 Introduction to the Hospitality Industry	1cr
HOSP 130 Food Service Sanitation	1cr
HOSP 150 Principles of Hospitality Management	3cr
HOSP 220 Food Services Operations	3cr
HOSP 256 Human Resources in the Hospitality Industry	3cr
HOSP 259 Hospitality Purchasing	3cr
HOSP 260 Hotel Operations Management	3cr
HOSP 265 Hospitality Cost Management	3cr
HOSP 310 Professional Development in the Hospitality Industry	3cr
HOSP 320 Hospitality Marketing	3cr
HOSP 330 Applications of Food Production and Service	4cr

HOSP 335	Legal Issues in Hospitality	3cr
HOSP 393	Internship	3cr

Rationale: The Associate of Science in Hospitality Management is envisioned as a free-standing educational program offering an industry-specific skill-set, utilizing a hybrid method of offering the program. This AS program is targeted to a niche population of potential students interested in gaining entry-level employment in the hospitality industry without commitment to a four-year program. Industry demand for entry-level management positions continues to exceed supply. To meet this demand, hospitality recruiters hire qualified personnel to manage their operations. Qualified personnel have a bachelor degree, associate degree, or are promoted from within based on experience. The Associate of Science in Hospitality Management will provide an opportunity for gainful employment after only two years of study. Students, however, after gaining confidence in their academic performance, may opt to matriculate directly into the bachelor degree program. Alternatively the student with the Associate of Science, after gaining professional experience, may later opt to complete the bachelor degree in Hospitality Management. Tuition reimbursement is a common hospitality industry benefit.

Another potential niche population for the Associate of Science in Hospitality Management will be the current and potential students enrolled at the IUP Academy of Culinary Arts (ACA). The Department of Hospitality Management and ACA have a formal articulation agreement which transfers a maximum 42 credits upon the student's completion of the culinary certificate toward their bachelor degree. ACA students, who may not currently be interested in pursuing the BS degree, can pursue an associate degree in Hospitality Management. The Associate degree may also attract students who might not otherwise have considered the culinary field.

And finally, the Associate of Science in Hospitality Management will provide extended opportunities for local residents to pursue higher education and promote more efficient utilization of resources on the Punxsutawney and Northpointe campuses.

13. Department of Music—New Course, Catalog Description Changes, Prerequisite Modifications, and Course Title Change, Program Revisions

APPROVED

a. New Course:

Catalog Description:

MUSC 190 Introduction to Music Education

1c-1l-1cr

Introduces foundational concepts and practices in music education.

Rationale: This course will provide first year music education students valuable experiences in the framework of music education which are not currently available in the B.S. in Education- Music Education program. (1) It will provide vital techniques in observation and reflection that will be applied throughout the field experiences and methods classes. Research clearly shows that field experiences early in music teacher education provide much needed tools for music teacher identity formation. (2) The course will provide context for core music courses in theory, aural skills, history, ensembles, and applied work which students take during their first four semesters. By processing their

development in these courses as future music educators as well as students, deeper and more effective results in upper levels courses will be achieved. Additionally, this course will provide fundamental knowledge in music psychology and music learning, fundamentals of music assessment, lesson planning for musical experiences, music education ethics. (3) The course provides an introduction to philosophical, theoretical, and methodological frameworks unique to music education. (4) The course will also provide learning in organizational and life skills required for music educators which are not addressed in the current curriculum.

b. Catalog Description Changes:

i. Current Catalog Description:

MUSC 113 Theory I Practicum

0c-1l-0cr

Prerequisite: Music major or instructor permission

Corequisite: MUSC 115

Reinforces the core concepts of MUSC 115 via recitation, written coursework, guided listening, and musicianship drills. Any student who enrolls in Theory I may also register for the practicum. Students who fail the departmental theory placement exam must complete the course.

Proposed Catalog Description:

MUSC 113 Theory I Practicum

0c-1l-0cr

Prerequisite: Music major or instructor permission

Reinforces the core concepts of MUSC 115 via recitation, written coursework, guided listening, and musicianship drills. Students who fail the department's **undergraduate diagnostic** exam must **complete MUSC 113 in conjunction with MUSC 115**.

Rationale: The course is being revised in order to remove the corequisite requirement that students enroll concurrently in MUSC 115 Theory I. The corequisite causes registration problems in that it forces those who are not required to take MUSC 113 Theory I Practicum to complete an override form in order to register for MUSC 115 Theory I. The revised course description makes clear the relationship between the courses.

ii. Current Catalog Description and Course Title:

MUSC 132 Men's or Women's Chorus

var-0-1cr

Provides choral ensemble experience for men's and women's voices, respectively.

MUSC 132 Treble or Bass Chorus

var-0-1cr

Provides choral ensemble experience for **vocalists with treble or bass** voices, respectively.

Rationale: The course is being revised in order to update its title and catalog description. The proposed title frames the structure of the ensemble in terms of vocal range rather than gender, and is therefore more inclusive.

iii. Current Catalog Description:

MUSC 140 Popular Music Ensemble**0c-3l-1cr**

Prerequisite: MUSC 114 and/or instructor permission by audition on voice or an instrument or by presenting evidence of electronic music creation.

Laboratory for performance and creative expression in any popular music style, past, present, or future. Instruction in small groups selected by instructor and students including pre-existing bands, as well as group instruction and critiques. Areas of focus include creativity within popular music styles, group rehearsal dynamics and techniques, and preparing for live performances. May be repeated for credit.

Proposed Catalog Description:**MUSC 140 Popular Music Ensemble****0c-3l-1cr**

Laboratory for performance and creative expression in all popular musical styles. Includes individual and group projects based their abilities, artistic interests, and the makeup of the ensemble. Some background with songwriting, voice, or a musical instrument is encouraged, but the course is open to any interested student. May be repeated for credit.

Rationale: The course is being revised in order to remove its prerequisite. The instructors have determined that the prerequisite is unnecessary given the intended makeup and objectives of the ensemble.

c. Program Revisions:

i. Current Program:			Proposed Program:		
Certificate—Popular Music Studies (1)			Certificate—Popular Music Studies		19
Core Courses:			Required Courses:		10
APMU _____	Two Semesters of Applied Music (1cr)	2cr	COMM 249	Basic Audio Recording Techniques	3cr
COMM 249	Basic Audio Recording Techniques	3cr	COMM 414	Music, Media, and Culture	3cr
COMM 414	Music, Media, and Culture	3cr	MUSC 114	Analysis of Popular Music	3cr
MUSC 114	Analysis of Popular Music	3cr	MUSC 140	Popular Music Ensemble	1cr
MUSC 140	Popular Music Ensemble (2)	2cr			
Electives:			Electives:		9
Two courses from the following:			9 credits from the following:		
COMM 354, 459, MUHI 333			APMU _____	Applied Music (1)	1-2cr
			COMM 354	Media Law and Policy	3cr
			COMM 449	Advanced Audio Recording Techniques	3cr
			MUHI 333	History of Popular Music Since 1945	3cr
			MUSC 140	Popular Music Ensemble (2)	1-3cr
(1) An audition on an instrument (including voice) or a portfolio of recorded compositions is required for entrance into the program.			(1) Applied music instructors may require certificate participants to demonstrate basic proficiency with voice or a musical instrument. Students may elect up to two semesters of 1cr lessons.		
(2) Two semesters of this 1cr course are required.			(2) Students must register for MUSC 140 Popular Music Ensemble (1cr) at least once. The course may be repeated up to three times for a total of four credits.		

Rationale: The program is being revised in order to remove the requirement that prospective students complete an entrance audition; to redistribute the core courses and electives in such a way that applied music (APMU) courses become optional; and to update the catalog description

accordingly. Music faculty who teach courses in the program, particularly MUSC 140 Popular Music Ensemble, have decided that the audition process is unnecessary and limits the appeal of the program to non-music students who may not have had formal training.

While the department expects that most applicants will have some experience with performance, songwriting, or music production, some who are otherwise good candidates for the program may lack the experience or inclination to complete applied music courses. Therefore, the two credits of APMU instruction presently required are better situated as electives. The total credit load of the certificate is unchanged at 19 credits.

ii. Current Program:		Proposed Program:	
Minor—Music (1)	18	Minor—Music (1)	18
Required Courses: 15-18 Applied Music (APMU ____) (2) 2cr MUSC 115 Theory I 3cr MUSC 111 Theory Skills I <i>or</i> 2cr <i>or</i> 116 Theory II 3cr 2-4 semesters of the following: MUSC 120-136 (1cr each) 2-4cr 6cr of MUHI or MUSC 300 or above 6cr		Required Courses: 15-18 Applied Music (APMU ____) (2) 2cr MUSC 111 Theory Skills I <i>or</i> 2cr <i>or</i> 116 Theory II 3cr MUSC 115 Theory I 3cr 2-4 semesters of the following: MUSC 120- 140 (1cr each) 2-4cr 6cr of MUHI or MUSC 300 level or above 6cr	
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, and 337)		Electives: 0-3 Courses with MUSC, MUHI or APMU (by permission only) prefix, except ensembles (MUSC 120- 140) and courses in the music education sequence (MUSC 155 , 157, 159, 161, 219, 240, 331, 333, 335, and 337)	
(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.		(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.	

Rationale: The program is being revised in order to update the listed ensemble courses to include MUSC 137 Piano Accompanying, MUSC 138 Vocal Repertory Ensemble, MUSC 139 Piano Ensemble, and MUSC 140 Popular Music Ensemble. The revision entails two minor adjustments. The list of ensembles under the Required Courses should be changed from "MUSC 120-136" to "MUSC 120-140." The same change should be made to the list of ensembles under Electives. Also, MUSC 155 Class Strings I should be added to the list of ineligible courses in the music education sequence. Its absence there is an oversight, so this is a good opportunity to correct it.

14. Department of Management—Program Deletions, Course Revisions, and Catalog Description Changes

APPROVED

a. Program Deletions:

Bachelor of Science – Management/Professional Land and Resource Management

Bachelor of Science – Management Energy Accounting and Finance

Rationale: We were overambitious when we created three related tracks in the area of energy management: 1) Energy Management, 2) Professional Land and Resource Management, and 3) Energy Accounting and Finance. After about three years, we realize clearly that given our enrollment numbers and faculty strength we cannot support all three tracks. In addition, we recently met with our advisory board that includes professionals from the energy-related business community. Based on their input, we have decided to delete these two tracks and revamp the first track (Energy Management).

b. Course Revisions and Catalog Description Changes:

i. Current Catalog Description:

MGMT 451 International Management

3c-0l-3cr

Prerequisite: MGMT 310

Focuses on the complex role of multinational corporations (MNCs) in today's global economy. Offers an in depth perspective on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. Reviews research in the field, including current issues, trends, and practices.

Proposed Catalog Description:

MGMT 451 International Management

3c-0l-3cr

Prerequisite: MGMT 310

Focuses on the complex role of multinational corporations (MNCs) in today's global economy. Offers an in depth perspective on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. Emphasizes the impact of cultures, women, religions, ethnic minorities, racial minorities and country uniqueness upon international management.

Rationale: MGMT 451, International Management, by definition deals with global issues. To be effective in International Management, one must understand how to deal with different cultures, religions, legal systems, and beliefs around the world. All are covered in this course. We are highlighting the importance of global multicultural awareness in the management of multinational organizations.

ii. Current Catalog Description:

MGMT 454 International Competitiveness

3c-0l-3cr

Prerequisite: MGMT 310

Focuses on how nations and firms seek to improve or sustain their competitive positions in a changing global marketplace. Explores a wide range of contemporary topics such as global economic challenges and trade interdependence, emerging forms of business organizations, and the logic for competing globally. Environments are

addressed. Examines various theories, models, and cases dealing with competitive advantage.

Proposed Catalog Description:

MGMT 454 International Competitiveness

3c-01-3cr

Prerequisite: MGMT 310

Focuses on how nations and firms seek to improve or sustain their competitive positions in a changing global marketplace. Explores a wide range of contemporary topics such as global economic challenges, trade interdependence, the impact of cultures, women, religions, ethnic minorities, racial minorities and country uniqueness upon the competitiveness of emerging forms of businesses.

Rationale: MGMT 454, International Competitiveness, definition deals with global issues. To be competitive internationally, one must understand how to deal with different cultures, religions, legal systems, and beliefs around the world. All are covered in this course. We are highlighting the importance of global multicultural awareness in the management of multinational organizations.

15. Departments of Marketing and Management—Course Revision and Catalog Description Change

APPROVED

Current Catalog Descriptions:

MGMT 350 International Business

3c-01-3cr

Prerequisite: MGMT 310

Studies the international dimensions of business and the critical environmental and organizational factors that affect managerial approaches in the international arena. Focuses on the management problems stemming from the movement of goods, human resources, technology, finance, or ownership across international boundaries. (Also offered as MKTG 350.)

MKTG 350 International Business

3c-01-3cr

Prerequisite: MGMT 310

Studies the international dimensions of business and the critical environmental and organizational factors that affect managerial approaches in the international arena. Focuses on the management problems stemming from the movement of goods, human resources, technology, finance, or ownership across international boundaries. (Also offered as MGMT 350.)

Proposed Catalog Descriptions:

MGMT 350 International Business

3c-01-3cr

Prerequisite: MGMT 310

Studies the international dimensions of business and the critical environmental and organizational factors that affect managerial approaches in the international arena. Focuses

upon the impact of cultures, women, religions, ethnic minorities, racial minorities and country uniqueness upon international businesses. (Also offered as MKTG 350.) (Students cannot earn credit for both MGMT 350 and MKTG 350, unless the course is a D/F repeat, whereupon it will serve as a substitute for the original D/F course.)

MKTG 350 International Business

3c-0l-3cr

Prerequisite: MGMT 310

Studies the international dimensions of business and the critical environmental and organizational factors that affect managerial approaches in the international arena. Focuses upon the impact of cultures, women, religions, ethnic minorities, racial minorities and country uniqueness upon international businesses. (Also offered as MKTG 350.) (Students cannot earn credit for both MGMT 350 and MKTG 350, unless the course is a D/F repeat, whereupon it will serve as a substitute for the original D/F course.)

Rationale: MGMT/MKTG 350, International Business, deals with global issues. To be effective in International Business, one must understand how to deal with different cultures, religions, legal systems, and beliefs around the world. All are covered in this course. We are highlighting the importance of global multicultural awareness in the management of international business.

16. Department of Nursing and Allied Health Professions—New Courses, Modification of Prerequisites, Course Title Changes, Course Revisions, Course Deletions, Program Revisions

APPROVED

a. Course Deletions:

RESP 330 Cardiopulmonary Resuscitation
RESP 337 Introduction to Pulmonary Function Studies
RESP 428 Essentials of Electrocardiography
RESP 431 Pediatric Respiratory Care
RESP 434 Neonatal Respiratory Care
RESP 436 Respiratory Care Teaching
RESP 437 Methods of Critical Care
RESP 438 Cardiopulmonary Rehabilitation

Rationale: These classes are being deleted because they are being replaced by new classes or revised courses.

b. Course Changes:

i. Catalog Description Change, Prerequisite Modification, and Credit Hour Change

Current Catalog Description:

RESP 326 Respiratory Care Clinical Practice I

3c-0l-3cr

First exposure to patient care. An introduction to and practice of basic respiratory care treatment and modalities.

Proposed Catalog Description:

RESP 326 Respiratory Care Clinical Practice I

0c-9l-3cr

Prerequisites: Respiratory Care majors; Grades of "C" or better in BIOL 150 and 240

Corequisites: RESP 328 and 329 and 335

Introduces patient care in the clinical setting on the general floors and in the intensive care unit. Emphasizes the practice of basic respiratory care treatment modalities.

Performs patient assessments and evaluates therapy outcomes. Includes sessions of simulated patient clinical training and evaluations as preparation for the hospital experience.

Rationale: The catalog description is being revised to include pre and corequisites, and to provide more detail in the description. In addition, the course hours were incorrect in the catalog: they had been misstated as 3c-0l-3cr and should read: 0c-9l-3cr.

ii. Catalog Description Change and Prerequisite Modification:

Current Catalog Description:

RESP 327 Pharmacology

3c-0l-3cr

An introduction to pharmacology and therapeutics. Emphasizes the drugs used in respiratory care. Drug classification, action, usage, dosage, and availability are discussed.

Proposed Catalog Description:

RESP 327 Pharmacology

3c-0l-3cr

Prerequisites: Respiratory Care majors; Grade of "C" or better in RESP 335, or by Program Director permission.

Introduces pharmacology and therapeutics. Emphasizes the medications used in respiratory care. Discusses medication classification, action, usage, dosage, side effects and availability.

Rationale: The catalog description is being revised in order to identify pre and corequisites. The catalog description has been edited to match the current catalog style.

iii. Course Revision, Catalog Description Change, Course Title Change, Prerequisite Modification, and Credit Hour Change:

Current Catalog Description:

RESP 328 Introduction to Respiratory Care

4c-0l-4cr

Topics include medical terminology and an overview of cellular structure and function. Emphasizes neuro-physiology, respiratory anatomy, and physiology.

Proposed Catalog Description:

RESP 328 Applied Concepts in Respiratory Care

3c-0l-3cr

Prerequisite: Respiratory Care majors

Corequisites: RESP 326 and 329 and 335 or by Program Director permission

Investigates in fine detail the cardiopulmonary anatomy, physiology, cellular structure and function, and neuro-physiology. Reviews medical terminology pertaining to respiratory care. Introduces the physiologic assessment of gas exchange via arterial blood gas.

Rationale: This course is being revised in order to identify pre and co-requisites and to modify the course description to provide more detail. In addition, the credits are being revised to reflect fewer hours in medical terminology and the content has been updated.

iv. Catalog Description Change and Prerequisite Modification:

Current Catalog Description:

RESP 329 Respiratory Care Equipment

4c-0l-4cr

An introduction to respiratory therapy equipment, related procedures and principles, techniques, and theory of mechanical ventilation. Special emphasis is given to oxygen delivery systems and the rationale for their use.

Proposed Catalog Description:

RESP 329 Respiratory Care Equipment

4c-0l-4cr

Prerequisites: Respiratory Care majors, or by Program Director permission

Corequisites: RESP 326, 328, 335

Introduces respiratory therapy equipment and related procedures. Focuses on the study of medical gas properties, safety systems and pressure-flow relationships. Emphasizes oxygen delivery systems and the rationale for their use. Introduces the principles, techniques and theory of mechanical ventilation. Provides theory of hyperinflation therapies and medication delivery systems. Explores gas laws and mathematics for respiratory care related to the therapeutic delivery of various medical gases and oxygen. Provides problem-solving for equipment difficulties through clinical scenarios.

Rationale: The catalog description is being revised to identify pre and corequisites and to more accurately reflect the course.

v. Catalog Description Change, Prerequisite Modification, and Class Hour Changes

Current Catalog Description:

RESP 333 Respiratory Care Clinical Practice II

3c-0l-3cr

Treatment procedures introduced in Clinical I are continued with greater emphasis on independence. Specialty rotations are added to broaden exposure to respiratory care and critical care.

Proposed Catalog Description:

RESP 333 Respiratory Care Clinical Practice II

0c-9l-3cr

Prerequisites: RESP 326 and 329; Respiratory Care majors

Corequisites: RESP 327 and 334 and 336

Continues application of treatment procedures introduced in Clinical I, providing greater independence and competence. Broadening the exposure to respiratory care and critical care procedures through specialty rotations. Focuses on mechanical ventilation, pathology, patient safety, and diagnostics.

Rationale: This course is being revised to add necessary pre and corequisites to facilitate student success. In addition, the class lab hours are being corrected to reflect actual lab hours.

vi. Prerequisite Modification:

Current Title and No Prerequisites:

RESP 334 Respiratory Care Instrumentation and Application

4c-0l-4cr

Proposed Course Title and Prerequisites:

RESP 334 Respiratory Care Instrumentation and Application

4c-0l-4cr

Prerequisites: Respiratory Care majors, C or better in RESP 326 and 329, or by Program Director permission

Corequisites: RESP 333 and 336

Rationale: The description is being revised in order to clarify pre and corequisites.

vii. Course Revision, Catalog Description Change, Course Title Change, Prerequisite Modification, and Class Hour Change:

Current Catalog Description:

RESP 335 Patient Care Skills

3c-0l-3cr

An overview of the history of respiratory care and nursing. Topics include medical records, infection control, sterilization and psychosocial aspects of illness.

Proposed Catalog Description:

RESP 335 Patient Care and Emergency Skills

4c-0l-4cr

Prerequisites: Respiratory Care majors or by Program Director permission

Corequisites: RESP 326 and 328 and 329

Introduces the history of respiratory care, the health care team and a variety of procedures. Explores the use of respiratory related medicines. Special emphasis is directed toward medical record extraction, documentation, interpretation and analysis. Techniques of equipment processing, infection prevention and control will be discussed. Analyzes patient vital signs, hemodynamic assessments, ventilator preparation, respiratory care emergency management, artificial airways and airway adjuncts. Examines ethical comportment, advanced directives, and organ recovery.

Rationale: Accreditors suggested merging the old RESP 330 with the current course 335 so that it includes and is coupled with advanced emergency airway techniques. Changes in credit hours (from 3 to 4cr) facilitate student adoption of necessary advanced skills.

viii. Catalog Description Change and Prerequisite Modification:

Current Catalog Description:

RESP 336 Cardiopulmonary Evaluation and Clinical Correlation **4c-0l-4cr**

Disease states of the pulmonary and related systems are investigated in progression from etiology through treatment and prognosis.

Proposed Catalog Description:

RESP 336 Cardiopulmonary Evaluation and Clinical Correlation **4c-0l-4cr**

Prerequisites: Respiratory care majors, Grade of "C" or better in RESP 328 or by Program Director permission

Corequisites: RESP 333 and 334

Investigates disease states of the pulmonary and related systems in progression from etiology through treatment and prognosis. Explores bedside patient assessment, ABG diagnostics, and interventions.

Rationale: The catalog description is being revised to clarify pre or corequisites, and to update the description.

ix. Catalog Description Change and Prerequisite Modification:

Current Catalog Description:

RESP 425 Clinical Case Studies **3c-0l-3cr**

Increases the working knowledge of disease states commonly experienced by patients in the critical care setting. Emphasizes recognition and treatment of various disease states. Explores methods for evaluation and treatment of clinical oxygenation disturbances and acid-base disorders. Clinical simulations, case studies, and patient management problems reviewed and discussed. Emphasizes appropriate information-gathering and decision-making techniques.

Proposed Catalog Description:

RESP 425 Clinical Case Studies

3c-0l-3cr

Prerequisites: Respiratory Care majors; grade of "C" or better in RESP 333, 336 or by Program Director permission

Corequisite: RESP 426

Increases the working knowledge of disease states commonly experienced by patients in the critical care setting. Emphasizes recognition and treatment of various disease states. Explores methods for evaluation and treatment of clinical oxygenation disturbances and acid-base disorders. Clinical simulations, case studies, and patient management problems reviewed and discussed. Emphasizes appropriate information-gathering and decision-making techniques.

Rationale: The description is being revised in order to identify pre and corequisites and update the catalog description.

x. Catalog Description Change, Prerequisite Modification, and Class Hour Changes

Current Catalog Description:

RESP 426 Respiratory Care Clinical Practice III

4c-0l-4cr

Respiratory care treatment procedures are continued with emphasis on improving proficiency and refining skills in adult general and critical care areas. The focus is on advanced skills related to mechanical ventilation. Specialty rotations are continued.

Proposed Catalog Description:

RESP 426 Respiratory Care Clinical Practice III

0c-12l-4cr

Prerequisites: Respiratory Care majors; RESP 327, and 333 and 334 and 336 or by Program Director permission

Corequisites: RESP 425 and 434

Continues respiratory care procedures with an emphasis on improving proficiency and refining skills in adult general and critical care areas. Provides experience in neonatal, pediatrics and non-acute health care settings is included with specialty rotations. Focuses on advanced skills related to mechanical ventilation.

Rationale: This course is being revised to add necessary pre and corequisites to facilitate student success. In addition, the class lab hours are being corrected to reflect actual lab hours.

xi. Course Revision, Catalog Description Change, Course Title Change, Prerequisite Modification, and Class Hour Change:

Current Catalog Description:

RESP 429 Design and Function of a Respiratory Care Program

2c-0l-2cr

Basic management principles as they apply to the hospital setting; in particular, respiratory care departments and schools are discussed.

Proposed Catalog Description:

RESP 429 Respiratory Care Leadership

3c-0l-3cr

Prerequisites: Respiratory Care majors; grade of "C" or better in RESP 333, or by Program Director permission

Explores basic leadership and management principles as they apply to the healthcare setting and respiratory care in particular. Emphasizes leadership, professional communications, interactions and resource management in respiratory care and the healthcare environment. Focuses on professional opportunities, professional standards and conduct, leadership opportunities, and the transition from student to practitioner/leader. Includes United States healthcare system construct, regulatory bodies, and regulations for respiratory care. Provides insight into issues impacting respiratory care such as safety, quality, patient satisfaction, human resources and financial management.

Rationale: This course is being revised to make the name more reflective of the course content. It is also revised so that it can include more rigorous discussion of health care issues and skill sets that impact respiratory care leaders today. It also will include more robust coverage of financial considerations and human resource considerations in respiratory care to prepare graduates as leaders, supervisors or managers.

xii. Course Revision, Catalog Description Change, Course Title Change, and Prerequisite Modification

Current Catalog Description:

RESP 430 Pulmonary Function Studies

3c-0l-3cr

Prerequisite: RESP 337

Introduces the advanced diagnostic studies and equipment necessary for diagnosing and quantifying the various lung diseases. Included are advances in invasive studies and rehabilitation evaluation tools.

Proposed Catalog Description:

RESP 430 Cardiopulmonary Diagnostics

3c-0l-3cr

Prerequisites: Respiratory Care majors; Grade of C or better in RESP 329 and 336

Focuses on lung volumes, capacities and measurement. Discusses diagnostic studies, including electrocardiography, equipment and procedures necessary for determining the presence and extent of pulmonary diseases. Examines the causes, recognition and treatment of ECG arrhythmias with interventions and supportive devices. Addresses additional diagnostic methods such as polysomnography, imaging, bronchoscopy and rehabilitative evaluation methods.

Rationale: Accreditors suggested a single, revised Cardiopulmonary Diagnostic course to align with accreditation standards and other B.S. degree programs. This suggestion was due to the current curriculum which has two Pulmonary Functions courses and a 4 credit total for diagnostics. Three credits appears to be typical in many B.S. level respiratory care programs in the United States for diagnostics.

xiii. Catalog Description Change, Class Hour Change, and Prerequisite Modification:

Current Catalog Description:

RESP 433 Respiratory Care Clinical Practice IV **4c-0l-4cr**

Respiratory care treatment procedures are continued with emphasis on functioning with greater independence and improving proficiency and refining skills in adult general and critical care areas. Experience in non-acute health care settings is included. Specialty rotations are continued. Provides opportunities to develop leadership skills.

Proposed Catalog Description:

RESP 433 Respiratory Care Clinical Practice IV **0c-12l-4cr**

Prerequisites: Respiratory Care majors; grade of "C" or better in RESP 426 and 425 and 432

Corequisites: RESP 435 and 439, or by Program Director permission

Continues respiratory care procedures, with emphasis on greater independence, improving proficiency and refinement of skills in adult general and critical care areas. Includes continued clinical experiences in pediatric, neonatal care, and non-acute health care settings. Provides specialty clinical rotations and opportunities to develop leadership skills.

Rationale: The course is being revised in order to identify prerequisites and corequisites. It also needs the correct designation of class and lab hours, since it is a clinical course.

xiv. Catalog Description Change, Course Number and Title Change, Class Hour Change, and Prerequisite Modification

Current Catalog Description:

RESP 342 Preceptorship in Respiratory Care **1c-0l-1cr**

Prerequisites: RESP 326, 328, 329, 330, by permission

An opportunity to gain additional clinical experiences in a supervised health care setting. Participants must meet university and sponsoring preceptorship requirements. May be repeated for a maximum of 5 cr. A minimum of 40 hours is required for each credit.

Proposed Catalog Description:

RESP 493 Respiratory Care Internship

Prerequisites: RESP 326 and 328, and 329, and 335, or by Program Director permission

Provides experience in a supervised practice setting that extends and complements course work in respiratory care. Participants must meet university and sponsoring site

requirements. May be repeated for a maximum of 5 credits. A minimum of 40 hours is required for each credit.

Rationale: The title and number are being revised to reflect similar internship courses at IUP. This is an elective course. Course description is revised only slightly. Course prerequisites changed because RESP 330 is being deleted.

c. New Courses:

i. RESP 432 Neonatal and Pediatric Respiratory Care 3c-0l-3cr

Prerequisites: Respiratory Care majors, a grade of "C" or better in RESP 334 and 336, or by Program Director permission

Corequisite: RESP 426

Discusses the normal anatomy and physiology, as well as the cardiopulmonary pathologies of neonatal and pediatric patients. Addresses unique differences between the respiratory care of infants and children versus the adult. Focuses on the application of respiratory therapies to neonatal and pediatric populations in the acute care, intensive care and home care venues.

Rationale: This course is a new course which is the combination of two existing courses: RESP 434 Neonatal Respiratory Care (3 credits) and RESP 431 Pediatric Respiratory Care (1 credit). It was discovered that some overlap existed in discussions of mechanical ventilation, congenital heart defects and management. Accreditation site visitor's suggested as three credit course in Neonatal and Pediatric, which is standard for B.S. degree programs in the United States.

ii. RESP 435 Respiratory Care Across the Continuum 3c-0l-3cr

Prerequisites: Respiratory Care majors; Grade of "C" or better in RESP 425 and 426 or by Program Director permission

Corequisite: RESP 433

Discusses critical care diagnostic and therapeutic modalities pertinent to respiratory care. Addresses techniques and principles associated with patients in each stage of the continuum of care. Includes management of special populations of patients in acute care, long term care and home care.

Rationale: This course combines two previous courses RESP 437 Methods in Critical Care (2crs) and RESP 438 Cardiopulmonary Rehabilitation (1cr). Combining the courses helps to structure them more similarly to IUP curriculum. It acknowledges that these steps in the continuum are essential for successful patient care.

iii. RESP 441 Respiratory Care Professional I 2c-0l-2cr

Prerequisites: Respiratory Care majors; Grade of "C" or better in RESP 333 and 334, or by Program Director permission

Introduces the role of the respiratory therapist as educator and researcher in healthcare and higher education. Focuses on the requirements, roles and responsibilities of the respiratory care therapist. Presents a broad overview and immersion into the research process related to respiratory health.

Rationale: COARC Accreditation Site Visitors suggested a new course that introduces teaching and research process as relates to respiratory care. The current course (RESP 441) provides the necessary foundational coursework needed to succeed in RESP 451. Many B.S. level RC programs in the United States require courses such as this as part of leadership and potential of B.S. level grads to teach in A.S. degree programs.

iv. RESP 451 Respiratory Care Professional II

Prerequisites: Respiratory Care majors; grade of "C" or better in RESP 441, or by Program Director permission

Explores advanced aspects of respiratory care education, building on concepts discussed in RESP 441. Focuses on evaluation methods and refining individual professional presentation skills. Emphasizes conducting respiratory care based research focusing on data gathering and analysis, formulating results, discussion and summarizing a group research project. Culminating in a capstone research project.

Rationale: COARC Accreditation Site Visitors suggested that two courses should be created to allow students to conduct, analyze data and complete research (via this course), spring-boarding from (proposed RESP 441) in the fall semester. The course is part of the leadership mission of a bachelors degree program in respiratory care to prepare BS level graduates for potential teaching roles in AS degree programs and for clinical research. Along with the RESP 441 course, this provides an appropriate background in teaching and research for a bachelors degree program in respiratory care.

d. Program Revisions:

i. Current Liberal Studies and Credits:		Proposed Liberal Studies and Credits:	
B.S.—Nuclear Medicine Technology		B.S.—Nuclear Medicine Technology	
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	50	Liberal Studies: As outlined in Liberal Studies section with the following specifications:	47
Mathematics: MATH 105		Mathematics: MATH 105	
Natural Science: CHEM 101-102		Natural Science: CHEM 101-102	
Social Science: PSYC 101, SOC 151 or 161		Social Science: PSYC 101, SOC 151 or 161	
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, MATH 217, PHYS 111, no courses with NMDT prefix		Liberal Studies Electives: 6cr, COSC/IFMG 101, PHYS 111, no courses with NMDT prefix	
Major:	32	Major:	32
Required Courses: (1)		Required Courses: (1)	
Other Requirements: (2)	20	Other Requirements: (2)	20
Free Electives: (3)	18	Free Electives: (3)	21
Total Degree Requirements:	120	Total Degree Requirements:	120

Rationale: The Liberal Studies credit allocation exceeds 48.

ii. Current Program:

Proposed Program:

Bachelor of Science—Respiratory Care

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 105 or higher
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161, global and multicultural awareness course
Writing Intensive: not required
Liberal Studies Elective: 3cr, ~~PHYS 151~~, no courses with RESP prefix

Major:**Required Courses:**

RESP 101	The Profession of Respiratory Care	1cr
RESP 326	Respiratory Care Clinical Practice I	3cr
RESP 327	Pharmacology	3cr
RESP 328	Introduction to Respiratory Care	4cr
RESP 329	Respiratory Care Equipment	4cr
RESP 330	Cardiopulmonary Resuscitation	2cr
RESP 333	Respiratory Care Clinical Practice 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	4cr
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	4cr

Other Requirements:**Science Courses:**

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

Free Electives:**Total Degree Requirements:**

(1) RESP 300- and 400- level courses are completed at IUP Northpointe Regional Campus.

iii. Current Program:**Bachelor of Science—Respiratory Care/
Certified Respiratory Therapist Track****Bachelor of Science—Respiratory Care**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: MATH 105 or higher
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151 or 161, global and multicultural awareness course
Writing Intensive: not required
Liberal Studies Elective: 3cr, no courses with RESP prefix

Major:**Required Courses:**

RESP 101	The Profession of Respiratory Care	1cr
RESP 326	Respiratory Care Clinical Practice I	3cr
RESP 327	Pharmacology	3cr
RESP 328	Applied Concepts in Respiratory Care	3cr
RESP 329	Respiratory Care Equipment	4cr
RESP 333	Respiratory Care Clinical Practice II	3cr
RESP 334	Respiratory Care Instrumentation and Application	4cr
RESP 335	Patient Care and Emergency Skills	4cr
RESP 336	Cardiopulmonary Evaluation and Clinical Correlation	4cr
RESP 425	Clinical Case Studies	3cr
RESP 426	Respiratory Care Clinical Practice III	4cr
RESP 429	Respiratory Care Leadership	3cr
RESP 430	Cardiopulmonary Diagnostics	3cr
RESP 432	Neonatal and Pediatric Respiratory Care	3cr
RESP 433	Respiratory Care Clinical Practice IV	4cr
RESP 435	Respiratory Care Across the Continuum	3cr
RESP 441	Respiratory Care Professional I	2cr
RESP 451	Respiratory Care Professional II	2cr

Other Requirements:**Science Courses:**

BIOL 150	Human Anatomy	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology	4cr
PHYS 151	Medical Physics	3cr

Free Electives:**Total Degree Requirements:**

(1) RESP 300- and 400- level courses are completed at IUP Northpointe Regional Campus.

Proposed Program:**Bachelor of Science—Respiratory Care/
Certified Respiratory Therapist Track**

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

Mathematics: 3cr

Natural Science: CHEM 101-102

Writing Intensive: not required

Liberal Studies Elective: 3cr, no courses with RESP prefix

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

Mathematics: 3cr

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151 or 161, global and multicultural awareness course

Writing Intensive: not required

Liberal Studies Elective: 3cr, no courses with RESP prefix

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Major:

RESP credits via articulation (1)

Required Courses: (2)

RESP 425 Clinical Case Studies

RESP 426 Respiratory Care Clinical Practice III

~~RESP 428 Essentials of Electrocardiology~~

RESP 429 Design and Function of a Respiratory Care Program

RESP 430 Pulmonary Function Studies

~~RESP 431 Pediatric Respiratory Care~~

RESP 433 Respiratory Care Clinical Practice IV

~~RESP 434 Neonatal Respiratory Care~~

~~RESP 436 Respiratory Care Teaching~~

~~RESP 437 Methods in Critical Care~~

~~RESP 438 Cardiopulmonary Rehabilitation~~

Free Electives:

Total Degree Requirements:

- (1) Students in this track may be exempt from the 100- and 300-level courses in the Respiratory Care program and may receive 33cr via articulation.
- (2) RESP 400- level courses are completed at IUP Northpointe Regional Campus.

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Major:

RESP credits via articulation (1)

Required Courses: (2)

RESP 425 Clinical Case Studies

RESP 426 Respiratory Care Clinical Practice III

RESP 429 Respiratory Care Leadership

RESP 430 Cardiopulmonary Diagnostics

RESP 432 Neonatal and Pediatric Respiratory Care

RESP 433 Respiratory Care Clinical Practice IV

RESP 435 Respiratory Care Across the Continuum

RESP 441 Respiratory Care Professional I

RESP 451 Respiratory Care Professional II

Free Electives:

Total Degree Requirements:

- (1) Students in this track may be exempt from the 100- and 300-level courses in the Respiratory Care program and may receive 29cr via articulation.
- (2) RESP 300- and 400- level courses are completed at IUP Northpointe Regional Campus.

56

120

e. Program Catalog Description Change:

Current Catalog Description:

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

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

The bachelor of science degree program in respiratory care is offered for certified respiratory therapists (CRTs) who are graduates of an accredited certificate or associate degree respiratory care program. CRT students may be

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awarded advanced standing (33 credits) based on prior academic work completed in a respiratory care program. Students fulfill degree requirements set by the university. This track is designed to prepare the CRT to function in an advanced practice role.

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

Proposed Catalog Description:

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

The program is accredited by the Commission on Accreditation for Respiratory Care (COARC). The program consists of two academic years of preclinical studies/courses considered essential to the major on the Indiana campus. In the two academic years of study at the IUP Northpointe Regional Campus, the respiratory core curriculum and clinical experience in patient care are provided. These experiences occur in a variety of clinical settings in the Pittsburgh/SW Pennsylvania region. Students are expected to earn a GPA of at least 2.25 in the required Natural Sciences and Mathematics courses (includes "C" or higher grades in BIOL 150 and BIOL 240), and an overall GPA of at least 2.0 to be considered for Fall semester admission into the clinical years in respiratory care. However, since admission to the clinical phase is competitive, IUP cannot guarantee admission.

Prior to graduation, Respiratory Care and RC/Certified Respiratory Therapist (CRT) Track majors must earn a minimum grade of "C" in all required RESP (RESP 300 level and 400 level) courses to progress and obtain certification. A grade of "D" in a RESP course may hinder progression to the next level of required courses when mastery of the content is essential for success and certification.

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

The bachelor of science degree program in respiratory care is offered for certified respiratory therapists (CRTs) who are graduates of an accredited ~~certificate or~~ associate degree respiratory care program. CRT students may be awarded advanced standing (29 credits) based on prior academic work completed in a respiratory care program. Students fulfill degree requirements set by the university. This track is designed to prepare the CRT to function in an advanced practice role.

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

Change of major applications and criteria are available online through the *IUP Department of Nursing and Allied Health Professions*.

Rationale: Core RESP curriculum was updated to encompass current technology and respiratory care professional roles, mirroring changes seen in curricular models of other bachelor's degree programs. Changes were made to comply with accrediting agency standards. Since program has moved from West Penn Hospital location to IUP Northpointe, courses need to be aligned with IUP curriculum, faculty workloads and academic progression plans. Pre and Corequisites for courses, as well as progression have been clarified.

17. College of Humanities and Social Sciences—Asian Studies Program—Program Revisions

APPROVED**i. Current Program:****Proposed Program:****Bachelor of Arts--Asian Studies****Bachelor of Arts--Asian Studies**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: 3cr
Liberal Studies Elective: 3cr, no courses with CHIN or JAPN prefixes

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: 3cr
Liberal Studies Elective: 3cr, no courses with CHIN or JAPN prefixes

Major: 33-34

Major: 33-34

Required Course:**Required Course:**

ASIA 200 Introduction to Asian Studies 3cr

ASIA 200 Introduction to Asian Studies 3cr

Controlled Electives: (1) 30cr

Controlled Electives: (1) 30cr

Intermediate Asian language: (2) 0-4cr

Intermediate Asian language: (2) 0-4cr

CHIN 201 Intermediate Chinese 4cr

CHIN 201 Intermediate Chinese 4cr

CRLG 251 Arabic IV 3cr

CRLG 251 Arabic IV 3cr

CRLG 255 Hindi IV 3cr

CRLG 255 Hindi IV 3cr

~~CRLG 259 Korean IV~~ ~~3cr~~

CRLG 264 Hebrew IV 3cr

CRLG 264 Hebrew IV 3cr

JAPN 201 Intermediate Japanese 4cr

JAPN 201 Intermediate Japanese 4cr

~~KORE 201 Intermediate Korean~~ ~~4cr~~

Category A: Exclusively Asia-Focused: (3, 4) 24-30cr

Category A: Exclusively Asia-Focused: (3, 4) 24-30cr

At least 24cr earned through the following courses:

At least 24cr earned through the following courses:

ANTH 272 Cultural Area ~~Studies:~~ China 3cr

ANTH 272 Cultural ~~Area:~~ China 3cr

ANTH 273 Cultural Area Studies: Southeast Asia 3cr

ANTH 273 Cultural Area Studies: Southeast Asia 3cr

ARHI 224 Introduction to Asian Art 3cr

~~ANTH 333 The Archeology of Early China~~ ~~3cr~~

ARHI 423 Art of Japan 3cr

ARHI 224 Introduction to Asian Art 3cr

ARHI 424 Art of India and Southeast Asia 3cr

ARHI 423 Art of Japan 3cr

ARHI 425 Arts of China 3cr

ARHI 424 Art of India and Southeast Asia 3cr

ARHI 427 Japanese Narrative Art 3cr

ARHI 425 Arts of China 3cr

GEOG 256 Geography of East and Southeast Asia 3cr

ARHI 427 Japanese Narrative Art 3cr

GEOG 257 Geography of South and Southwest Asia 3cr

GEOG 256 Geography of East and Southeast Asia 3cr

HIST 206 The History of East Asia 3cr

GEOG 257 Geography of South and Southwest Asia 3cr

HIST 330 History of the Islamic Civilization 3cr

~~HIST/ASIA 106 Samurai and Gongfu Heroes:~~

HIST 331 Modern Middle East 3cr

~~Masculinity in East Asia~~ ~~3cr~~

HIST 332 History of Early China 3cr

HIST 206 The History of East Asia 3cr

~~HIST 334 History of Modern China~~ ~~3cr~~

HIST 330 History of the Islamic Civilization 3cr

~~HIST 337 History of Modern Japan~~ ~~3cr~~

HIST 331 Modern Middle East 3cr

HIST 338 The History of Iran 3cr

HIST 332 History of Early China 3cr

HIST 433 China 1300-1800: The Late Imperial Age 3cr

HIST 338 The History of Iran 3cr

HIST 434 Modern China 1800-present 3cr

~~HIST/PLSC 339 Jihad and the Origins of~~

HIST 436 Japan 1500-1850: Early Modern Japan 3cr

~~Islamist Movements in the Middle~~

PLSC 383 Political Systems: Asia 3cr

~~East~~ ~~3cr~~

PLSC 384 Political Systems: Middle East 3cr

HIST 433 China 1300-1800: The Late Imperial Age 3cr

RLST 311 Eastern Philosophy 3cr

HIST 434 Modern China 1800-present 3cr

RLST 370	Religions of China and Japan	3cr
RLST 373	Advanced Studies in Buddhism	3cr
RLST 375	Religions of India	3cr
RLST 380	Islam	3cr
Category B: Substantially Asia-Focused (3, 4, 5)		
ARHI 321	History of World Ceramics	3cr
BCOM 342	Intercultural Business Communication	3cr
ECON 339	Economic Development I	3cr
ENGL/FNLG 396	The Literature of Emerging Nations	3cr
GEOG 104	World Geography: Global Context	3cr
GEOG 254	Geography of Russia and the Soviet Sphere	3cr
MGMT 459	Seminar in International Management	3cr
PLSC 101	World Politics	3cr
PLSC 285	Comparative Government II: Non-Western Political Systems	3cr
RLST 110	World Religions	3cr
Free Electives:		42-44
Total Degree Requirements:		120

- (1) At least 12cr must be at the 300 level or higher.
- (2) A student who has acquired an intermediate level of proficiency in an Asian language, but not through an accredited college program, may apply to the Asian Studies Committee to be exempt from 3cr in intermediate language instruction. Such credits in these cases are to be replaced by taking one additional Category A class. Students who take advanced-level Asian language courses at IUP or another university may apply to the program director to have such credits partially fulfil the Category A requirements.
- (3) Unless given special permission by the Asian Studies Committee, no more than 9cr of courses with the same departmental prefix may count toward the major.
- (4) The subject matter varies in rotating topic courses (e.g., ENGL 344, 397, 398, or 399; HIST 497; and RLST 485); courses that utilize the case study approach (e.g., ECON 345, 346, MGMT/MKTG 350; MGMT 452, 454, MKTG 430, 441, and SOC 362); and special topics courses (i.e. classes numbered 281 and 481). When concerned with Asian studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee.
- (5) Certain courses may require additional prerequisites

ii. Current Program:

Minor--Asian Studies (1, 2)

18

HIST 436	Japan 1500-1850: Early Modern Japan	3cr
HIST 437	Modern Japan 1850-present	3cr
PLSC 383	Political Systems: Asia	3cr
PLSC 384	Political Systems: Middle East	3cr
RLST 311	Eastern Philosophy	3cr
RLST 370	Religions of China and Japan	3cr
RLST 374	Buddhism	3cr
RLST 375	Religions of India	3cr
RLST 378	Hinduism	3cr
RLST 380	Islam	3cr
RLST 402	Topics in Asian Religions	3cr
Category B: Substantially Asia-Focused (3, 4, 5)		
ARHI 321	History of World Ceramics	3cr
BCOM 342	Intercultural Business Communication	3cr
ECON 339	Economic Development I	3cr
ENGL/FNLG 396	The Literature of Emerging Nations	3cr
GEOG 104	World Geography: Global Context	3cr
GEOG 254	Geography of Russia, Central Eurasia and Eastern Europe	3cr
MGMT 459	Seminar in International Management	3cr
PLSC 101	World Politics	3cr
PLSC 285	Comparative Government II: Non-Western Political Systems	3cr
RLST 110	World Religions	3cr

Free Electives:

42-44

Total Degree Requirements:

120

- (1) At least 12cr must be at the 300 level or higher.
- (2) A student who has acquired an intermediate level of proficiency in an Asian language, but not through an accredited college program, may apply to the Asian Studies Committee to be exempt from 3cr in intermediate language instruction. Such credits in these cases are to be replaced by taking one additional Category A class. Students who take advanced-level Asian language courses at IUP or another university may apply to the program director to have such credits partially fulfil the Category A requirements.
- (3) Unless given special permission by the Asian Studies Committee, no more than 9cr of courses with the same departmental prefix may count toward the major.
- (4) **The subject matter varies in rotating topic courses (e.g., HIST 497, RLST 485 etc.); and special topics courses (i.e. classes numbered 281 and 481). When concerned with Asian Studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee.**
- (5) Certain courses may require additional prerequisites

Proposed Program:

Minor--Asian Studies (1, 2, 3)

18

Required Course:

ASIA 200 Introduction to Asian Studies 3cr

Category A: Exclusively Asia-Focused: (3) 12-15

~~ANTH/SOC 272, 273; ARHI 224, 423, 425;
GEOG 256, 257; HIST 206, 330, 331, 332, 334, 337;
PLSC 383, 384; RLST 220, 311, 370, 373, 375, 380~~

Asian Critical Languages: 3cr each

~~CHIN 101/102/201/202 Chinese I, II, III, IV
CRLG 101/151/201/251 Arabic I, II, III, IV
CRLG 105/155/205/255 Hindi I, II, III, IV
CRLG 108/158/208/258 Japanese I, II, III, IV
CRLG 109/159/209/259 Korean I, II, III, IV~~

Category B: Substantially Asia-Focused: 0-3

~~BCOM 342; ECON 339, 345, 346, 350; ENGL 344;
ENGL/FNLG 396; ENGL 397, 398; GEOG 104, 254;
MGMT 452, 454, 459; MKTG 350, 430; PLSC 101,
285; RLST 110; SOC 362~~

- (1) The topics in such courses as ENGL 399 Major Global Authors, HIST 497 Topics in Non-Western History, and ITST 281 Special Topics in Non-Western Studies vary (check with instructor). When concerned with Asian studies, these courses can count toward the Asian Studies minor with the approval of the program coordinator.
- (2) With the program coordinator's approval, 3cr of an internship (493) may be counted toward the Asian Studies minor.
- (3) Courses need to be in at least two different prefixes.

iii. Current Program:**Certificate—China Studies (1, 2, 3, 4) 15****Core Courses: Primarily China-Focused Courses: (2) 12-15**

ANTH 272	Cultural Area Studies: China	3cr
ANTH 333	The Archaeology of Early China	3cr
ARHI 425	Arts of China	3cr
CHIN	Chinese Language Courses (5)	4cr
HIST 332	History of Early China	3cr
HIST 433	China 1300-1800: The Late Imperial Age	3cr
HIST 434	Modern China 1800-present	3cr

Electives: East Asia-Focused Courses:GEOG 256, HIST 206, PLSC 383, RLST ~~220~~, 311, 370

- (1) Courses need to be in at least two different prefixes.
- (2) The topics in such courses as ENGL 399 Major Global Authors, HIST 497 Topics in Non-Western History, and ITST 281 Special Topics in Non-Western Studies vary (check with instructor). When concerned with China or East Asia, these courses can count toward the certificate with the approval of Asian Studies Coordinator.
- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.
- (5) No more than 3cr from an appropriate language class may be counted toward the certificate.

Required Course:

ASIA 200 Introduction to Asian Studies 3cr

Electives**15**

The remaining 15 credits should come from the list of Category A, Exclusively Asia-focused classes from the major. Students may, but do not have to, apply up to 3cr of an Asian Language class and/or 3cr of a Category B class.

- (1) The subject matter varies in rotating topic courses (e.g., HIST 497, RLST 485 etc.); and special topics courses (i.e. classes numbered 281 and 481). When concerned with Asian Studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee.
- (2) With the program coordinator's approval, 3cr of an internship (493) may be counted toward the Asian Studies minor.
- (3) Courses need to be in at least two different prefixes.

Proposed Program:**Certificate—China Studies (1, 2, 3, 4) 15****Core Courses: Primarily China-Focused Courses: (2) 12-15**

ANTH 272	Cultural Area Studies: China	3cr
ANTH 333	The Archaeology of Early China	3cr
ARHI 425	Arts of China	3cr
CHIN	Chinese Language Courses (5)	4cr
HIST 332	History of Early China	3cr
HIST 433	China 1300-1800: The Late Imperial Age	3cr
HIST 434	Modern China 1800-present	3cr

Electives: East Asia-Focused Courses:

0-3

GEOG 256, ~~HIST/ASIA 106~~, HIST 206, PLSC 383, RLST 311, 370, ~~374~~

- (1) Courses need to be in at least two different prefixes.
- (2) ~~The subject matter varies in rotating topic courses (e.g., HIST 497, RLST 485 etc.); and special topics courses (i.e. classes numbered 281 and 481). When concerned with Asian Studies, these courses may be applied to either the China-Focused or East Asia-Focused categories with the approval of the Asian Studies Coordinator.~~
- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.

(5) No more than 3cr from an appropriate language class may be counted toward the certificate.

iv. Current Program:

Certificate—Japan Studies (1, 2, 3, 4) 15

Core Courses: Primarily Japan-Focused Courses: (2)		12-15
ARHI 423	Art of Japan	3cr
ARHI 427	Japanese Narrative Art	3cr
HIST 436	Japan 1500-1850: Early Modern Japan	3cr
HIST 437	Modern Japan 1850-present	3cr
JAPN	Japanese Language Courses (5)	4cr
RLST 220	Buddhism	3cr
RLST 373	Advanced Studies in Buddhism	3cr

Electives: East Asia-Focused Courses: 0-3
GEOG 256, HIST 206, PLSC 383, RLST 311, 370

- (1) Courses need to be in at least two different prefixes.
- (2) The topics in such courses as ENGL 399 Major Global Authors, HIST 497 Topics in Non-Western History, and ITST 281 Special Topics in Non-Western Studies vary (check with instructor). When concerned with China or East Asia, these courses can count toward the certificate with the approval of Asian Studies Coordinator.
- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.
- (5) No more than 3cr from an appropriate language class may be counted toward the certificate.

v. Current Program:

Certificate—Middle Eastern Studies (1, 2, 3, 4) 15

- (1) Courses need to be in at least two different prefixes.
- (2) The topics in such courses as ENGL 399 Major Global Authors, HIST 497 Topics in Non-Western History, and ITST 281 Special Topics in Non-Western Studies vary (check with instructor). When concerned with Middle East, these courses can count toward the certificate with the approval of Asian Studies Coordinator.
- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.
- (5) No more than 3cr from an appropriate language class may be counted towards the certificate.

Proposed Program:

Certificate—Japan Studies (1, 2, 3, 4) 15

Core Courses: Primarily Japan-Focused Courses: (2)		12-15
ARHI 423	Art of Japan	3cr
ARHI 427	Japanese Narrative Art	3cr
HIST 436	Japan 1500-1850: Early Modern Japan	3cr
HIST 437	Modern Japan 1850-present	3cr
JAPN	Japanese Language Courses (5)	4cr
RLST 374	Buddhism	3cr

Electives: East Asia-Focused Courses: 0-3
GEOG 256, ~~HIST/ASIA 106~~, HIST 206, PLSC 383, RLST 311, 370

- (1) Courses need to be in at least two different prefixes.
- (2) The subject matter varies in rotating topic courses (e.g., HIST 497, RLST 485 etc.); and special topics courses (i.e. **classes numbered 281 and 481**). **When concerned with Asian Studies, these courses may be applied to either the Japan-Focused or East Asia-Focused categories with the approval of the Asian Studies Coordinator.**
- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.
- (5) No more than 3cr from an appropriate language class may be counted toward the certificate.

Proposed Program:

Certificate—Middle Eastern Studies (1, 2, 3, 4) 15

- (1) Courses need to be in at least two different prefixes.
- (2) **The subject matter varies in rotating topic courses (e.g., HIST 497, RLST 485 etc.); and special topics courses (i.e. classes numbered 281 and 481). When concerned with the Middle East, these courses can count towards the certificate with the approval of the Asian Studies Coordinator.**
- (3) Three credits of an appropriate internship can count towards the certificate with the approval of the Asian Studies Coordinator.
- (4) No more than 6 transfer credits may be counted towards the certificate.
- (5) No more than 3cr from an appropriate language class may be counted towards the certificate.

Rationale: Adding new courses to Asian Studies list for both the major and the minor. Adding a new course to the Japan Studies and China Studies certificate and changing the names of the Japanese and Korean Language courses, as well as GEOG 254 and ANTH 272 to reflect current names. The following changes are being made to the Asian Studies Major and minor list of classes. Remove: HIST 334 and 337 History of Modern Japan. Add to category A: ASIA/HIST 106 Samurai and Gongfu Heroes: Masculinity in East Asia, ANTH 333 The Archeology of Early

China, HIST/PLSC 339 Jihad and the Origins of Islamist Movements in the Middle East, RLST 378 Hinduism, and RLST 402 Topics in Asian Religions. Change the names of the Japanese and Korean language classes in the minor section.

The following changes are being made in the Japan and China Studies certificates add ASIA/HIST 106 Samurai and Gongfu Heroes: Masculinity in East Asia as an East-Asia focused class to both. One footnote is being modified in all the certificates and in the minor.

18. Geography and Regional Planning—New Courses, New Program, Program Title Changes, Program Revisions, Program Catalog Description Changes, and Program Deletions **APPROVED**

a. New Courses:

i. RGPL 358 Planning History and Theory **3c-0l-3cr**
Prerequisite: RGPL 350

Provides an overview of the historical development of cities, explores the thinking about urban areas and their evolution over time, and reflects on how both continue to inform the profession of urban planning. Focuses on the social, economic, political, cultural, and technological forces that continually reshape urban form, urban life and urban planning. Examines the evolution of planning theory; major contributors who have influenced the field, current normative, conceptual, methodological issues, and the various roles planners play in practice, and the ethical dilemmas they face.

ii. RGPL 470 Housing and Community Development Policy **3c-0l-3cr**

Explores a range of issues relating to U.S. housing and community development policy, including the role housing plays in building and strengthening neighborhoods and communities. Covers the structure of housing and related financial markets; the economic and social bases for government to intervene in these markets; and the relative merits and demerits of the different tools available to intervene in these markets including: subsidization, both directly and through the tax system; regulation of financial institutions, e.g. the Community Reinvestment Act; FHA and the government sponsored enterprises of Fannie Mae and Freddie Mac; zoning; and regulation of lands and rents.

Rationale: The course fulfills a core curriculum requirement to meet Planning Accreditation Board standards. In addition, the course serves as an anchor for our restructured Community Planning and Development concentration (track), previously "Land Use Planning/GIS."

iii. GEOG 460 Foundations of Unmanned Aerial Systems Science and Applications **3c-0l-3cr**

Introduces fundamental aspects of unmanned aerial systems (UAS), including relevant federal, state and local regulations. Covers UAS functionality, including components, technology and operational issues. Examines scientific technological principles underlying UAS flight and data acquisition. Covers UAS component evaluation and assembly, pre-flight procedures, flight mission planning, and execution of basic flight skills.

Rationale: The course is being proposed as a required course that is part of an undergraduate Certificate in Unmanned Aerial Systems Science and Applications. The certificate proposal is being submitted for curricular review at the same time as the course proposal.

iv. GEOG 463 Unmanned Aerial Systems for Remote Sensing and Spatial Data Acquisition 3c-0l-3cr
Prerequisite: GEOG 460

Examines concepts and techniques involved in the implementation of Unmanned Aerial Systems (UAS) for the collection of remote sensing and spatial data acquisition. Emphasizes acquisition of the knowledge and skills necessary to undertake manual and automated UAS flights for spatial data acquisition, such as: fundamental photogrammetry concepts, UAS mission planning, GPS/GNSS ground control, UAS airborne navigation, and processing of UAS-collected data into data deliverables.

b. New Program:

Certificate in Unmanned Aerial Systems (UAS) Science and Applications

This certificate provides students with foundational knowledge and technical skills in the emerging sector of small Unmanned Aerial Systems (UAS). Students will learn the regulatory environment for UASs in the United States, as well as the basics of UAS design and operation, aeronautics and flight theory, requirements for FAA Part 107 Remote Pilot certification, remote sensing and photogrammetric concepts, mission planning, UAS mission flight techniques, and processing techniques for data deliverables. The certificate is designed to provide students with knowledge, skills, experience and credentials to participate in the expanding UAS sector as a certified FAA Part 107 Remote Pilot, operator, or ancillary ground crew member/observer.

Certificate in Unmanned Aerial Systems (UAS) Science and Applications 12

GEOG 415	Introduction to Remote Sensing	3cr
GEOG 316	Introduction to Geographic Information Systems <i>or</i>	
<i>or</i> 425	Global Positioning Systems Concepts and Techniques	3cr
GEOG 460	Foundations of Unmanned Aerial Systems (UAS)	
	Science and Applications	3cr
GEOG 463	Unmanned Aerial Systems for Remote Sensing and	
	Spatial Data Acquisition	3cr

Rationale: The Certificate in Unmanned Aerial Systems (UAS) Science and Applications is being proposed because of rapidly expanding UAS applications and high forecast sectoral growth and employment demand. Specifically, the implementation of small Unmanned Aerial Systems (sUAS) for expanding commercial applications in the United States, as well as updated Federal Aviation Administration (FAA) regarding sUAS pilot certification (Title 14 of the Federal Code of Regulations, Part 107). In addition, the curricular content of the certificate fits

well with the existing geospatial curriculum (remote sensing, geographic information systems (GIS), global positioning systems (GPS)) offered by the Department of Geography & Regional Planning. The certificate will provide IUP students' knowledge, experience and credentials to pursue employment and research opportunities in this fast-growing sector.

c. Program Revisions:

i. Current Program:

Bachelor of Arts—Geography/ GIS and Cartographer Concentration

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49-50
Mathematics: MATH 217 (1)
Liberal Studies Electives: 9cr, ~~BTED/COSC/IFMG-101 recommended~~; no courses with GEOG prefix

College:
 Foreign Language Intermediate Level (2) 0-6

Major: 42

Required Courses:

GEOG 213	Cartography I	3cr
GEOG 230	Cultural Geography	3cr
GEOG 231	Economic Geography	3cr
GEOG 341	Climatology	3cr
GEOG 342	Physiography	3cr
GEOG 411	History of Geography	3cr
GEOG 412	Research Seminar	3cr
RGPL 350	Introduction to Planning	3cr

Controlled Electives:

One course from GEOG 251-257 3cr

Concentration Courses: Five courses from the following:

GEOG 313	Cartography II	3cr
GEOG 314	Map and Photograph Interpretation	3cr
GEOG 316	Introduction to Geographic Information Systems	3cr

GEOG 415	Remote Sensing	3cr
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GEOG 420	Technical Issues in Geographic Information Systems	3cr
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GEOG 421	Enterprise GIS Management	3cr
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GEOG 425	GPS Concepts and Techniques	3cr
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Free Electives: 22-29

Strongly Recommended: GEOG 493

Recommended: RGPL 453, 454

Total Degree Requirements: 120

(1) An alternative to MATH 217 is 6cr of MATH courses. Only one must be a Liberal Studies MATH course.

(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.

Proposed Program:

Bachelor of Arts—Geography/Geospatial Information Science and Technology Track****

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: MATH 217 (1)
Liberal Studies Electives: 6cr, no courses with GEOG prefix

College:
 Foreign Language Intermediate Level (2) 0-8

Major: 42

Required Courses:

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

Controlled Electives:

One course from GEOG 251-257 3cr

Track Courses: Four courses from the following:

GEOG 415	Introduction to Remote Sensing	3cr
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GEOG 421	Enterprise GIS Management	3cr
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GEOG 424	Technical Issues in Geographic Information Systems	3cr
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GEOG 425	Global Positioning Systems (GPS) Concepts and Techniques	3cr
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GEOG 455	Advanced Remote Sensing	3cr
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GEOG 460	Foundations of Unmanned Aerial Systems Science and Applications	3cr
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GEOG 475	Spatial Analysis Techniques	3cr
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Free Electives: 23-32

Strongly Recommended: GEOG 493

Recommended: RGPL 453, 454

Total Degree Requirements: 120

(1) An alternative to MATH 217 is 6cr of MATH courses. Only one must be a Liberal Studies MATH course.

(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.

Rationale: The current concentration grew organically as the discipline evolved over the past 25 years. The proposed track establishes a clearer instructional process throughout the entire program. Clarity is achieved by eliminating instruction in analog techniques such as Aerial Photo Interpretation and course redundancy. Along with this Introduction to GIS is moving from being a track class to being a core class. Most importantly, the proposed changes including the title change better reflect the requirements of employers and current analytical techniques. Liberal Studies credits are being reduced per PASSHE requirements, and foreign language credits are changed to 0-8 (from 0-6) to reflect the offering of 4 credit courses. Some course names have been changed to accurately reflect course content.

ii. Current Program:

Bachelor of Science—Regional Planning/ Environmental Planner Concentration

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 recommended
Social Science: RGPL 103 required
Liberal Studies Electives: 9cr, ~~BTED/COSC/IFMG 101 recommended~~; no courses with RGPL prefix

College:

Foreign Language Intermediate Level (1)

Major:

Required Courses:

RGPL 203	Planning History	3cr
RGPL 213	Cartography I	3cr
RGPL 316	Introduction to Geographic Information Systems	3cr
RGPL 350	Introduction to Planning	3cr
RGPL 352	Planning Methods	3cr
RGPL 410	Community Participation and Civic Engagement Seminar	3cr
RGPL 412	Community Planning Practicum	3cr
RGPL 426	Environmental Land Use Planning	3cr
RGPL 453	Planning Design Studio I	3cr
RGPL 454	Planning Design Studio II	3cr
RGPL 458	Land Use Law	3cr
RGPL 462	Planning Policy, Implementation, and Administration	3cr
RGPL 468	Planning Theory	3cr
RGPL 493	Internship	3cr

Concentration Courses: Four courses from the following:

GEOG 425	Global Positioning Systems Concepts and Techniques	3cr
GEOG 435	Geography of Energy	3cr
GEOG 444	Energy Development and Compliance I	3cr
RGPL 314	Map and Photograph Interpretation	3cr
RGPL 341	Climatology	3cr
RGPL 342	Physiography	3cr
RGPL 343	Geography of Fresh Water Resources	3cr
RGPL 345	Biogeography for Environmental Managers	3cr
RGPL 415	Remote Sensing	3cr
RGPL 440	Conservation: Environmental Analysis	3cr

Free Electives:

10-17

Proposed Program:

Bachelor of Science—Regional Planning/ Environmental **Planning Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 recommended
Social Science: RGPL 103 required
Liberal Studies Electives: 6cr, no courses with RGPL prefix

College:

Foreign Language Intermediate Level (1)

0-8

Major:

51

Required Courses:

RGPL 213	Cartography and Map Design	3cr
RGPL 232	Urban Landscapes	3cr
RGPL 316	Introduction to Geographic Information Systems	3cr
RGPL 350	Introduction to Community Planning	3cr
RGPL 352	Planning Methods	3cr
RGPL 358	Planning History and Theory	3cr
RGPL 412	Community Planning Practicum	3cr
RGPL 453	Planning Design Studio I	3cr
RGPL 454	Planning Design Studio II	3cr
RGPL 458	Planning Law	3cr
RGPL 462	Planning Policy, Implementation, and Administration	3cr
RGPL 493	Internship	3cr

Track Courses: Two Required Courses:

RGPL 343	Fresh Water Resources	3cr
RGPL 426	Environmental Land Use Planning	3cr

Select Three courses from the following:

GEOG 425	Global Positioning Systems Concepts and Techniques	3cr
GEOG 435	Geography of Energy	3cr
GEOG 444	Energy Development and Compliance	3cr
RGPL 345	Biogeography for Environmental Managers	3cr
RGPL 415	Introduction to Remote Sensing	3cr
RGPL 424	Technical Issues in Geographic Information Systems	3cr
RGPL 440	Conservation: Environmental Analysis	3cr

Free Electives:

14-23

Total Degree Requirements: (2)

120

Total Degree Requirements: (2)

120

- (1) Intermediate-level foreign language may be included in Liberal Studies electives.
- (2) As they pass through the program, students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.

- (1) Intermediate-level foreign language may be included in Liberal Studies electives.
- (2) As they pass through the program, students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.

Rationale: Program core curriculum is being streamlined to align with PAB accreditation standards. One core course: RGPL 358 Planning History and Theory has been substantially revised integrating content from two courses - RGPL 203 Planning History and RGPL 468 Planning Theory, and a new course RGPL 470 Housing and Community Development has been developed to augment track courses.

iii. Current Program:**Proposed Program:****Bachelor of Science—Regional Planning/
Land Use Planning and GIS Concentration****Bachelor of Science—Regional Planning/
Community Planning and Development Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49-50
Mathematics: MATH 217 recommended
Social Science: RGPL 103 required
Liberal Studies Electives: 9cr, ~~BTED/COSC/IFMG-101 recommended;~~ no courses with RGPL prefix

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 46-47
Mathematics: MATH 217 recommended
Social Science: RGPL 103 required
Liberal Studies Electives: 6cr, no courses with RGPL prefix

College:

Foreign Language Intermediate Level (1) 0-6

College:

Foreign Language Intermediate Level (1) 0-8

Major:

54

Required Courses:

~~RGPL 203 Planning History~~ 3cr
 RGPL 213 Cartography I 3cr
 RGPL 316 Introduction to Geographic Information Systems 3cr
 RGPL 350 Introduction to Planning 3cr
 RGPL 352 Planning Methods 3cr
~~RGPL 410 Community Participation and Civic Engagement Seminar~~ 3cr
 RGPL 412 Community Planning Practicum 3cr
~~RGPL 426 Environmental Land Use Planning~~ 3cr
 RGPL 453 Planning Design Studio I 3cr
 RGPL 454 Planning Design Studio II 3cr
 RGPL 458 Land Use Law 3cr
 RGPL 462 Planning Policy, Implementation, and Administration 3cr
~~RGPL 468 Planning Theory~~ 3cr
 RGPL 493 Internship 3cr

Concentration Courses: Four courses from the following:

GEOG 334 Political Geography 3cr
~~RGPL 313 Cartography II~~ 3cr
~~RGPL 314 Map and Photograph Interpretation~~ 3cr
~~RGPL 332 Urban Geography~~ 3cr
 RGPL 404 Transportation Planning 3cr
 RGPL 415 Remote Sensing 3cr
 RGPL 420 Technical Issues in Geographic Information Systems 3cr

Free Electives:

10-17

Major:

51

Required Courses:

RGPL 213 Cartography and Map Design 3cr
~~RGPL 232 Urban Landscapes~~ 3cr
 RGPL 316 Introduction to Geographic Information Systems 3cr
 RGPL 350 Introduction to Community Planning 3cr
 RGPL 352 Planning Methods 3cr
~~RGPL 358 Planning History and Theory~~ 3cr
 RGPL 412 Community Planning Practicum 3cr
 RGPL 453 Planning Design Studio I 3cr
 RGPL 454 Planning Design Studio II 3cr
 RGPL 458 Planning Law 3cr
 RGPL 462 Planning Policy, Implementation, and Administration 3cr
 RGPL 493 Internship 3cr
Track Courses: Two Required Courses:
 RGPL 404 Transportation Planning 3cr
~~RGPL 470 Housing and Community Development~~ 3cr

Select three courses from the following:

GEOG 334 Political Geography 3cr
~~PLSC 354 Metropolitan Problems~~ 3cr
 RGPL 415 Introduction to Remote Sensing 3cr
 RGPL 424 Technical Issues in Geographic Information Systems 3cr
~~RGPL 426 Environmental Land Use Planning~~ 3cr

Free Electives:

14-23

Total Degree Requirements: (2)

120

Total Degree Requirements: (2)	120	(1) Intermediate-level foreign language may be included in Liberal Studies electives.
(1) Intermediate-level foreign language may be included in Liberal Studies electives.		(2) As they pass through the program, students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.
(2) As they pass through the program, students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.		

Rationale: The program core curriculum is being streamlined to align with PAB accreditation requirements and the need to augment track knowledge and skill depth in line with the program strategic plan. This necessitates a revision of core courses and development of new course(s).

d. Program Catalog Description Change:

Current Catalog Description:

Employment opportunities for planners are excellent. This program has prepared students to work in planning agencies at the federal, state, regional, county, and local levels as well as in the private sector with planning consulting and engineering firms. As planners, they have been trained to work with the public to guide growth and change in metropolitan regions across the country. The two concentrations—Environmental Planning and GIS/Land Use Planning—are designed to focus on the knowledge, techniques and strengths of the faculty members, as well as provide students maximum opportunity to be competitive in the planning job market. As part of their course of study, students address and solve real-world problems through class projects and intern with practicing planners who deal with these issues in a professional environment. Planners work with communities to improve the quality of life for people who live there. They take a comprehensive view of issues, listen to all citizen perspectives, endeavor to reconcile controversy, and propose alternatives that can guide community decision making in allocating finite resources to create better places to live.

Regional Planning—Land Use Planning and Geographic Information Systems Concentration

The Land Use Planning and Geographic Information Systems Concentration prepares students for employment as professional planners adept at applying advanced techniques to the development of livable communities. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Course work also equips students for facilities planning and management, remote sensing applications in planning, and site location analysis. Course work includes methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives. Students in planning graduate with a working knowledge of subdivision, land use, and zoning regulation. They are familiar with strategies of economic development. They understand both the theory and ethics of planning. Students completing this concentration should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of land use, siting, and transportation problems.

Regional Planning—Environmental Planner Concentration

The Environmental Planner Concentration is designed to prepare majors in regional planning for careers as environmental planners or further graduate studies. Students who select this concentration learn about aspects of the natural environment, methods to preserve and conserve resources, and how to plan communities where humans both benefit from the natural environment and have minimal impact on it. They are knowledgeable about environmental regulation and policy. They understand community strategies for ameliorating environmental problems and have both a theoretical and working knowledge of subdivision, land use, and zoning regulation. They are familiar with the regulation and management of flood plains and wetlands, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. Students completing this concentration should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of environmental issues such as wastewater treatment, water pollution, acid rain, watershed planning, carbon footprints, deforestation, and natural resource extraction.

Proposed Catalog Description:

Employment opportunities for planners are excellent. This program has prepared students to work in planning agencies at the federal, state, regional, county, and local levels as well as in the private sector with planning consulting and engineering firms. As planners, they have been trained to work with the public to guide growth and change in metropolitan regions across the country. The two **tracks**—Environmental **Planning** and **Community Planning and Development**—are designed to focus on the knowledge, techniques and strengths of the faculty members, as well as provide students maximum opportunity to be competitive in the planning job market. As part of their course of study, students address and solve real-world problems through class projects and intern with practicing planners who deal with these issues in a professional environment. Planners work with communities to improve the quality of life for people who live there. They take a comprehensive view of issues, listen to all citizen perspectives, endeavor to reconcile controversy, and propose alternatives that can guide community decision making in allocating finite resources to create better places to live.

Regional Planning—Community Planning and Development Track

The **Community Planning and Development Track** prepares students for employment as professional planners adept at identifying and assessing community development challenges, and applying advanced techniques to the development of livable communities. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Course work also equips students with a conceptual grounding on community development and housing markets theories, spatial data analysis in planning, and site location analysis. Course work includes methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives. Students in regional planning graduate with a working knowledge of land use regulations, and housing need assessment analysis techniques. They are familiar with strategies of economic development and housing markets. They understand both the theory and ethics of planning. Students completing this track should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of community development challenges and how transportation planning impacts land use issues.

Regional Planning—Environmental Planning Track

The **Environmental Planning Track** is designed to prepare majors in regional planning for careers as environmental planners or further graduate studies. Students who select this **track** learn about aspects of the natural environment, methods to preserve and conserve resources, and how to plan communities where humans both benefit from the natural environment and have minimal impact on it. They are knowledgeable about environmental regulation and policy. They understand community strategies for ameliorating environmental problems and have both a theoretical and working knowledge of subdivision, land use, and zoning regulation. They are familiar with the regulation and management of flood plains and wetlands, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. Students completing this concentration should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of environmental issues such as wastewater treatment, water pollution, acid rain, watershed planning, carbon footprints, deforestation, and natural resource extraction.

e. Program Deletions:

B.A. Geography--Energy Geotechnology/Energy Environmental Compliance Concentration

B.A. Geography—General Geography Concentration

B.A. Geography—Economic Geographer Concentration

Rationale: The department is reducing the number of tracks for the BA in Geography from five to three. The enrollment in the Energy Geotechnology/Energy Environmental Compliance Concentration has fallen as have the enrollments in the General Geography and Economic Geographer Concentrations. The Economic and General Geography Concentrations are being combined into a Human Geography Track, while the Energy Concentration is being merged into the Environment/Energy Track.

19. Team-Work Studies Committee and UWUCC

APPROVED

- **Approved BCOM 321 Business and Interpersonal Communications to be approved as a Teamwork Intensive course.**

20. Liberal Studies Committee and UWUCC

a. Course Approvals

APPROVED

- **Approved PHYS 101 Energy and Our Environment as a Type II Writing Intensive Course, Department Commitment.**
- **Approved NURS 433 Psychiatric/Mental Health as a Type II Writing Intensive Course, Department Commitment.**
- **Reapproved MATH 101 Foundations of Mathematics as a Liberal Studies Mathematics Learning Skill course.**
- **Reapproved MATH 105 College Algebra as a Liberal Studies Mathematics Learning Skill course.**
- **Removed MATH 110 Elementary Functions as a Liberal Studies Learning Skill course.**
- **Reapproved MATH 115 Applied Mathematics for Business as a Liberal Studies Mathematics Learning Skill course and removed it as a Liberal Studies Elective.**
- **Reapproved MATH 121 Calculus I/Natural and Social Sciences as a Liberal Studies Mathematics Learning Skill course and removed it as a Liberal Studies Elective.**
- **Removed MATH 122 Calculus II for Natural and Social Sciences as a Liberal Studies Mathematics Learning Skill course.**
- **Removed MATH 123 Calculus I for Physics, Chemistry, Mathematics as a Liberal Studies Mathematics Learning Skill course.**
- **Reapproved MATH 125 Calculus I/Physics, Chemistry, Mathematics as a Liberal Studies Mathematics Learning Skill course and removed it as a Liberal Studies Elective.**
- **Reapproved MATH 151 Elements of Mathematics I as a Liberal Studies Mathematics Learning Skill course.**
- **Reapproved MATH 152 Elements of Mathematics II as a Liberal Studies Mathematics Learning Skill course.**
- **Reapproved MATH 217 Probability and Statistics as a as a Liberal Studies Mathematics Learning Skill course and as an Elective course.**
- **Reapproved ENGL 101 Composition I as a Liberal Studies English Learning Skill course.**
- **Approved MGMT/MKTG 350 International Business as a Global and Multicultural Awareness course.**
- **Approved MGMT 451 International Management as a Global and Multicultural Awareness course.**
- **Approved MGMT 454 International Competitiveness as a Global and Multicultural Awareness course.**

b. Liberal Studies Program Catalog Description Change:

APPROVED

Current Catalog Description:

All students must include among the total courses required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal Studies, college or major requirements, or free electives. Such courses, which involve extensive use of writing as part of the learning experience, are identified with a W as the first character in the section number (such as MATH 350-W01 History of Mathematics) in the listing of course offerings. For more information, please see the Liberal Studies Courses page.

Proposed Catalog Description:

All students must include among the total courses required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal Studies, college or major requirements, or free electives. Such courses, which involve extensive use of writing as part of the learning experience, are identified with a W as the first character in the section number (such as MATH 350-W01 History of Mathematics) in the listing of course offerings. For more information, please see the Liberal Studies Courses page.

The departments of Anthropology, History, and Food and Nutrition currently have approved Writing Plans. Students majoring in programs in these departments are not required to take writing-intensive course requirements.

Rationale: The current Liberal Studies requirement is for two (2) "W" courses in addition to the two English Composition courses required in the Learning Skills. At least one "W" course must be completed in the student's major course of study. "IUP is committed to the improvement of student writing skills; therefore, the responsibility for writing must be university-wide. This idea means that writing must be practiced and reinforced throughout the curriculum. Students need to be educated to recognize that writing is a necessary and frequently used skill." (Criteria for Liberal Studies Courses at IUP, 1992, p. 24).

This proposal is to move IUP toward a full WAC model, in which the majority of courses in a students' major teach and reinforce writing skills, and eliminate Writing-Intensive courses. Multiple university assessments show that students come into IUP and leave IUP writing at the same level. A WAC program can improve students' writing, enhance their learning in their majors, and make IUP a leader in PASSHE and nationally in its commitment to improving students' communication skills.

University-wide assessments indicate that IUP students are struggling with writing. Students who take the NSSE report that they are not receiving enough feedback on draft of writing assignments, they are not assigned enough drafting before having to submit writing assignments, and overall, it appears that students are not assigned a lot of writing.

Three years of **CLA+ results** show that first---year and seniors are writing at a “basic” level, indicating that after four years of college, our students are writing at the same low level at which they entered IUP. High numbers of students do report, however, that IUP has contributed to their ability to write effectively and clearly.

Students in departments who have an approved writing plan will not have to take the two required writing intensive courses. For students who transfer in or out of departments with writing plans, an evaluation will be made of the percentage of that program has been completed and what equates to 1 or 2 writing intensive courses.

Question: A question was asked in regards to how much credit students will receive if they transfer into another department. It was indicated that the department the student transfers into will assess how much credit to give the student in terms of their new writing program.

University-Wide Graduate Curriculum Committee (Senator Moore)

FOR ACTION:

- 1. DEPARTMENT: BUSINESS**
VARIABILITY OF DELIVERY
Program: Ph.D. in Business

APPROVED

Rationale: There are nearly 175 IUP MBA graduates in the West Bank and a large number of them want to pursue a Ph.D. There are no business doctoral programs available in the West Bank to Palestinians. Many of the students have the aspirations of securing a doctoral degree and entering academe not only in Palestine but also in the Gulf States and the broader Middle Eastern region. This will allow IUP to enter a growing market for doctoral programs in the Middle East and extend the opportunity for professionals in an under-served community to obtain a U.S. Ph.D. degree. This program will significantly enhance the cross-cultural exposure of IUP faculty and provide faculty members with colleagues at AAUJ who have expertise in the economy and management of a region that is of scholarly interest among U.S. academics. In addition, this will complement the local Ph.D. program of IUP. The Provost has advocated the continued use of the Responsibility-Based Budgeting model for all off-shore programs, thereby eliminating any financial risks to IUP. AAUJ has already collected names of over 25 IUP MBA alumni who have expressed strong interest in joining our Ph.D. Program if it is started in Ramallah.

The Ph.D. Program

The target audience for the program would be MBA (and relevant M.S.) graduates and professionals in the Palestinian Territory and the surrounding region who want to qualify for positions in academics, consulting, and senior government and non-governmental agencies.

Teaching Method: 70% of the instruction for each 3-credit course will be done in a face-to-face format in Ramallah and the remaining 30% will be done via video conferencing utilizing the brand-new, state-of-the-art Zoom Room in the Eberly Building. The 70% of the 3-credit course (approximately 24 hours of teaching) will be completed over a period of two weeks over eight sessions spread over weekends and weekday evenings. The two-week offshore teaching time is

typically scheduled around Spring Break, Thanksgiving Break, etc. to minimize the time away from campus when the university is in session. As described in the sample schedule, bulk of the IUP teaching will be done during the summer terms. The videoconferencing part of the remaining approximately 12 weeks per 3-credit course will be spread over five weeks and will be started after the faculty returns from AAUJ. The videoconferencing sessions can be held any time between 8 am and 2 pm local time since the West Bank is seven hours ahead of Indiana, PA.

The 12 core classes (36 credits) will be taught over two academic years that include Fall, Spring and Summer terms. In each of the two Fall and the two Spring semesters, IUP faculty will teach one course and AAUJ faculty will teach one course. In each of the two Summer terms, IUP faculty will teach two courses. That adds up to IUP faculty teaching 8 courses (24 credits) and AAUJ faculty teaching 4 courses (12 credits) of the 12 core courses (36 credits). Followed by the successful completion of the coursework and subsequent comprehensive examination, the students will complete a 12-credit dissertation over a period of approximately 2 years working with the dissertation chair and the dissertation committee. The dissertation chair will be an IUP faculty member while the committee members can be from IUP or AAUJ. Consequently, if this proposal is approved, 36 out of the 48 doctoral credits will be from IUP and the remaining 12 credits will be transferred in from AAUJ. While most of the dissertation-related interaction between the student and the faculty member would occur with the help of modern communication technology, it is important to note that there will be sixteen faculty members teaching each year in the MBA Program at AAUJ's site. It is highly likely that many of them would be involved in dissertations, giving them the opportunity to meet face-to-face during the course of the dissertations.

The classes in the international location are typically not scheduled during peak scheduling/advising periods on campus. In all scheduling decisions, the consent of the faculty members, the chairperson and the dean are sought and the scheduling is done well in advance. Teaching in the international locations are purely voluntary and compensation is based on Article 27 of the CBA.

Students will have access to both AAUJ's library as well as to the IUP Library's electronic resources. IUP Library's Eberly Librarian-in-Residence will be in touch with the AAUJ staff to assure library services to the students. AAUJ has American and British faculty teaching English on campus for any language assistance that may be needed.

2. DEPARTMENT: CHEMISTRY NEW COURSE

APPROVED

Course: BIOC 502: Advanced Biochemistry

Rationale: BIOC 502 is being proposed as a dual-listed course with BIOC 402. This will allow graduate students who have not taken two semesters of biochemistry to address their needs and also increase the enrollment of the undergraduate course.

Summary:

Course	BIOC 502: Advanced Biochemistry
Credits	3
Prerequisite	Instructor permission (credit for an undergraduate course in biochemistry is required)

Description	An examination of biochemical processes with a focus on metabolism. Central pathways are considered in detail, including regulatory mechanisms and hormonal signaling. Other selected processes and integration of mammalian metabolism are explored. Assumes an understanding of concepts relating to structure/function relationships for biomolecules, biological membranes, and signaling included in BIOC 301.
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COURSE REVISION

Course: CHEM 540: Physical Chemistry

Rationale: Physical Chemistry (CHEM 540) is changing its name and number to Advanced Physical Chemistry (CHEM 542) and will be dual-listed with CHEM 442. This will allow graduate students who have not taken two semesters of physical chemistry to address their needs and increase the enrollment of the undergraduate course.

Current Course Prefix and Number: CHEM 540	Proposed Course Prefix and Number: CHEM 542
Current Course Title: Physical Chemistry	Proposed Course Title: Advanced Physical Chemistry

PROGRAM REVISION

Program: PSM Chemistry Applied and Industrial Chemistry

Rationale: Our revised program will allow more flexibility to students on choosing courses of their interest.

Current Catalog Description: This program represents IUP's commitment to educating students to be the problem-solvers of tomorrow's industries. Following completion of science proficiency courses, the graduate student will take a set of Professional Development courses designed to augment the student's scientific knowledge with communication, business and management skills to better prepare students to meet the technology challenges of a company. The program will also prepare the student for advancement to management positions within the company.	Proposed Catalog Description: This program represents IUP's commitment to educating students to be the problem-solvers of tomorrow's industries. In addition to science proficiency courses, the student will take a set of Professional Development courses designed to augment the student's scientific knowledge with communication, business and management skills to better prepare students to meet the technology challenges of a company. The program will also prepare the student for advancement to management positions within the company.
Current Program Requirements: I. (A) For those specializing in analytical, organic, inorganic or physical chemistry: the student must complete one course in	Proposed Program Requirements: I. Required Courses The student must complete 12 credits from the following:

each of the four main areas listed below for a total of 12 cr. (*)	
<p>CHEM 521 Advanced Instrumental Methods of Analysis 3 cr. CHEM531 Organic Molecular Structure Determination 3 cr. CHEM 535 Current Topics of Organic Chemistry 3 cr. CHEM 540 Physical Chemistry 3 cr. CHEM 610 Inorganic Chemistry 3cr. CHEM 620 Analytical Chemistry 3 cr. CHEM 630 Organic Chemistry 3 cr.</p> <p>(B) For those specializing in Biochemistry: A. Required courses (12 cr.)(A) CHEM 646 Biochemistry 3cr. CHEM 623 Physical and Chemical Methods of Separation 3cr. CHEM 630 Organic Chemistry 3cr. BIOL 662 Molecular Genetics of Eukaryotes 3cr.</p>	<p>CHEM 511 Advanced Inorganic Chemistry 3 cr. CHEM 521 Advanced instrumental methods of Analysis 3 cr. CHEM 531 Organic Molecular Structure Determination 3 cr. CHEM 535 Current Topics in Organic Chemistry 3 cr. CHEM 542 Advanced Physical Chemistry 3 cr. CHEM 560 Chemistry and Phys of Material 3 cr. CHEM 561 Modern Diffraction 3 cr. CHEM 581 Special Topics 3 cr. CHEM 610 Inorganic Chemistry 3 cr. CHEM 620 Analytical Chemistry 3 cr. CHEM 623 Phys. and Chem. Methods of Separation 3 cr. CHEM 630 Organic Chemistry 3 cr. CHEM 646 Biochemistry 3 cr. CHEM 662 Molecular Genetics of Eukaryotes 3cr. CHEM 681 Special Topics 3 cr. BIOC 502 Advanced biochemistry 3 cr.</p>
<p>II. ELECTIVES (3 - 6 cr.) The student may, with the advice and approval of advisor, select electives from Chemistry, physics, biology, or mathematics. CHEM 690 research can provide maximum of 6 semester hours towards the 30 semester hours necessary for the degree</p>	<p>II. ELECTIVES (3 - 6 cr.) CHEM 690 Research 3 - 6 cr. The student may, with the advice and approval of the advisor, select electives from chemistry physics, biology, or mathematics.</p>
<p>III. Professional Development Courses (6-9 cr.) The student with the advice and approval of the advisor, is required to complete a minimum of six semester hours of non science graduate level courses from the College of Business and Information Technology</p>	<p>III. Professional Development Courses (6-9 cr.) The student, with the advice and approval of the advisor, is required to complete a minimum of six semester hours of non-science graduate level courses from the College of Business and Information Technology. Some possibilities include: BLAW 633 Case Problems in Business Law 3 cr. MGMT 551 International Management 3 cr. MGMT 562 Applied Business Leadership Skills 3 cr. MGMT 613 Organizational Analysis 3 cr. QBUS 601 Data Analysis and Decision Making 3 cr.</p>
<p>IV. Research Experience and Internship (6 cr.) PSM students take 3-6 months internship (**) a. Required course CHEM 600 Seminar 2 cr. CHEM 799 internship Experience 4 cr.</p>	<p>IV. Research Experience and Internship (6 cr.)** CHEM 600 Seminar 2 cr. CHEM 799 Internship Experience 4 cr.</p>

<p>(*) At least 15 credits from the total of required and elective courses must come from 600- level or higher</p> <p>(**) The PSM coordinator provides guidance in exploring internship sites, but the student must initiate an internship with an industry supervisor. The internship may be completed in whole or in part, in residence at the university with approval of the industrial supervisor. The internship experience must lead to an acceptable written report, approved by the student's academic and industry supervisory committee. The student must present the results of experience at a seminar open to all graduate students, faculty and members of the sponsoring company.</p>	<p>*At least 15 credits from the total of courses must come from 600-level or higher.</p> <p>**Students who opt to do their internship experience with a faculty member should first enroll in CHEM 690 with that faculty member as the instructor of record.</p> <p>***The PSM Coordinator provides guidance in exploring external internship sites, but the student is responsible for initiating and securing an internship with an industry supervisor. The internship experience must lead to an acceptable written report, approved by the student's academic and industry supervisory committee. The student must present the results of experiences at a seminar open to all graduate students, faculty and members of the sponsoring company.</p>
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3. DEPARTMENT: COMMUNICATIONS MEDIA NEW COURSE

APPROVED

Course: COMM 845: Health Communication

Rationale: Health Communication is a growing field both within the academy and out. This course will prepare students to design, create, and implement health communication campaigns. The skills learned in this class will be particularly useful for students seeking careers in this emerging field.

Summary:

Course	COMM 845: Health Communication
Credits	3
Prerequisite	None
Description	Explores the role of communication campaigns in the area of public health. Students will develop the skills necessary to use media strategically to advance persuasive health messages through design, production and dissemination. Applies communication theory to the promotion of health messages

NEW COURSE

Course: COMM 820: Political Communication

Rationale: This course is proposed as an elective for students in the PhD in Communications Media and Instructional Technology program. It will explore ways in which communication practices and principals relate to the context of political communication.

Summary:

Course	COMM 820: Political Communication
Credits	3

Prerequisite	None
Description	Reviews major areas of research in political communication, with an overview of the key concepts and theories regarding communication's role in politics and political process. An interdisciplinary approach to the field of political communication will be explored through research and scholarship in diverse disciplines such as Communication, Political Science, Psychology, and Sociology. The role of communication in and through legislative processes and outcomes, political campaigns and debate, news media, civic engagement, public opinion, political discourse and political identity construction, will be examined.

NEW COURSE

Course: COMM 835: Global Media, Communication and Culture

Rationale: The goal for this course is to add a perspective to students on the complexity of communication and media fields through the lens of global culture as well as exposing students in interdisciplinary research involving media, communication and culture.

Course	COMM 835: Global Media, Communication and Culture
Credits	3
Prerequisite	None
Description	Analyzes cultural differences based on globalization and intercultural communication theories. Emphasis is placed on interdisciplinary backgrounds to aid understanding the intersection of culture, media and communication. Through understanding and discussion of the diversity of cultures and previous studies, students will apply concepts and theories in global media, culture and communication to their own research interests.

PROGRAM REVISION

Program: Ph.D. Communications Media and Instructional Technology

Rationale: This minor program revision is being proposed to reflect the addition of the new MS in Strategic Communication as a logical step toward study in the CMIT Ph.D. program. The new language provides incentive for students completing the MS in Strategic Communication to seek enrollment in the CMIT Ph.D. program.

<p>Current Program Requirements: Applicants to the PhD program in Communications Media and Instructional Technology fall under one of two categories.</p> <p>Category I By default, most applicants fall under this category. Prospective students should</p>	<p>Proposed Program Requirements: Applicants to the PhD program in Communications Media and Instructional Technology fall under one of two categories</p> <p>Category I By default, most applicants will fall under this category, <i>including applicants who will have completed the Production Track of IUP's MS in Strategic Communication prior to enrollment in the</i></p>
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<p>review Category II criteria to determine their eligibility</p> <p>Typically, applicants must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> • Recent GRE Scores (including analytical writing) or MAT scores that meet program minimum requirements • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview <p>Category II</p> <p>Admission to the CMIT program under this category is limited to individuals who have earned a master's degree five year or more prior to the date of application to the CMIT program AND have five or more years of full-time employment at an accredited U.S. institution of higher education or with a U.S.-based industry/organization directly related to the CMIT curriculum.</p> <p>Category II applicants must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> ▪ Official higher education transcripts (undergraduate and graduate) ▪ Current curriculum vitae or resume ▪ Writing sample: a sample that reflects your ability to do academic work and research such as a published work, a paper presented at a professional conference, a major paper for a graduate-level course, or other academic writing ▪ Two letters of recommendation assessing your ability to work at the doctoral level ▪ Professional goal statement addressing why you are interested in pursuing doctoral studies in this 	<p><i>CMIT PhD program.</i> Category II criteria to determine their eligibility</p> <p>Typically, applicants must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> • Recent GRE Scores (including analytical writing) or MAT scores that meet program minimum requirements • Official higher education transcripts • Current Curriculum Vitae • Writing sample • Two letters of recommendation • Personal interview <p>Category II</p> <p>Admission to the CMIT program under this category is limited to individuals who have earned a master's degree five year or more prior to the date of application to the CMIT program AND have five or more years of full-time employment at an accredited U.S. institution of higher education or with a U.S.-based industry/organization directly related to the CMIT curriculum.</p> <p>Category II applicants must submit the following for review by the doctoral program committee:</p> <ul style="list-style-type: none"> ▪ Official higher education transcripts (undergraduate and graduate) ▪ Current curriculum vitae or resume ▪ Writing sample: a sample that reflects your ability to do academic work and research such as a published work, a paper presented at a professional conference, a major paper for a graduate-level course, or other academic writing ▪ Two letters of recommendation assessing your ability to work at the doctoral level ▪ Professional goal statement addressing why you are interested in pursuing doctoral studies in this area, your long-term professional goals, and preparations you are undertaking in anticipation of acceptance into the program ▪ Portfolio <p>Letters of recommendation must directly address the applicant's capability to write and produce research at the doctoral level. Applicants seeking admission under Category II will be required to</p>
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<p>area, your long-term professional goals, and preparations you are undertaking in anticipation of acceptance into the program</p> <ul style="list-style-type: none"> ▪ Portfolio <p>Letters of recommendation must directly address the applicant's capability to write and produce research at the doctoral level. Applicants seeking admission under Category II will be required to provide a written and oral response to a research question or problem. Applicants in Category II are also required to submit a portfolio of work including such items as scholarly publications and presentations or production samples relevant to the CMIT coursework. Additionally, Category II applicants are required to meet the minimum GPA requirements for both bachelor's and master's degrees as established by the department.</p>	<p>provide a written and oral response to a research question or problem. Applicants in Category II are also required to submit a portfolio of work including such items as scholarly publications and presentations or production samples relevant to the CMIT coursework. Additionally, Category II applicants are required to meet the minimum GPA requirements for both bachelor's and master's degrees as established by the department.</p> <p>Category III <i>Admission to the CMIT program under Category III is limited to applicants who will have completed the Research Track of IUP's MS in Strategic Communication prior to enrollment in the CMIT PhD program.</i> <i>Category III applicants must submit the following for review by the doctoral program committee:</i></p> <ul style="list-style-type: none"> ▪ Official higher education transcripts (undergraduate and graduate) ▪ Current curriculum vitae or resume ▪ Writing sample: a sample that reflects your ability to do academic work and research such as a published work, a paper presented at a professional conference, a major paper for a graduate-level course, or other academic writing ▪ Two letters of recommendation assessing your ability to work at the doctoral level ▪ Professional goal statement addressing why you are interested in pursuing doctoral studies in this area, your long-term professional goals, and preparations you are undertaking in anticipation of acceptance into the program <p><i>Upon review of completed applications from any of the above four categories, the CMIT faculty admissions committee may invite the applicant to campus for an interview. The committee determines whether to accept, waitlist, or deny each applicant based on the strength of application materials and admissions interview.</i></p>
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**4. DEPARTMENT: COMMUNICATION DISORDERS, SPECIAL EDUCATION, DISABILITY SERVICES
PROGRAM REVISION**

APPROVED

Program: MS Speech Language Pathology

Rationale: The following changes to graduate catalog language: (1) Improving the efficiency and clarity of the program description, (2) Updating admissions criteria including how the program will handle prerequisite coursework with a grade of C or lower and requirements for people who are non-native speakers of English, (3) Updating language regarding policies on retention in the program. The program worked with the SGSR to ensure that these updated policies on retention are written using clear language and that they are acceptable to the graduate school and IUP's legal counsel.

<p>Current Catalog Description:</p> <p>The Speech-Language Pathology program culminates in a Master of Science degree. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The program provides for the completion of the academic and practicum requirements for the Certificate of Clinical Competence from ASHA, for Pennsylvania Licensure in Speech-Language Pathology, and for Educational Specialist Certification in School Speech-Language Pathology from the Pennsylvania Department of Education. The tripartite role is fulfilled by completion of all the course requirements for the B.S. and the MS degrees. Applicants who do not have an undergraduate degree in speech-language pathology must complete the necessary prerequisites before applying for graduate admission. An optional thesis may be completed with the approval of your advisor.</p>	<p>Proposed Catalog Description:</p> <p>The IUP Master of Science (MS) degree program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).</p> <p>The MS curriculum combined with an undergraduate degree in communication disorders meets the academic and clinical requirements for the Certificate of Clinical Competence from ASHA, Pennsylvania Licensure in Speech-Language Pathology, and Educational Specialist Certification by the Pennsylvania Department of Education. Applicants who do not have an undergraduate degree in communication disorders must complete the necessary prerequisites before applying for graduate admission.</p>
<p>Current Admissions Criteria:</p> <p><i>Admission Policy:</i> The Graduate Admissions 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 their advisor. 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</p>	<p>Proposed Admissions Criteria:</p> <p><i>Admission Policy:</i> The Graduate Admissions Committee will review applicants for admission who provide 1) GRE scores, 2) an undergraduate degree with a GPA of 3.0 or higher, 3) prerequisite coursework in speech-language pathology, 4) two letters of recommendation, 5) a written response to the provided prompt, and 6) an interview with the program's admissions committee. Applicants must also meet the program's technical standards and professional dispositions.</p> <p>Due to the competitive nature of graduate admissions, preference is given to applicants who have an undergraduate degree in communication disorders with a GPA of 3.6 or</p>

<p>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. The 25 hours of supervised observation for the ASHA CCC-SLP must be completed prior to beginning the master's Program.</p> <p>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 into successfully complete speech therapy before being allowed to register for clinical practicum experiences. Observation hours and clinical practicum completed in another country will be accepted only if they have been supervised by a speech-language pathologist who holds the appropriate certification from ASHA.</p> <p>Retention in the Program</p> <p>No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology. Only one of these courses may be repeated in accordance with the School of Graduate Studies and Research procedures. Clinical courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Furthermore, the practicum hours in clinical courses with a grade of "C" or lower will not</p>	<p>higher, Verbal and Quantitative GRE scores of 145 or higher and 3.5 or higher for Writing, strong letters of recommendation from academic faculty in communication disorders, and excellent communication skills during the interview.</p> <p>Essential undergraduate courses with a letter grade of "C" or below will not be accepted as prerequisites for graduate study and considered as a course deficiency. Documentation of 25 hours of supervised observation and state and federal clearances must be completed prior to beginning the master's program.</p> <p>In addition to the stated application requirements, applicants who are non-native English speakers must achieve a score at the ninetieth percentile or higher on oral and written subtests of the TOEFL. Observation hours and clinical practicum completed in another country will be accepted only if they have been supervised by a speech-language pathologist who holds the appropriate certification from ASHA.</p> <p>Retention in the Program</p> <p>In order to remain in good standing, students in the SPLP program must meet the following criteria:</p> <p>A grade point average (GPA) of 3.25 is considered the minimum level of academic performance for all SPLP graduate students. Clinical practicum courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Furthermore, the practicum hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements. An overall clinical practicum grade of "B" or better must be obtained in the two clinics immediately prior to participating in an externship. If a grade of "C" or lower is earned in any of these semesters, it will delay and may preclude an externship placement. The SLP-MS program requires that students repeat any course that resulted in a final grade of F, because all coursework is required for</p>
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<p>apply to ASHA certification or state licensure requirements.</p> <p>National Examination</p> <p>Prior to receiving their degree, students must pass the National Examination in Speech-Language Pathology and provide evidence of the attempt to the graduate coordinator. The examination should be taken during the last semester of enrollment. If a student does not attain a passing score prior to graduation, the student must pass comprehensive examination questions determined by areas of weakness on the National Examination.</p>	<p>certification and licensure in the field. The IUP SGSR Repeat Policy will be enforced. Students with a grade of F in a course will not be approved for externship placement until they repeat the course and achieve a C or better grade. See below for policies regarding externship placement.</p> <p>Only one course or clinic may be repeated, and only one time.</p> <p>No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology or Audiology, regardless of the number of credits for the course.</p> <p>Students must demonstrate all the Technical Standards and Professional Dispositions.</p> <p>Students who fail to meet these criteria will be placed on academic and/or clinical probation and will have a remediation plan to address deficiencies. The graduate faculty will review the status of each student on probation at the end of each semester or on the timeline outlined in the remediation plan. A student who fails to obtain at least a 3.25 cumulative average by the end of the probationary semester will be dismissed from the program.</p> <p>National Examination</p> <p>Prior to receiving their degree, students must pass the National Examination in Speech-Language Pathology and provide evidence of the attempt to the graduate coordinator. The examination should be taken during the last semester of enrollment. If a student does not attain a passing score prior to graduation, the student must pass comprehensive examination questions determined by areas of weakness on the National Examination.</p>
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5. DEPARTMENT: COUNSELING
COURSE REVISION

APPROVED

Course: COUN 930: Doctoral Practicum in Counseling

Rationale: In the Department of Counseling, both Master's programs (MA & M.Ed.) require a B or better in the practicum courses. This change would keep standards consistent across programs

within the Department. The revision entails establishing a stipulation that all students in the Ph.D. program must pass practicum coursework with a B or better before being permitted to move on to field/internship experiences.

PROGRAM REVISION

Program: Ph.D. Counselor Education and Supervision

Rationale: The Department of Counseling is clarifying language regarding the admissions requirements for the Ph.D. in Counselor Education and Supervision. The doctoral program builds on the 60 credit hour CACREP master's degree in counseling. Within the past ten years, the profession has transitioned from a 48 credit hour to a 60 credit hour master's degree in counseling. Due to CACREP accreditation standards, potential applicants whose master's degree is in a field **other** than counseling are unable to meet the prerequisite requirements for the coursework. A master's degree in *counseling* is now required. In addition, an example of written work will be required as opposed to optional. Also, because of the streamlined nature of the course sequencing, the Department is allowing six transfer credits.

<p>Current Program Requirements: The PhD program in Counselor Education and Supervision is designed to be completed in 2–3 years of study beyond the 60-credit master's degree in counseling. This PhD program is designed for a full-time residential cohort with coursework in the fall, spring, and summer semesters. The curriculum requires a minimum of 48 semester hours of acceptable graduate credit beyond the master's degree. Each student must complete the following 1) all required and elective course work 2) comprehensive examinations 3) dissertation proposal and its defense 4) dissertation and its defense.</p> <p>Admissions Criteria Students seeking admission to the program must meet the following criteria:</p> <p>1. Have earned a master's degree in counseling from a CACREP accredited institution OR</p> <p>Have earned a master's degree in counseling or a closely related field.</p> <p>Students whose master's degree is NOT from a CACREP accredited program must complete the additional coursework</p>	<p>Proposed Program Requirements: The PhD program in Counselor Education and Supervision is designed to build on the 60-credit CACREP master's degree in counseling and can be completed in 2–3 years of study. This PhD program is designed to meet CACREP 2016 standards with coursework in the fall, spring, and summer semesters. The Ph.D. curriculum requires a minimum of 48 semester hours of acceptable graduate credit beyond the 60 credit hour counseling master's degree. Each student must complete the following 1) all required and elective course work 2) comprehensive examinations 3) dissertation proposal and its defense 4) dissertation and its defense.</p> <p>Admissions Criteria Students seeking admission to the program must meet the following criteria:</p> <p>1A. Have earned a 48 or 60 credit hour master's degree in counseling from a CACREP accredited institution.</p> <p>OR</p> <p>1B. Have earned a 48 or 60 credit hour master's degree in counseling NOT from a CACREP accredited program.</p> <p>Students whose master's degree is NOT from a CACREP accredited program, but hold a 48- or 60-</p>
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<p>necessary to meet CACREP 2016 standards under Section 2 Professional Counseling Identity as well as Section 3 Professional Practice. In addition, Section 5 Entry Level</p> <p>Specialty Areas for either Clinical Mental Health Counseling or School Counseling standards must be met.</p> <p>2. Have a minimum graduate grade point average of 3.5</p> <p>The doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria will be reviewed:</p> <p>All official college/university transcripts Two letters of academic or professional recommendation Goal Statement: A summary of relevant educational/work experience; reasons for wanting to earn a PhD in CES (career goals); reasons interested in IUPs PhD program (no more than 2-3 pages) Resume/Vita GRE Example of written work (optional)</p>	<p>credit counseling degree must complete the additional coursework necessary to meet CACREP 2016. A transcript audit will be completed to identify any additional coursework. No applicant will be admitted who needs more than 12 credit hours including practicum.</p> <p>2. Have a minimum graduate grade point average of 3.5</p> <p>The doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria will be reviewed:</p> <p>All official college/university transcripts Two letters of academic or professional recommendation Goal Statement: A summary of relevant educational/work experience; reasons for wanting to earn a PhD in CES (career goals); reasons interested in IUPs PhD program (no more than 2-3 pages) Resume/Vita GRE Example of written work</p> <p>Transfer Credit</p> <p>Applicants who have completed course work at other institutions may request transfer of credit. A maximum of 6 credit hours may be approved.</p>
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6. DEPARTMENT: EDUCATIONAL AND SCHOOL PSYCHOLOGY
NEW COURSE

APPROVED

Course: EDSP 994: Introduction to the Dissertation

Rationale: The EDSP 994 Introduction to the Dissertation course is being proposed to help students transition between the completion of formal course work in the Ph.D. program in School Psychology and the writing of the dissertation as the culminating activity of the doctoral degree. Many students are able to complete the course work of doctoral programs with little to no difficulty, but once in the dissertation phase of the degree, they fail to complete. The purpose of this course is to help students change their mindset and enter this next stage of their program with realistic notions

about the dissertation process, what is required by the department and university, how long the dissertation will take to complete, timelines for completion, resources available, and evolution of knowledge learned to skills demonstrated.

Summary:

Course	EDSP 994: Introduction to the Dissertation
Credits	3
Prerequisite	Doctoral Candidacy
Description	Designed to introduce students to the dissertation and the dissertation process; university and department policies and procedures related to the dissertation; and resources across the university for engaging in research; as well as facilitate topic selection; review of the literature; and Institutional Review Board (IRB) requirements and procedures. By the end of this course, students will have chosen an advisor (if not done so already) and committee, completed several of the initial requirements of the dissertation process, as well as produced a reasonable and appropriate timeline for completion of the dissertation and the degree.

**7. SCHOOL OF GRADUATE STUDIES AND RESEARCH AND THE CENTER FOR TEACHING EXCELLENCE
CERTIFICATE IN PREPARING FUTURE FACULTY**

APPROVED

Rationale:

In Fall 2016, the Center for Teaching Excellence began a preparing future faculty (PFF) initiative with graduate students across campus. Monthly workshops were held to provide students specific information and skills related to teaching at community colleges (<http://www.iup.edu/teachingexcellence/programs-and-services/preparing-future-faculty/>). This service provides interested students information that may not be available in their degree program, though some graduate departments do offer a teaching course specific to their discipline. This initiative is mirrored after Duke University, which is considered the premier PFF program to date. Offering this program to IUP graduate students meets their needs to obtain skills to make them more competitive in their respected fields, as well as make them more informed instructors if employed to teach at a community college or university in the future. This proposal aims to expand this existing enterprise to a certificate program supported by the Center for Teaching Excellence (CTE) and the School of Graduate Studies and Research (SGSR). The Preparing Future Faculty (PFF) initiative provides all interested graduate students the opportunity to document gained knowledge and skills to prepare for college teaching within their discipline.

Catalog Description: The Preparing Future Faculty (PFF) Certificate provides graduate students an opportunity to gain experience and skills necessary to teach at a college or university in their disciplines, while completing their graduate degree at IUP. The Certificate is provided through the Center for Teaching Excellence and the School of Graduate Studies and Research, though students must have approval from their specific graduate program coordinators. Students must complete core classes (9 credits) within their degree programs, complete an approved teaching class (3 credits), and participate in activities specific to skill learning and teaching practice. This certificate provides interested students the exposure to faculty life in a protected educational context, and

allows them to make an informed decision about whether or not they want an academic career, while gaining the experience to be competitive if they choose to move forward into teaching.

The Certificate in Preparing Future Faculty is a cohort program of approximately 20 graduate students beginning each fall semester. Students must submit an application of interest to the School of Graduate Studies and Research no later than August 1. The applications will be reviewed by the Center for Teaching Excellence Advisory Board and notification will be provided to the student and their respective Graduate Coordinator.

Graduate students in the certificate program must complete twelve credits of course work. Nine graduate credits in their major department that represent core material for their field. Graduate Coordinators will make the determination which courses meet that requirement. A three credit teaching class (as determined by the Center for Teaching Excellence) is also required. Meeting with a faculty mentor, guest lecturing in relevant courses, as well as attendance at monthly workshops are also required for the certificate.

Requirements:

Approved teaching course completed

Minimum of nine (9) graduate credits completed in discipline

Three graduate credit teaching course

Weekly meetings with Faculty Mentor (minimum 30 hours)

Undergraduate Lecture/Guest Speaker 1

Undergraduate Lecture/Guest Speaker 2

Undergraduate Lecture/Guest Speaker 3

Undergraduate Lecture/Guest Speaker 4

Center for Teaching Excellence (CTE) Evaluation

Video Assessment 1 (1000 word response)

Video Assessment 2 (1000 words response)

Research Presentation

Senate Meeting Participation (1000 word reflection paper)

Service Commitment (minimum 20 hours)

CITI Certificate (copy of certificate)

CTE Workshops (attendance at a minimum of 6)

8. DEPARTMENT OF ENGLISH

COURSE REVISION

APPROVED

Course: ENGL 730/830: Teaching Writing

Rationale: Updating the course will better reflect the current course content. This change better acknowledges the research aspects of the course related to developing composition teacher/scholars which is the overall goal of the program curriculum.

Current Title: Teaching Writing

Proposed Title: Research and Practice in the Teaching of College Composition

Current Catalog Description: Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing.

Proposed Catalog Description: Applies research in composition, rhetoric, and writing studies to the teaching of college composition in diverse contexts and with diverse student populations, including multilingual writers. Links research based-practices to curriculum design. The course covers best teaching practices such as responding to writing, performing assessment, and interacting with students in the college composition classroom.

COURSE REVISION

Course: ENGL 800: Introduction to Research in Composition and TESOL

Rationale: Course title is being changed to align better with new program name. Replacing the term 'TESOL' with the broader term "Applied Linguistics" in the title does not change the way the current course is taught, rather it reflects the current ENGL 800 focus on a range of research that is not limited to the pedagogy and English focus the term "TESOL" has increasingly been understood to represent.

Current Course Title: Introduction to Research in Composition and TESOL

Proposed Course Title: Research in Composition and Applied Linguistics

COURSE REVISION

Course: ENGL 815: Qualitative Research Methods in Rhetoric and Linguistics

Rationale: Title is being changed to align better with new program name.

Current Course Title: Qualitative Research Methods in Rhetoric and Linguistics

Proposed Course Title: Qualitative Research Methods in Composition and Applied Linguistics

PROGRAM REVISION

PhD English Composition and Applied Linguistics

Rationale: The current Composition and TESOL program has not undergone major revisions since 2000. Our proposed revision of the program reflects our new vision of the program as interdisciplinary by design rather than as a program that would appear to have two separate foci (one on composition and one on TESOL).

We are also proposing an update to the program:

- To reflect broader and more current critiques and understandings of how the term TESOL (Teaching English as a Second or Other Language) can be seen to reflect a deficit model of language acquisition. Applied Linguistics is a broader term and encompasses more approaches than those typically seen under the term TESOL.
- To broaden the appeal of the program to those interested in teaching languages other than English. Understanding composition for multilingual individuals is not theoretically limited to those whose focus is English.
- To address international understandings that the term TESOL is often linked with MA-level pedagogical programs. Some scholarship agencies have taken our current program off of their

approved list (for example SACM) simply because we have the term TESOL in our program name and they associate that term with MA level programs.

Current Program	Proposed Program
<p>TITLE: <i>Ph.D. in Composition and TESOL</i> Program Requirements</p> <p><u>I. Core Courses (9 cr)</u> ENGL 800: Introduction to Research in Composition and TESOL (3cr) ENGL 808 Technology and Literacy (3cr) or ENGL 805: Language and Social Context (3cr)</p> <p><u>II Specialization (9 cr)</u> Composition Specialization ENGL 830: Teaching Writing (3cr) ENGL 831: Rhetorical Traditions (3cr) ENGL 833: Theories of Composition (3cr) Or TESOL Specialization ENGL 823: Second Language Teaching (3cr) ENGL 824: Second Language Acquisition (3cr) ENGL 825: Second Language Literacy (3cr)</p> <p><u>III. Research (3 cr)</u> ENGL 815: Qualitative Research Methods in Rhetoric and Linguistics (3cr) or Another approved research course, such as EDSP 817: Applied Educational Research Methods (3cr)</p> <p><u>Electives (15 cr)</u> ENGL 834: Linguistics & the English Teacher (3cr) ENGL 842: Cross-Cultural Communication ENGL 844: Reading Theory & the College English Teacher (3cr) ENGL 845: Theories of Literacy (3cr) ENGL 846: Advanced Seminar in Literacy (3cr) ENGL 847: Identity, Power, and the Multilingual Writer (3cr) ENGL 854: World Englishes in Composition and Applied Linguistics (3cr) ENGL 867: Research on Writing Centers and Writing Program Administration (3cr) ENGL 848: Advanced Topics in Linguistics (3cr) ENGL 897: Independent Seminar (3cr)</p>	<p>TITLE: <i>Ph.D. in Composition and Applied Linguistics</i> Program Requirements</p> <p><u>I. Composition and Applied Linguistics Discipline Courses (9 cr)</u> ENGL 825: Second Language Literacy (3cr) ENGL 830: Research and Practice in the Teaching of College Composition (3cr) ENGL 833: Theories of Composition (3cr)</p> <p><u>II. Two Advanced Research Seminars (6 cr)</u> ENGL 846 Research Seminar* (3cr) (name change) * May also be taken for repeat credit as an elective</p> <p><u>III. Research Sequence (12 cr)</u> ENGL 800: Research Methods in Composition and Applied Linguistics (3cr) ENGL 820: Quantitative Research Methods in Composition and Applied Linguistics (3cr) ENGL 815: Qualitative Research Methods in Composition and Applied Linguistics (3cr) ENGL 835: Research Design and the Craft of Writing (3cr)</p> <p><u>Electives (9 cr)</u> ENGL 805: Language and Social Context (3cr) ENGL 808: Technology and Literacy (3cr) ENGL 823: Second Language Teaching (3cr) ENGL 824: Second Language Acquisition (3cr) ENGL 803: Language and Cognition (3cr)* ENGL 831: Rhetorical Traditions (3cr) ENGL 834: Linguistics & the English Teacher (3cr)* ENGL 842: Cross-Cultural Communication (3cr) ENGL 844: Reading Theory & the College English Teacher (3cr)* ENGL 845: Theories of Literacy (3cr) ENGL 847: Identity, Power, and the Multilingual Writer (3cr)</p>

<p><i>Courses in other programs such as Literature or Education</i></p> <p>Total Course Hours: 36 cr. Dissertation: 12 cr.</p>	<p>ENGL 848 Topics in Composition and Applied Linguistics (3cr) (name change) ENGL 854: World Englishes in Composition and Applied Linguistics (3cr) ENGL 867: Research on Writing Centers and Writing Program Administration (3cr)</p> <p><i>Courses in other programs such as Literature or Education (as approved by C&AL Director)</i></p> <p>Total Course Hours: 36 cr. Dissertation: 12 cr.</p>
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9. DEPARTMENT: FOOD AND NUTRITION INFORMATION REVISION

APPROVED

Program: Dietetic Internship

Rationale: To correct information in the original proposal passed in April 2017. These four corrections include: (1) Changing the name from Dietetic Internship that was approved in April 2017 to Dietetic Internship Certificate Program, (2) Correct the number of FDNT 743, Advanced Clinical Nutrition Therapy that was in the April 2017 proposal, to FDNT 773, Advanced Clinical Nutrition, (3) Provide outcome measures, as these are now required, and (4) Correct the title of FDNT 696 - Clinical Internship that was used in the April 2017 proposal to the correct title of FDNT 696 Dietetic Internship that was approved in the October 6, 2015 Senate Meeting. The name of the course is correct in the description of the program that appears in the graduate catalog, but incorrect in the listing of graduate courses in the graduate catalog.

Current Program Title: Dietetic Internship	Proposed Program Title: Dietetic Internship Certificate Program
<p>Current Narrative Catalog Description:</p> <p>The Dietetic Internship is an accredited supervised practice program for 12 eligible students that are selected in April from applicants that apply in February of each year. Eligible students must have a Bachelor's degree, a verification statement from an accredited undergraduate Dietetics Program, and be accepted to the IUP School of Graduate Studies and Research. Applications for the dietetic internship must use the computerized application administered by the Dietetic Internship Centralized Application Services (https://portal.dicas.org/) and participate in</p>	<p>Proposed Narrative Catalog Description:</p> <p>The Dietetic Internship is an accredited supervised practice program for 12 eligible students that are selected in April from applicants that apply in February of each year. Eligible students must have a Bachelor's degree, a verification statement from an accredited undergraduate Dietetics Program, and be accepted to the IUP School of Graduate Studies and Research. Applications for the dietetic internship must use the computerized application administered by the Dietetic Internship Centralized Application Services (https://portal.dicas.org/) and participate in</p>

<p>computer matching (administered by D & D Digital, https://www.dnddigital.com/). The dietetic internship program is accredited by the Accreditation Council for Education of Nutrition and Dietetics of the Academy of Nutrition and Dietetics and meets the required competencies required to become a Registered Dietitian Nutritionist. Students who complete the dietetic internship are eligible to take the national examination to become a Registered Dietitian Nutritionist. Students that complete the dietetic internship track may choose to complete the IUP Master of Science in Food and Nutrition. Additional information about the dietetic internship and the M.S. in Food and Nutrition is available on the Department of Food and Nutrition website: www.iup.edu/foodnutrition.</p>	<p>computer matching (administered by D & D Digital, https://www.dnddigital.com/). The dietetic internship program is accredited by the Accreditation Council for Education of Nutrition and Dietetics of the Academy of Nutrition and Dietetics and meets the required competencies required to become a Registered Dietitian Nutritionist. Students who complete the dietetic internship are eligible to take the national examination to become a Registered Dietitian Nutritionist. Students that complete the dietetic internship track may choose to complete the IUP Master of Science in Food and Nutrition. Additional information about the dietetic internship and the M.S. in Food and Nutrition is available on the Department of Food and Nutrition website: www.iup.edu/foodnutrition.</p>																																								
<p>Program Requirements</p> <table><tr><td>Summer*</td><td>FDNT 743</td><td>Advanced Clinical Nutrition Therapy</td><td>3 cr.</td></tr><tr><td>Summer</td><td>FDNT 612</td><td>Administration of Food Service Systems</td><td>3 cr.</td></tr><tr><td>Summer</td><td>FDNT 635</td><td>Nutrition Intervention, Counseling, and Educational Strategies</td><td>3 cr.</td></tr><tr><td>Fall**</td><td>FDNT 646</td><td>Internship: Clinical Nutrition</td><td>4.5 cr.</td></tr><tr><td>Spring</td><td>FDNT 646</td><td>Internship: Clinical Nutrition</td><td>4.5 cr.</td></tr></table>	Summer*	FDNT 743	Advanced Clinical Nutrition Therapy	3 cr.	Summer	FDNT 612	Administration of Food Service Systems	3 cr.	Summer	FDNT 635	Nutrition Intervention, Counseling, and Educational Strategies	3 cr.	Fall**	FDNT 646	Internship: Clinical Nutrition	4.5 cr.	Spring	FDNT 646	Internship: Clinical Nutrition	4.5 cr.	<p>Program Requirements</p> <table><tr><td>Summer*</td><td>FDNT 773</td><td>Advanced Clinical Nutrition Therapy</td><td>3 cr.</td></tr><tr><td>Summer*</td><td>FDNT 612</td><td>Administration of Food Service Systems</td><td>3 cr.</td></tr><tr><td>Summer*</td><td>FDNT 635</td><td>Nutrition Intervention, Counseling, and Educational Strategies</td><td>3 cr.</td></tr><tr><td>Fall**</td><td>FDNT 696</td><td>Dietetic Internship</td><td>4.5 cr.</td></tr><tr><td>Spring**</td><td>FDNT 696</td><td>Dietetic Internship</td><td>4.5 cr.</td></tr></table>	Summer*	FDNT 773	Advanced Clinical Nutrition Therapy	3 cr.	Summer*	FDNT 612	Administration of Food Service Systems	3 cr.	Summer*	FDNT 635	Nutrition Intervention, Counseling, and Educational Strategies	3 cr.	Fall**	FDNT 696	Dietetic Internship	4.5 cr.	Spring**	FDNT 696	Dietetic Internship	4.5 cr.
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<p>*Students complete 9 credits in the summer before beginning of supervised practice.</p> <p>**Students complete over 1,200 hours of supervised practice experience in Clinical Nutrition, Foodservice Management, and Nutrition Intervention and Community</p>	<p>*Students complete 9 credits in the summer prior to starting supervised practice.</p> <p>**Students complete over 1,200 hours of supervised practice in clinical nutrition, foodservice management, and nutrition intervention and community education, as</p>																																								

Education, as required by the accrediting agency. Graduate students are considered full-time if they are enrolled for 4.5 credits each semester.	required by the accrediting agency. Graduate students are considered full-time if they are enrolled for 4.5 credits each semester.
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10. DEPARTMENT: GEOGRAPHY & REGIONAL PLANNING**APPROVED****NEW COURSE****Course:** GEOG 624: Technical Issues in GIS

Rationale: The course is being proposed to provide graduate students exposure to the planning process for the development of a geographic information system at the organizational scale. The student will gain technical, management, and implementation knowledge base and skills with regard to spatial database development.

Summary:

Course	GEOG 624: Technical Issues in GIS
Credits	3
Prerequisite	GEOG 516 Introduction to GIS or GEOG 519 GIS for Environmental Analysis
Description	Uses project-based approach to develop and maintain a geographic information system (GIS). Designs and implements functional systems through cooperative learning. Covers methods for designing GIS to user specification, data collection, data input, project management, and system documentation. Students enrolled in GEOG 620, in addition to mastering GIS project development concepts and topics, will be expected to conceptualize projects, assess client spatial data requirements, evaluate spatial data processing techniques, and administer and implement project activities.

NEW COURSE**Course:** GEOG 655: Advanced Remote Sensing

Rationale: An expansion of our geospatial curriculum at the graduate level, this course also supports the GIS Certificate. Many students wish to apply more advanced remote sensing techniques to their master's research or more in-depth analysis for their portfolio and would benefit from a more advanced remote sensing course to learn new types of analysis and additional software packages.

Course	GEOG 655: Advanced Remote Sensing
Credits	3
Prerequisite	GEOG 415 or GEOG 515: Introduction to Remote Sensing
Description	Expands beyond basic principles of remote sensing to understand and apply complex methods of data collection, normalization, and analysis. Covers radiometric normalization, spectral transformations, change detection, object oriented classification, spatial analysis and filtering, accuracy assessment, and emphasizes application of learned techniques. A research intensive experience formulating remote sensing project design, execution, as well as analysis and assessment of project outcomes (experiments).

11. DEPARTMENT: MATHEMATICS**APPROVED****PROGRAM REVISION****Program:** MED Mathematics Education – Secondary Mathematics Education Track**Rationale:** Currently there are two errors in the catalog. MAED 655 and MAED 559 are listed as courses in the MED program. These courses do not exist. The correct courses to be listed instead are MAED 650 and ELMA 559, with the correct title for MATH 650 Themes in the History of Mathematics also changed.

<p>Current Program Requirements:</p> <p>I. EDUCATION AND EDUCATIONAL RESEARCH (6 CR.) GSR 615 Elements of Research One of the following courses: EDSP 704 Advanced Educational Psychology EDSP 746 Learning and Instruction EDSP 747 Advanced Psychology of Adolescent Education EDSP 748 Advanced Studies in Behavioral Problems</p> <p>II. MATHEMATICS EDUCATION CORE (12 CR.) MAED 650 Curriculum and Instruction in Mathematics Education MAED 654 Teaching Problem Solving in Mathematics Education MAED 660 Survey of Research in Mathematics Education One of the following courses MAED 652 Differentiating Instruction in Secondary Mathematics Education ELMA 652 Diagnosis and Remedial Teaching of Mathematics</p> <p>III. MATHEMATICS EDUCATION CONTENT (12 CR.) MAED 611 Algebra for Secondary Teachers MAED 612 Geometry for Secondary Teachers MAED 613 Probability and Statistics for Secondary Teachers MAED 614 Pre-Calculus and Discrete Mathematics for Secondary Teachers MAED 655 History of Mathematics</p>	<p>Proposed Program Requirements: I. EDUCATION AND EDUCATIONAL RESEARCH (6 CR.) GSR 615 Elements of Research One of the following courses: EDSP 704 Advanced Educational Psychology EDSP 746 Learning and Instruction EDSP 747 Advanced Psychology of Adolescent Education EDSP 748 Advanced Studies in Behavioral Problems</p> <p>II. MATHEMATICS EDUCATION CORE (12 CR.) MAED 650 Curriculum and Instruction in Mathematics Education MAED 654 Teaching Problem Solving in Mathematics Education MAED 660 Survey of Research in Mathematics Education One of the following courses MAED 652 Differentiating Instruction in Secondary Mathematics Education ELMA 652 Diagnosis and Remedial Teaching of Mathematics</p> <p>III. MATHEMATICS EDUCATION CONTENT (12 CR.) MAED 611 Algebra for Secondary Teachers MAED 612 Geometry for Secondary Teachers MAED 613 Probability and Statistics for Secondary Teachers MAED 614 Pre-Calculus and Discrete Mathematics for Secondary Teachers MATH 650 Themes in History of Mathematics</p> <p>IV. MATHEMATICS EDUCATION ELECTIVES (6 CR.) ELMA 559 Computer Related Topics in Mathematics Education MAED 616 Writing in Mathematics Education MAED 681 Special Topics in Mathematics Education MAED 698 Internship in Mathematics Education*</p>
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IV. MATHEMATICS EDUCATION ELECTIVES (6 CR.) MAED 559 Computer Related Topics in Mathematics Education MAED 616 Writing in Mathematics Education MAED 681 Special Topics in Mathematics Education MAED 698 Internship in Mathematics Education* MAED 795 Thesis in Mathematics Education Any course from Category III *The internship may be used to do preliminary work related to a thesis. This is by permission only.	MAED 795 Thesis in Mathematics Education Any course from Category III *The internship may be used to do preliminary work related to a thesis. This is by permission only.
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12. DEPARTMENT OF MUSIC

APPROVED

COURSE REVISION

Course: MUHI 420/507: The 20th Century/Music of the Twentieth Century

Rationale: This course has not been revised in over ten years. The purpose of the current revision is to update the course content, synchronize the undergraduate and graduate course numbers, and put the course online to serve the two tracks of our M.A. in Music using synchronous technology such as Zoom.

Current	Proposed
Title: MUHI 420/507 The 20th Century/Music of the Twentieth Century	Title: MUHI 420/520 Music Since 1900
Prerequisites: MUHI 301, MUHI 302	Prerequisite: MUHI 302
Catalog Descriptions: MUHI 420: A survey of the stylistic trends of music from 1900 to the present, beginning with Debussy, Ravel, and other impressionists through the music of Schonberg, Stravinsky, Webern, Honegger, and Milhaud. Offered infrequently. MUHI 507: A survey of the principal stylistic trends in music from 1900 to the present.	Catalog Description: For both 420 and 520: Examines selected trends in European and American art music since 1900.
Student Learning Outcomes: 1. The student will be able to identify and describe the main styles of art music since 1945. 2. The student will be able to place composers and musical works within the significant cultural and intellectual trends of the century.	Student Learning Outcomes: 1. Describe the significant musical genres, composers, and aesthetic movements since 1900. 2. Differentiate composers and musical works within the significant cultural and intellectual trends of the century.

<p>3. The student will be able to identify some of the current trends in research into 20th-century music history.</p> <p>4. The student will be able to perform in-depth research and write a scholarly paper on a topic in 20th- and 21st-century music history.</p>	<p>3. Identify some of the current trends in research into 20th-and 21st-century music history.</p> <p>4. Analyze the meaning of several significant 19th-century musical works within their cultural context.</p> <p>5. Grad Students only: Select, summarize, organize and orally present the significant information on an assigned topic in music since 1900.</p> <p>6. Grad Students only: Undertake independent, original scholarly research on a focused topic on music since 1900.</p>
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13. DEPARTMENT OF PROFESSIONAL STUDIES IN EDUCATION

APPROVED

NEW COURSE

Course: ALS 897: Research Synthesis

Rationale: A culminating seminar course is needed for students to apply leadership concepts, theories, and approaches into their internship experience and dissertation research proposals. This course is taken while students are enrolled in the internship and after the completion of all coursework except dissertation credits.

Summary:

Course	ALS 897: Research Synthesis
Credits	3
Prerequisite	Admission to the program, ALS 820, ALS 882, ALS 883
Description	Provides students with an opportunity to construct rich frameworks for understanding and applying leadership theory in research and internship experiences. Engages students in the study of leadership theory and practice from a variety of perspectives, including historical, social, political, and multicultural. Promotes theory into practice as students engage in seminar discussions based on internship experiences and dissertation proposal development. Students will create a research portfolio related to their planned dissertation study. This written work includes assignments completed in research courses and extends this work to document progression toward a dissertation proposal and Research Topic Approval Form.

PROGRAM REVISION

Rationale: This program is being revised so that the Graduate Catalog description is updated and to reflect the inclusion of a new course, ALS 897, which students will take after they complete their three research courses. They will prepare for and take their candidacy exam in this course. Previously, students took a seminar offered as a Special Topics, ALS 881, during the

Internship (offered as an Elective according to the current Catalog description). The PSE Doctoral Committee would like to formalize the seminar course, which is also being proposed. Additionally, ELR 751 has changed to 851, which needs updated, along with the program description. The course sequence has been revised so that the courses are listed in numerical order. The program description, including admission criteria, has been updated, particularly in regard to admission requirements for those who seek to become school superintendents. Finally, differentiation is made for the two different courses that students take, according to whether they are public school administrators seeking the Superintendent's Letter of Eligibility or administrators in higher education. There are also corrections that needed to be made, such as ELR 751 (old) being placed in two categories for program requirements.

Current Catalog Information	Proposed Catalog Information
<p>The doctoral program in Administration and Leadership Studies is designed to educate future school superintendents and college administrators. The 60-credit graduate program will admit approximately twenty candidates who will remain together as a cohort group for three years. Classes are scheduled Friday from 11:00 a.m. to 6:00 p.m. and Saturday from 8:00 a.m. to 3:00 p.m. approximately once a month.</p> <p>The program focuses on budgeting techniques, communication skills, team building, leadership theory, conflict resolution, implementing change, research, adult development, and case studies. The monthly seminars combine theory with actual projects that candidates are expected to implement in the workplace. The curriculum is designed to accommodate the schedules of working administrators.</p> <p>Admission Criteria</p> <p>Potential candidates must take part in a one-hour interview at IUP. The interview and writing examination are designed to identify candidates who will be admitted into the three-year program. All applicants should be current administrators and have at least two years of administrative experience.</p>	<p>The doctoral program in Administration and Leadership Studies is designed to educate future school superintendents and college administrators. The 60-credit graduate program is cohort-based and offers a rich mixture of theory and application through specifically designed courses. The program focuses on leadership theory, research, team building, conflict resolution, implementing change, adult development, and case studies. The classes combine theory with actual projects that candidates are expected to implement in the workplace.</p> <p>Admission Criteria</p> <p>A master's degree is required to apply. Applicants for the Public School Cohort should be current administrators or hold certification as such, in order to have the "six years of satisfactory school experience, of which at least three must be in a supervisory or administrative capacity" needed to earn the Superintendent's Letter of Eligibility per PDE guidelines. Applicants are required to take part in an interview. Application materials include: two letters of recommendation, a goal statement, and official undergraduate and graduate transcripts.</p>
<p>Program Requirements</p> <p>I. Core (18 cr.)</p> <p>ALS 810 Advanced Topics in Human Development and Learning 3 cr.</p> <p>ALS 850 School and Community 3 cr.</p>	<p>Program Requirements</p> <p>I. Core (18 cr.)</p> <p>ALS 801 Leadership Theories 3 cr.</p> <p>ALS 802 Leadership: A Case Study Approach 3 cr.</p>

<p>ALS 801 Leadership Theories 3 cr. ALS 802 Leadership: A Case Study Approach 3 cr. ALS 803 Leadership: Applied Practice 3 cr. ELR/HSAD 751 Conflict Resolution 3 cr.</p> <p>II. Research (18 cr.) ALS 820 Doctoral Seminar in Research Methods 3 cr. ALS 882 Research Instrument Design for Leadership Studies 3 cr. ALS 883 Analysis of Qualitative Data in Leadership Studies 3 cr. ALS 995 Dissertation 9 cr.</p> <p>III. Internship (6 cr.) ALS 898 Internship in Administration and Leadership Studies 6 cr.</p> <p>Educational Administration (15 cr.) ALS 805 Curriculum Evaluation 3 cr. ALS 825 Critical Analysis of Issues in Education 3 cr. ALS 830 Analysis of Effective Instruction 3 cr. ALS 845 Administrative Procedures 3 cr. ALS 852 School Evaluation 3 cr. Page 72 2017-2018 Indiana University of Pennsylvania Graduate Catalog ALS 856 School Administration 3 cr. ALS 858 School Law and Negotiations 3 cr. ALS 860 School Finance 3 cr. CURR 915 Writing for Professional Publication 3 cr. ELR 751 Conflict Resolution 3 cr.</p> <p>Elective (3 cr.)</p>	<p>ALS 803 Leadership: Applied Practice 3 cr. ALS 810 Advanced Topics in Human Development and Learning 3 cr. ALS 850 School and Community 3 cr. ALS 897 Research Synthesis 3 cr.</p> <p>II. Research (18 cr.) ALS 820 Doctoral Seminar in Research Methods 3 cr. ALS 882 Research Instrument Design for Leadership Studies 3 cr. ALS 883 Analysis of Qualitative Data in Leadership Studies 3 cr. ALS 995 Dissertation 9 cr.</p> <p>III. Internship (6 Cr.) ALS 898 Internship in Administration and Leadership Studies 6 cr.</p> <p>IV. Educational Administration (18 cr.) ALS 805 Curriculum Evaluation 3 cr. ALS 825 Critical Analysis of Issues in Education 3 cr. ALS 830 Analysis of Effective Instruction 3 cr. ELR 851 Conflict Resolution 3 cr.</p> <p>¹ALS 852 School Evaluation 3 cr. ¹CURR 915 Writing for Professional Publication 3 cr.</p> <p>²ALS 858 School Law and Negotiations 3 cr. ²ALS 860 School Finance 3 cr.</p> <p>¹Higher Education Cohort ²Public School Cohort</p>
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FOR INFORMATION:

The following course was approved by the UWGC to be offered as distance education course:

- ACE 681: Designing Accessible and Inclusive Instruction for Learners in Online and Classroom Environments
- GSR 517: Statistical Methods II
- MUHI 420/520: Music Since 1900

The following course was approved by the UWGC as a dual list:

- BIOC 402/502: Advanced Biochemistry

- COMM 745/845: Health Communication
- CHEM 442/542: Advanced Physical Chemistry
- GEOG 424/624: Technical Issues in Geographic Information Systems

College of Education and Communications Reorganization

Effective: Fall 2018

In order to ensure a sustainable future for the programs in the Adult and Community Education (ACE) Department, all courses, programs, and faculty complement will be moved to the Professional Studies in Education Department effective with the fall 2018 semester. Doing so removes certain burdens in maintaining a small academic unit and affords the possibilities of new synergies to be defined going forward.

Discussions have been held with the respective department chairpersons (Dr. Claire Dandeneau and Dr. Kelli Paquette), faculty, the Provost's Office, and local APSCUF leadership (Dr. Nadene L'Amoreaux) with additional meetings for planning and discussion to be scheduled over the coming months. This is a management decision made in the best interests of the affected departments.

Programs to be moved include:

Undergraduate Program - BSEd Business Education

Graduate Programs

- MA Adult and Community Education
- MA Adult and Community Education Instructional Design and Technology Track
- MEd Business/Workforce Development

Continuous Thesis/Dissertation Registration Policy

In order to comply with the Continuous Thesis/Dissertation Registration Policy, Thesis 795 will be changed from 3-6 credits to 1-X credits to allow for variability in credit options for programs, with X representing the highest number of credits approved for each program thesis.

University Development and Finance Committee (Senator Wick)

The committee will meet Tuesday, May 8 at 3:30 PM in Stapleton 302

Academic Affairs Committee (Senator Dugan)

- Thanks to both our undergraduate and graduate committee members for their help throughout the year.
- Thank you to Senator Castle for his service and congratulations for moving onto the University Development and Finance Committee.
- We will be looking at two issues over this summer and have broken into two subcommittees to do so. We have sent our academic policy revision to the university's lawyer and they are still reviewing it.

5/1/2018

- We will meet Tuesday, May 8, at 3:30 pm in the Conemaugh Room of the HUB.
- Thank you to Senator Wachter for co-chairing the committee.

Awards Committee (Senator Lipinski)

There was no report.

Noncredit Committee (Senator O'Neil)

FOR ACTION:


Certificates

APPROVED

Committee member attendees: Tess O'Neil, Chair, Committee members: Tim Hibsman, Sudipta Majumdar, Melinda McIsaac and Marcy Rearick
Excused: Mike Husenits

PURPOSE: For consistency, when a certificate is to be presented to students completing an IUP clock hour program, the following template is to be used.

Details as to the formatting specifications will be provided to all areas on campus offering clock hour programs.

<h1>Indiana University of Pennsylvania</h1>		
«School/Center»		
Upon the recommendation of the Administration and Faculty and by authority of the President of the University		
«Diploma_Name»		
having successfully completed the required course of studies is hereby awarded the certificate in		
«Program»		
with all rights, honors, and privileges thereunto pertaining		
Given at Indiana University of Pennsylvania		
this «date» day of «month», «year».		
President of the University		Dean, College of _____
Provost and Vice President for Academic Affairs		Department Chair, _____

FOR INFORMATION:

Meeting Minutes

Committee member attendees: Tess O'Neil, Chair, Committee members: Tim Hibsman, Mike Husenits, Melinda McIsaac and Marcy Rearick

Excused: Sudipta Majumdar

Interviewee: Chef Lynn Pike, Chairperson, Culinary Arts Academy

The Culinary Academy currently has one hundred and fourteen students enrolled, eighty-four students in the Culinary Arts program and thirty in the Baking and Pastry program.

They are currently in the process of re-accreditation to the American Culinary Federation (ACF). The ACF accreditation team visited the Academy on April 17, 18 and 19, 2018. The outcome is not yet available.

There are two department changes from last year:

- Change in externship requirement from 600 to 450 hours
- Program hours from 2,250 to 2,100 hours

The committee once again found the Academy an excellent institution that graduates exemplary chefs. Twenty-five percent of graduates advance into university departments.

Non-credit Committee Recommendations:

- The academy operates in a building that is over 30 years old and originally designed to house 20 students. The committee highly recommends the academy, while remaining in Punxsutawney, relocates to a new building.
- The committee also sees a need for Student Services to be available for the Culinary students. Counselors are needed to be available for general non-academic issues of the students.

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

5/1/2018



Library and Education Services Committee (Senator McLaughlin)

- The committee read a statement about the activities they performed throughout the academic year.
- The committee will meet Tuesday, May 8 at 3:30 pm in Stapleton 203.

Research Committee (Senator Schwartz)

FOR INFORMATION:

Members Present: Hilliary Creely, Lorraine Guth, Luz Marin, Laurie Roehrich, Michael Schwartz, Lisa Sciulli

Members Excused: Laura Delbrugge

Dr. Schwartz convened the meeting at 3:35 pm.

The first part of the meeting was devoted to reviewing the Senate Fellowship proposals. There were 9 Senate Fellowship proposals for review and the decision was made to fund 6 proposals totaling \$24,249.

- Paul Arpai was awarded \$3,500 for his project, “Luigi Federzoni: Standard-Bearer of the Italian Nation.”
- Narayanaswamy Bharathan and Seema Bharathan were denied funding for their project, “Proteomic analysis of fungal host factors differentially expressed due to *Rhizoctonia solani* Infection.”
- Jenna Hennessey and Mark McGowan were awarded \$6,000 for their project, “The effects of working memory training on attentional capacities, memory functions, and academic achievement in children with and without attention and memory deficits.”
- Robert Hinrichsen was awarded \$3,254 for his project, “An Investigation into the Role of Genetic and Epigenetic Mechanisms in the Regulation of the Innate Immune System of the Planarian *Schmidtea mediterranea*.”
- David Janetski and Josiah Townsend were awarded \$6,3000 for their project, “Reunited at last: Genetic recovery of stream fish populations after removal of passage barriers.”
- Daniel Lee and Bitna Kim were awarded \$1,699 for their project, “Receptivity to empirical research and evidence-based practice: Leaders in community corrections in Pennsylvania.”
- Gregory Mount and Ashley Dere were awarded \$3,296 for their project, “Preliminary Research of Geophysical Applications to Understand the Role of Sub-Surface Structure in Critical Zone Processes at the Glacier Creek Preserve, Nebraska.”

The second part of the meeting was devoted to reviewing the University Research Committee proposals. There were 17 USRC Small Grant proposals for review and the decision was made to fund 15 proposals totaling \$15,345.

Section One: Research & Scholarship (Categories A-E):

- Avijita Jain was awarded \$1,998 for her project, “Understanding the Inhibition of DNA Replication and Amplification by Newly Designed Ru(II) Based PDT agents.”
- Robert Moore was awarded \$2,000 for his project, “Roman Ceramics from Kourion’s Amathous Gate Cemetery.”

Section Two: Travel to Present Papers/Scholarly Work (Categories A & B):

- Azad Ali was awarded \$1,000 for international travel to present “Developing Program Objectives in Data Analytic Field of Study Using Three Frameworks” at the Annual Conference of Knowledge Management to be held June 20-23, 2018 in Pisa, Italy.
- Resa Bizzaro was awarded \$1,000 for international travel to present “Rhetorics of Culture: Resisting Literary Representations in the Creative Writing Course” at the Great

Writing: The International Creative Writing Conference to be held June 23-24, 2018 in London, England.

- Carrie Cole was awarded \$1,000 for international travel to present "'I'm primarily the physical manifestation of death': Making Meaning of Loss in Steve Yockey's *Pluto*" at the Exhaustion and Regeneration in Post-Millennial North-American Literature and Visual Culture Conference to be held May 10-12, 2018 in Lublin, Poland.
- Justin Fair was awarded \$736 for domestic travel to present "Integrated Teamwork Minor for Chemists" at the 25th Biennial Conference on Chemical Education to be held July 29-August 2, 2018 in South Bend, IL.
- BA Harrington was awarded \$932 for domestic travel to present at two panels at the Furniture Society Conference to be held June 13-16, 2018 in San Diego, CA.
- David Janetski was awarded \$984 for domestic travel to present "Stages of macroinvertebrate recovery after abandoned coal mine remediation in a Pennsylvania watershed" at the Society for Freshwater Science Annual Meeting to be held May 20-24, 2018 in Detroit, MI.
- Carl LeBlond was awarded \$368 for domestic travel to present "Open OChem to Facilitate Active Learning" at the 25th Biennial Conference on Chemical Education to be held July 29-August 2, 2018 in Notre Dame, Indiana.
- Sanda Maicaneanu was awarded \$1,000 for domestic travel to present "Montmorillonitic Clay Applications in Waste Water Treatment" at the 55th Annual Meeting of the Clay Mineral Society to be held June 11-14, 2018 in Urbana-Champaign, IL.
- Lisa Newell was awarded \$998 for domestic travel to present "Analysis of Social Aggression in Tweens' Favorite TV Shows - APS poster presentation" at the Annual Convention of the Association for Psychological Science to be held May 24-27, 2018 in San Francisco, CA.
- Mark Palumbo was awarded \$1,000 for domestic travel to present "Cognitive Ability and Study Skill Knowledge: Comparing Predictors of Academic Success" at the 30th Annual Convention of the Association for Psychological Science to be held May 24-27, 2018 in San Francisco, CA.
- Catherine Raeff was awarded \$818, pending submission of an acceptance letter, for international travel to present "Conceptualizing the Complexities of Action" at the International Congress of Applied Psychology to be held June 26-30, 2018 in Montreal, Canada.
- Veronica Watson was awarded \$808, pending submission of a call for papers, for domestic travel to present "White Folks: Reflecting on Race and Identity in Rural America" at the 14th Annual International Congress of Qualitative Inquiry to be held May 16-19, 2018 in Urbana-Champaign, IL.
- Dana Witham was awarded \$703 to present "Exploring Partnerships: Collaboration between CACs and RCCs" at the National Children's Alliance Leadership Conference to be held June 10-13, 2018 in Washington, DC.

5/1/2018

The meeting was adjourned at 4:55 p.m.

Prepared by Bethany Jackson, Administrative Assistant, School of Graduate Studies and Research
Submitted by

Laurie Roehrich, Ph.D.
Secretary, University Senate Research Committee

Student Affairs Committee (Senator Stocker)

There are two policies **FOR ACTION**. They were sent to all senators as pdf files.

FOR ACTION:

Proposed Revisions: Sexual Misconduct Policy and Student Conduct Policies and Procedures APPROVED

Rationale:

- In general, these proposed changes to both policies are related are related to restructuring rather than representing substantive additions.
- The revisions to the Sexual Misconduct Policy include those aspects of the Student Conduct Policies and Procedures which address alleged behavior violations related to sexual violence. The intent is to improve students' awareness of the University's expectations related to sexual violence and eliminate the need to navigate between two policies to understand the University procedures.
- The policies are aligned with federal, Commonwealth, and State System regulations.
- The Sexual Misconduct Policy retains all previously approved procedures impacting employees, vendors, or volunteers.
- The Student Conduct Policies and Procedures are streamlined to enhance understanding and have been revised to include less formal and more educational processes.

Question: Senator Korns suggested that the policies need to be edited for formatting issues.

University Planning Council (Senator Stocker)

There was no report.

5/1/2018

Presidential Athletic Advisory Council (Senator Castle)

There is one item for **FOR INFORMATION**. It was sent to all senators as a pdf file.

Academic Computing Policy Advisory Committee (Senator Chadwick)

The committee will not meet again until the Fall semester.

University Budget Advisory Committee (Senator Soni)

- There have been two meetings of the committee. Reserve was used to account for a deficit and it is projected that the university will continue to have issues in the future.
- The committee heard the presentations that were mentioned in President Driscoll's report.

New Business

There was no new business.

The meeting adjourned at 4:20 pm.

Respectfully submitted by
Russell Stocker
University Senate Secretary