

Minutes of the University Senate

Tuesday, September 10, 2019

3:30pm – 5:00pm, Eberly Auditorium

- Chairperson Piper called the September 10, 2019 meeting of the University Senate to order at 3:30pm.
- Attendance at the Senate meeting is on the Senate website under Meeting Minutes.
- Agenda items for the September 10, 2019 meeting were **APPROVED**.
- David Laughead was elected Vice Chairperson.

Reports and Announcements

A. President's Report

- Provided a Welcome on behalf of the Provost and other VPs who were called by the Chancellor to attend a Systemwide Leadership Group (SLG) meeting.
 - The Systemwide Leadership Group (SLG) includes presidents, vice presidents for administration and finance, chief academic officers (provosts), people identified by the presidents as representing leadership with respect of student success and retention at their universities, and the top staff at the Office of the Chancellor.
 - The objective is to build a cadre of leaders who are working together for the benefit of our students, our universities, and the PASSHE System.
- Highlighted upcoming events:
 - A Community Response to Hate at IUP, 9/10/2019 @ 6pm in Elkin Hall Great Room
 - 9/11 Remembrance Ceremony, 9/11/2019 @ 8:30am in the Oak Grove
 - Public Meeting of the IUP Council of Trustees, 9/12/2019 @ 5:00pm in the KCAC Conference Room 6/7
- Budget and Enrollment
 - Enrollment is down
 - There is, and will continue to be, a decline in the number of high school graduates in our region
 - 21 million dollar deficit for this academic year
 - Goal is to align expenses and revenue in order to continue to support and serve our students
 - UPC and UBAC will work to discuss budgetary impact and explore solutions
 - This is a “year of uncertainty” and we need to work together in order to determine what WE will look like in the next 5 years

B. Provost's Report: The Provost's report was provided by the President, as the Provost was out of the office attending to university business.

- Curriculum Revisions
In response to the Senate recommendations from the April 30, 2019 meeting, I accept the following:



- From the University-Wide Undergraduate Curriculum Committee:
 - The following courses are approved by me and may be offered immediately:
 - ARHI 420 – Art Museums, Art Libraries, and Visual Resources
 - CHSS 142 – Introduction to Social Studies Education
 - HIST 215 – The Researcher as Detective
 - HIST 217 – Different Ways of Looking at the Past
 - MGMT 441 – Business Fundamentals of Oil and Gas
 - FIN 323 – Retirement Planning
 - IFMG 431 – Python Programming
 - PSYC 100 – The Psychology Major: Curriculum and Careers
 - FDNT 445 – Advanced Sport Nutrition
 - ENGL 424 – Second Language Acquisition
 - ENGL 441 – Topics in ELL and Public ESOL Education
 - ENGL 442 – Cross-Cultural Communication
 - GEOS 111 – Earth and Environmental Systems
 - LLCP 100 – Co-Curricular Activity Lab
 - LLCP 200 – Co-Curricular Activity Lab
 - Deletion of following courses:
 - TMWK 461 – Teamwork and Communications Capstone
 - Program revision(s) from the following departments(s) that were forwarded to the Council of Trustees for final approval on May 9, 2019:
 - Bachelor of Science in Education in Art Education from the department of Art. This includes a departmental name change to the department of Art and Design.
 - Bachelor of Arts in History, the Bachelor of Arts in History/Pre-Law track, and the Bachelor of Science in Education – Social Studies Education/History track from the department of History.
 - Bachelor of Science in Accounting from the department of Accounting.
 - Bachelor of Science in Finance from the department of Finance and Legal Studies.
 - Bachelor of Science in Management Information Systems/ Information Systems track and the Bachelor of Science in Management Information Systems/ Information Technology track from the department of Information Systems and Decision Sciences.
 - Bachelor of Science in Management/ General Management track, the Bachelor of Science in Management/Entrepreneurship and Small Business Management track, Bachelor of Science in Management/Supply Chain Management track, the Bachelor of Science in Management/Energy Management track, and the Bachelor of Science in International Business from the department of Management.
 - Bachelor of Science in Marketing from the department of Marketing.



- Bachelor of Science in Education – Middle Level Education 4-8/Mathematics Specialization from the department of Professional Studies in Education.
 - Bachelor of Science in Education – Music Education from the department of Music.
 - Bachelor of Science in Nursing, the Bachelor of Science in Nursing/Licensed Practical Nurse track, the Bachelor of Science in Clinical Laboratory Science including a name change to the Bachelor of Science in Medical Technology, and the Bachelor of Science in Nuclear Medicine including a name change to the Bachelor of Science in Medical Imaging from the department of Nursing and Allied Health Professions.
 - Bachelor of Science in Education – K-12 Family and Consumer Sciences Education from the department of Human Development, Fashion, and Interior Design.
 - Program title change from the Bachelor of Science in Child Development and Family Relations, to the Bachelor of Science in Human Development and Family Science from the department of Human Development, Fashion, and Interior Design.
 - Bachelor of Arts in Geography/Environmental/Energy track from the department of Geography and Regional Planning.
 - Bachelor of Science in Nutrition/Nutrition Track from the department of Food and Nutrition.
 - Minors in French and German from the department of Foreign Languages.
 - Minor in Effective Teamwork and Communication, including a program name change to the minor in Professional Teamwork and Leadership from Teamwork and Leadership Studies.
 - Minor in Computer Science, the Bachelor of Science in Computer Science/Cyber Security track, the Bachelor of Science in Computer Science/Languages and Systems track, and the Bachelor of Science in Computer Science/Software Engineering track from the department of Mathematical and Computer Sciences.
 - Bachelor of Arts in Geography/Environmental Energy track from the department of Geography and Regional Planning.
- New post-baccalaureate certificates in Cultural Competences from the department of Anthropology and a certificate in Urban Education from the department of Professional Studies in Education.
 - New sub-baccalaureate certificates in Global Scholarship/LLC and in Scientific Communication/LLC from the Living-Learning Program.
 - New tracks in the Bachelor of Science in Medical Imaging (previously named Nuclear Medicine) from the department of Nursing and Allied Health. The new tracks are Diagnostic Medical Sonography (Ultrasound), and Echocardiology.



- New minor in Family and Consumer Sciences from the department of Human Development, Fashion, and Interior Design.
 - New degree program, the Bachelor of Science in Information Technology from the department of Information Systems and Decision Sciences.
 - Departmental name change to the department of Art and Design from the department of Art.
 - Deletion of Anthropology program track from the Bachelor of Science in Education – Social Studies.
 - Deletion of the Community and Civic Leadership and the Professional Leadership tracks from the minor in Professional Teamwork and Leadership (previously called Effective Teamwork and Communications).
- From the University-Wide Graduate Curriculum Committee:
- The following courses are approved by me and may be offered immediately:
 - ACCT 532 – Forensic and Internal Accounting
 - ACCT 561 – Accounting Systems
 - ANTH 513 – Archeology of Coasts
 - ANTH 570 – Environmental Archeology
 - VOED 610 – Personnel & Student Management in Career and Technical Education
 - VOED 611 – School Cod & Policy in Career and Technical Education
 - VOED 612 – Fiscal Responsibilities and Financial Oversight in Career and Technical Education
 - VOED 613 – School Law and Legal Responsibility in Career and Technical Education
 - VOED 614 – Curriculum Development and Analysis in Career and Technical Education
 - VOED 615 – Administrative Leadership in Career and Technical Education
 - DVST 600 – Principles of Developmental Education
 - DVST 700 – Curriculum Design in Developmental Education
 - DVST 710 – Strategies for Teaching Developmental Students
 - DVST 720 – Critical Issues in Developmental Education
 - DVST 731 – Practicum in Developmental Education
 - FDNT 545 – Advanced Sports Nutrition
 - FDNT 653 – Leadership for Nutrition Professionals
 - MCLP 504 – Transportation Planning
 - MCLP 516 – Introduction of Geographic Information Systems
 - MCLP 552 – Planning Analysis and Methods
 - MCLP 558 – Planning Law
 - MCLP 570 – Housing and Community Development Policy



- MCLP 625 – Environmental Planning: Values, Ethics, and Assessment
 - MCLP 627 – GeoDesign
 - MCLP 652 – Planning Policy, Implementation and Administration
 - MCLP 658 – Planning Theory and Process
 - MCLP 796 – Capstone Project
 - IFMG 531 – Python Programming
 - KHSS 525 – Risk Management and Acute Care in Athletic Training
 - KHSS 575 – Pathology and Assessment in Athletic Training
 - ACE 624 – Designing Accessible and Inclusive Instruction
 - EDUC 542 – Pre-student Teaching Clinical Experience II
 - BLAW 640 – Advanced Alternative Dispute Resolution
- Program revision(s) from the following departments(s) that were forwarded to the Council of Trustees for final approval on May 9, 2019:
 - Master of Business Administration from the department of Management.
 - Master of Science in Strategic Communication from the department of Communications Media.
 - Master of Science in Food and Nutrition from the department of Food and Nutrition
 - Master of Science in Athletic Training from the department of Kinesiology, Health and Sport Science.
 - Master of Arts in Adult and Community Education including a name change to the Master of Arts in Instructional Design and Technology from the department of Professional Studies in Education.
 - New post-baccalaureate certificates in Vocational Administrative Director from the Center for Career and Technical Personnel Preparation, in Academic Advising from the departments of Student Affairs in Higher Education and Development Studies, and in Business, Computers and Information Technology from the department of Professional Studies in Education.
 - New degree program, the Master of Science in Community Planning and Geospatial Techniques from the department of Geography and Regional Planning, including a variability of delivery for online programming.
 - New graduate policy – Prior Learning Assessment (PLA) for Academic Credit.

C. Chairperson’s Report

- Encouraged Committee Chairs to make decisions that are going to impact student success and retention

D. Vice Chairperson’s Report



- David served as SGA President last year
- Encouraged Senators to go to the “A Community Response to Hate at IUP” event
- 1st General Meeting of SGA is 9/10/2019 where they will be hearing from the IUP Libraries

Standing Committee Reports

- A. Rules Committee (Senator Smith-Sherwood)
- Adam Harris is the Graduate Assistant for University Senate
 - All Senators will be sent the roster via email in order to provide updates
 - Next Meeting: September 17, 2019 @ 3:30 in 418 Davis Hall
- B. University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- ARED 318 Art in 7-12 Programs

FOR ACTION:

1. Corrections from previous agenda items:

APPROVED

a. Department of Psychology—Modification of Prerequisite

Current Approved Title and Prerequisite:

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

Proposed Title and Prerequisite:

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

Rationale: When this new course was approved on April 30th, the prerequisite line was accidentally left out on the agenda.

b. Department of Music-- Modification of Prerequisite

Current Approved Title and Prerequisite:

MUHI 102 Music and Literature Survey 3c-0l-3cr

Proposed Title and Prerequisite:



MUHI 102 Music and Literature Survey**3c-01-3cr****Prerequisite:** Music majors only

Rationale: When this course was revised at the April 30th meeting, the prerequisite line was accidentally left out of the proposal.

c. Liberal Studies Report

On the April 30th Senate agenda, the titles of RLST 100 and 110 were switched in the Liberal Studies report.

d. Department of Art—Catalog Description Change**Current Approved Catalog Description:****ARED 101 Introduction to Art Education****3c-01-3cr**

field experiences with public P-12 schools, museums, and community art programs

Prerequisite: Art Education Major or Instructor Permission

Introduces theoretical and contextual foundations that support contemporary art education theory and theory and practice in a variety of settings including schools, museums, and community-based programs. Serves as the first of a sequence of courses in the Art Education major and should be taken the second semester of the first year or of admission to the major. Provides a foundation for the rest of the courses in the major. Conducted in a participatory seminar format that includes selected.

Proposed Catalog Description:**ARED 101 Introduction to Art Education****3c-01-3cr**

Prerequisite: Art Education Major or Instructor Permission

Introduces theoretical and contextual foundations that support contemporary art education theory and practice in a variety of settings including schools, museums, and community-based programs. Serves as the first of a sequence of courses in the Art Education major and should be taken the second semester of the first year or of admission to the major. Provides a foundation for the rest of the courses in the major. Conducted in a participatory seminar format that includes selected field experiences with public P-12 schools, museums, and community art programs.

Rationale: The last section of the catalog description was accidentally listed underneath the course title instead of being at the end of the description when it was approved on April 2nd.

e. Department of Foreign Languages—Program Revision of Footnotes**Current Approved Minor in French Footnote:**

- (2) If a student is exempted from FRNC 201 based on his/her score on the French placement test, the student must instead take a course designated as FRNC 2XX in place of FRNC 201.



Proposed Minor in French Footnote:

- (2) If a student is exempted from FRNC 201 based on his/her score on the French placement test, the student must instead take a 200- or 300-level course in place of FRNC 201.

Current Approved Minor in German Footnote:

- (2) If a student is exempted from GRMN 201 based on his/her score on the German placement test, the student must instead take a course designated as GRMN 2XX in place of GRMN 201.

Proposed Minor in German Footnote:

- (2) If a student is exempted from GRMN 201 based on his/her score on the German placement test, the student must instead take a 200- or 300-level course in place of GRMN 201.

Rationale: UWUCC had asked that 2XX be changed. The proposer did so in the minors themselves but forgot to do so in the footnotes.

f. Professional Studies in Education—Program Revision of Footnote

Current Approved Certificate in Urban Education Footnote:

- (3) Student teaching must be completed in an urban setting. The number of student teaching credits and the course numbers vary in accordance to the requirements of the major.

Proposed Certificate in Urban Education Footnote:

- (3) Student teaching must be completed in an urban setting. The number of student teaching credits and the course numbers vary in accordance to the requirements of the major.

Rationale: There was a typo in this footnote **very** when it should have been **vary** when it was approved on April 30th.

g. Department of Communication Disorders, Special Education, and Disability Services --Credit Correction

Current Approved Catalog Description:

EDEX 323 Instruction of English Language Learners with Special Needs 3c-0l-3cr

Provides future teachers with the necessary methods to meet the needs of English language learners with special needs in the classroom. Based on knowledge of the behaviors, beliefs, and attitudes of a multicultural approach to learning, instructional methods, appropriate assessment and language acquisition techniques, and use of varied resources are included.



Proposed Catalog Description:**EDEX 323 Instruction of English Language Learners with Special Needs 2c-0l-2cr**

Provides future teachers with the necessary methods to meet the needs of English language learners with special needs in the classroom. Based on knowledge of the behaviors, beliefs, and attitudes of a multicultural approach to learning, instructional methods, appropriate assessment and language acquisition techniques, and use of varied resources are included.

Rationale: When this course was approved on April 2nd as a dual list course the credits were incorrectly listed as 3cr; the course should have been listed as a 2cr class.

2. Teamwork and Leadership Studies—Number Change**APPROVED****Current Course Title and Number:****LDSP 499 Leadership Capstone****1c-0l-1cr****Proposed Course Title and Number:****LDSP 461 Leadership Capstone****1c-0l-1cr**

Rationale: This proposal to change the course number that went along with a program revision was delayed because the proposal was marked as graduate. The proposed program revision combined the three teamwork and leadership minors into one program, to better utilize university resources. The new minor, Team and Leadership Skills, will only need one capstone course. TMWK 461 has been deleted. To keep the course numbering consistent, LDSP 499 should be renumbered to LDSP 461.

3. Department of Food and Nutrition—Catalog Description Change**REMOVED**

***Senator Asamoah asked if the pre-requisite could be changed to “30 credits or below” since it is burdensome for students to request an override from the department/professor. Senator Sechrist will discuss this with the Department Chair and add it to the agenda for the next Senate meeting.**

Current Catalog Description:**FDNT 110 Careers in Food and Nutrition****1c-0l-1cr**

Career possibilities for nutrition majors are explored. Students are guided in clarifying their professional goals and become acquainted with the educational and experiential requirements necessary to attain these goals.

Proposed Catalog Description:**FDNT 110 Careers in Food and Nutrition****1c-0l-1cr**

Prerequisites: Food and Nutrition major, University College students, or by permission
Explores career possibilities in food and nutrition. Clarifies professional goals and examines educational and experiential requirements necessary to attain goals.



Rationale: The course description for Careers in Food and Nutrition is being revised to limit students from enrolling who are not truly interested in a career in Food and Nutrition. FDNT 110 Careers in Food and Nutrition is intended to engage freshmen, university college students, and others deciding about department career opportunities, not seniors who need a one credit class to graduate.

4. Department of Music—Course Revision and Catalog Description Change APPROVED

Current Catalog Description:

MUHI 223 Musical Cultures from Around the World **3c-01-3cr**
 Explores a variety of world cultures through their music. Focuses on music as a product and reflection of culture as well as an aesthetic art form. Introduces the basic elements of music, identifies the musical styles of different cultures, and analyzes how music communicates and reflects cultural values which enrich the lives of people in these communities. Provides concert attendance opportunities to gain familiarity with musical events in communities and reflect on the role of the individual in these musical culture.

Proposed Catalog Description:

MUHI 223 Musical Cultures from Around the World **3c-01-3cr**
Prerequisite: None
 Explores a variety of world cultures through their music. Focuses on music as a product and reflection of culture as well as an aesthetic art form. Introduces the basic elements of music, identifies the musical styles of different cultures, and analyzes how music communicates and reflects cultural values **that** enrich the lives of people in these communities. Provides concert attendance opportunities to gain familiarity with musical events in communities and reflect on the role of the individual in these musical cultures**s**.

Rationale: MUHI 223 Musical Cultures from Around the Word is being revised in order to align the course student learning outcomes (SLOs) with the Expected Undergraduate Student Learning Outcomes (EUSLOs) that underpin the Liberal Studies program. The proposal also describes the methods by which the SLOs are assessed. Two grammatical errors are corrected in the revised catalog description.

5. Department of Safety Sciences—Course Deletion APPROVED

SAFE 480 Health Care Safety Management **3c-01-3cr**

Rationale: The course number SAFE 480 is currently being used for two courses, one which is active (Senior Capstone Course) and one that is inactive (Healthcare Safety Management). We would like to eliminate the older, inactive course called SAFE 480 Healthcare Safety Management. To our knowledge, we have never taught SAFE 480 Healthcare Safety Management.



6. Department of Marketing—Program Revision**APPROVED**

***Senator Soni confirmed that Marketing 441 should be listed in red with subscript as it needs to be removed from the Proposed Catalog Description.**

Current Catalog Description:**Bachelor of Science—Marketing**

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

Mathematics: MATH 107 and 108

Natural Science: Option II

Social Science: ECON 121, PSYC 101

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

College: Business Administration Core: 36

Required Courses:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BCOM 321	Business and Interpersonal Communications	3cr
BLAW 235	Legal Environment of Business	3cr
COSC/IFMG 101	Computer Literacy <i>or</i> IFMG 110 (2) Business Spreadsheet Computing	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

Major: Marketing 24

Required Courses:

MKTG 321	Consumer Behavior	3cr
MKTG 421	Marketing Research	3cr
MKTG 450	Marketing Strategy	3cr

~~A minimum of two courses from following—~~
~~MKTG 430 — International Marketing~~ 3cr
~~MKTG 431 — Business to Business Marketing~~ 3cr
~~MKTG 435 — Professional Selling and Sales Management~~ 3cr

Major Electives: Select ~~6-9~~cr from the following: 6-9cr

MKTG 350, ~~432~~, 433, 434, 436, 437, 438, 439, 440, ~~441~~, 442, 443, 444, 445, 446, 448, 481, 482, 493;
~~One (3cr) advanced level non-MKTG-prefix course from the allied fields of student's career interest may be substituted for a Marketing elective, with advisor's documented permission.~~

Free Electives: 12-13

Total Degree Requirements: 120

(1) MATH 214 or 216 or 217.

(2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101

Proposed Catalog Description:**Bachelor of Science—Marketing**

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

Mathematics: MATH 107 and 108

Natural Science: Option II

Social Science: ECON 121, PSYC 101

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

College: Business Administration Core: 36

Required Courses:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BCOM 321	Business and Interpersonal Communications	3cr
BLAW 235	Legal Environment of Business	3cr
COSC/IFMG 101	Computer Literacy <i>or</i> IFMG 110 (2) Business Spreadsheet Computing	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MGMT 330	Production and Operations Management	3cr
MGMT 495	Business Policy	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

Major: Marketing 24

Required Courses:

MKTG 321	Consumer Behavior	3cr
MKTG 421	Marketing Research	3cr
MKTG 450	Marketing Strategy	3cr

Major Electives: Select 15cr from following: 15cr

MKTG 350, 430, 431, 433, 434, 435, 436, 437, 439, 440, 442, 443, 444, 445, 446, 448, 481, 482, 493.

Free Electives: 12-13

Total Degree Requirements: 120

(1) MATH 214 or 216 or 217.

(2) IFMG 110 cannot be used as a D/F repeat for COSC/IFMG 101

Rationale: The Required Courses section is being changed from 15-18 credits to 9 credits. The Major Electives section is being changed from 6-9 credits to 15 credits. Thereby, the following objectives are accomplished: 1) the necessary rigor that must be instilled in every marketing



major is imparted via the three courses within the required courses section. 2) beyond that, five courses are to be done as marketing electives; hereby, students can choose from the variety of course offerings within the marketing electives, as pertinent to their domains of interest and aptitude.

7. Department of Nursing and Allied Health Professions—Program Revision, Modification of Prerequisites **APPROVED**

a. Modification of Prerequisites:

i. Current Title and Prerequisites/Corequisites:

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

Proposed Title and Prerequisites/Corequisites:

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 432

ii. Current Title and Prerequisites/Corequisites:

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

Proposed Title and Prerequisites/Corequisites:

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 or by Program Director permission

Rationale: The current corequisites that are listed are inaccurate. One co-requisite is for a course that has been deleted in previous curriculum revision. This needs to be updated/accurate. Making the course corequisites accurate will make the student course registration process flow more smoothly, and make it correctly reflect the current curriculum.



b. Program Revision**Current Program:****Bachelor of Science—Medical Technology**

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

Mathematics: MATH 217

Natural Science: CHEM 111-112

Writing Intensive: One required

Liberal Studies Elective: 3cr, PHYS 111, ~~no course with MEDT prefix~~

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

Articulated courses in Medical Technology transferred from affiliation agreement (1)

Other Requirements:

BIOL 150	Human Anatomy	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology <i>or</i>	
	<i>or</i> 250 Principles of Microbiology	4cr
BIOL 364	Immunology	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 332	Organic Chemistry II	4cr
CHEM 325	Analytical Methods	4cr
CHEM 351	Biochemistry	4cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: 4

(#) Total Degree Requirements: 120

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

Proposed Program:**Bachelor of Science—Medical Technology**

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

Mathematics: MATH 217

Natural Science: CHEM 111-112

Writing Intensive: One required

Liberal Studies Elective: 3cr, PHYS 111

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

Articulated courses in Medical Technology transferred from affiliation agreement (1)

Other Requirements:

BIOL 150	Human Anatomy	4cr
BIOL 202	Principles of Cell and Molecular Biology	4cr
BIOL 240	Human Physiology	4cr
BIOL 241	Introductory Medical Microbiology <i>or</i>	
	<i>or</i> 250 Principles of Microbiology	4cr
BIOL 364	Immunology	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 332	Organic Chemistry II	4cr
CHEM 325	Analytical Methods	4cr
CHEM 351	Biochemistry	4cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Free Electives: 6

(#) Total Degree Requirements: 120

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

Rationale: Currently 32 credits are transferred to the student's transcript after they complete the clinical portion of the program at one of our hospital affiliates. In order for the student to obtain financial aid through IUP, no more than 25% of the required credits for the degree can be transferred from another facility that is not accredited. This change involves transferring 30 credits and adding two credits of free electives. The student will then have a total of six credits of free electives. A typo and unnecessary statement are also being corrected.

8. Department of Professional Studies in Education—New Course**APPROVED****IDT 330 Technology in the Classroom****3c-01-3cr****Prerequisite:** None

Examines approaches for the evaluation and use of various classroom technologies. Explores the development of technology design and how these developments influence the current



status of student performance in education. Highlights research that allows them to systematically and creatively apply the concepts and rules learned in the research and practiced in classrooms.

Rationale: This course was originally offered in the Communications Media Department. Since PSE has been afforded the opportunity to offer this minor, revisions must be made to include current and relevant ISTE standards and pedagogical and methodological practices. IDT 330 course was designed to better prepare classroom teachers to understand Electronic Whiteboards, Google Classroom, Social Media, Instructional Strategies, etc. It recognizes that while design practice is important, theory is expected to be equally, if not more so, important to classroom teachers. The course will be part of the Educational Technology Minor in PSE.

9. Department of Geography and Regional Planning—New Course and Course Title Change **APPROVED**

a. New Course:

GEOG 485 GIS Application Development **3c-01-3cr**

Prerequisite: GEOG/RGPL 316

Designed to provide students with exposure to current industry-standard techniques for developing customized geographic information systems applications to accomplish mapping, analysis and geoprocessing functions. Covers GIS modeling, object-oriented programming, GIS software development, and customization of "out-of-the-box" GIS software to meet user functionality and interface specifications.

Rationale: The course is being proposed to provide students with exposure to current industry-standard techniques for developing customized geographic information systems mapping, analysis and geoprocessing functions. There is high demand by employers for graduates that have a strong grasp of geographic information science concepts, geographic information systems (GIS) functionality, and the ability to customize "out-of-the-box" GIS software which this course provides.

b. Course Title Change:

Current Course Title: **RGPL 458 Planning Law** **3c-01-3cr**

Proposed Course Title: **RGPL 458 Land Use Law** **3c-01-3cr**

Rationale: The Planning program faculty have decided to return to the old title for RGPL 458 Land Use Law. This will keep it consistent with PA planning practice, which is just concerned with case law dealing with land use.



FOR INFORMATION:

UWUCC and Graduate Committee:

Distance Education Guidelines

IUP's current guidelines for classifying courses as Distance Education are based on the language in Article 41 of the most recent Collective Bargaining Agreement (relevant phrases shown in bold for emphasis). In this document, distance education is defined as "an educational process in which the instruction occurs with the instructor and student in different locations. Distance Education makes use of one or more technologies including web-conferencing to deliver **80% or more of the instruction for the course** to students who are separated from the instructor and to support interaction between the students and the instructor synchronously or asynchronously." Article 41 goes on to state that, "In-person and/or proctored exams **and field experiences** are excluded when determining the percent of the course that is delivered via distance education."

The following types of courses usually do not meet the requirement that 80% or more of the instruction (excluding field experiences) be delivered through technology:

- Clinical experience
- Practicum
- Individualized instruction
- Internship
- Student teaching
- Thesis and dissertation
- Cooperative education
- Independent Study

If the particular course in question is believed to meet the criteria in Article 41, it must demonstrate that fact by going through the normal course approval process before it can be classified as distance education by the Registrar. Article 41 of the current CBA states:

"In approving distance education courses, the following criteria shall be applicable: (a) **course approval through the traditional academic process**; (b) a qualified instructor; (c) **use of suitable technology as a substitute for the traditional classroom**; (d) suitable opportunity for interaction between instructor and student; (e) suitable evaluation of student achievement by the instructor; and (f) integrity of the evaluation methods used."

The only exception to the required course approval by the appropriate curriculum committees would be a department request for individualized instruction via distance education of a course that has already received curriculum approval to be offered generally as a distance education course.



C. University-Wide Graduate Curriculum Committee (Senator Moore)

FOR ACTION:

1. POLICY CHANGE

APPROVED

SCHOOL OF GRADUATE STUDIES AND RESEARCH

Policy: Academic Good Standing Policy

***Senator Asamoah asked for the rationale for the proposed policy change. Senator Moore shared that the current policy does not account for Winter Session.**

Summary:

<p>Current Policy: Students who fall below good standing are placed on probation for their next active semester or summer term, during which the cumulative average must be raised to 3.0. Students who fail to raise their cumulative averages to at least 3.0 during their probation period will be dropped from their degree program as well as from the School of Graduate Studies and Research and will not be permitted to register for further courses. A student must be in good standing to be admitted to degree candidacy and to graduate.</p>	<p>Proposed Policy: Students who fall below good standing are placed on probation for their next active term, during which the cumulative average must be raised to 3.0. Students who fail to raise their cumulative averages to at least 3.0 during their probation period will be dropped from their degree program as well as from the School of Graduate Studies and Research and will not be permitted to register for further courses. A student must be in good standing to be admitted to degree candidacy and to graduate.</p>
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2. DEPARTMENT: COMMUNICATIONS MEDIA PROGRAM REVISION

APPROVED

Program: Master of Science in Strategic Communication

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

<p>Current Catalog Description: The Master of Science in Strategic Communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication</p>	<p>Proposed Catalog Description: The Master of Science in Strategic Communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication</p>
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<p>management, political communication, health communication and strategic online messaging. Students will complete a core of required courses (15 credits) that will include: Theories and Principles of Strategic Communication, Writing for Strategic Communication, Multimedia Content Development and Production, and Elements of Research. The program offers an additional 15 credits of elective courses. The remaining courses will be chosen from one of two tracks, an applied track and a research track. The applied track includes a six-credit internship and the research track includes a six-credit thesis as the culminating experience.</p> <p>Program Requirements</p> <p>The Master of Science in Strategic Communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication management, political communication, health communication and strategic online messaging. Students will complete a core of required courses (15 credits) that will include: Theories and Principles of Strategic Communication, Writing for Strategic Communication, Multimedia Content Development and Production, and Elements of Research. The remaining 3 credits of the core will include advanced research or advanced production, depending on the track the student chooses, either applied or research track. The applied track will require Advanced Strategic Writing and Production and an Internship. The research track will require Advanced Research in Strategic Communication and a thesis.</p>	<p>management, political communication, health communication and strategic online messaging. Students will complete a core of required courses (15 credits) that will include: Theories and Principles of Strategic Communication, Writing for Strategic Communication, Multimedia Content Development and Production, Advanced Research and Professional Development, and Elements of Research. The program offers an additional 15 credits of elective courses. The remaining courses will be chosen from one of two tracks, an applied track and a research track. The applied track includes a six-credit internship and the research track includes a six-credit thesis as the culminating experience.</p> <p>Program Requirements</p> <p>The Master of Science in Strategic Communication is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program prepares students to pursue a variety of careers in professional communication including crisis communication, communication management, political communication, health communication and strategic online messaging. Students will complete a core of required courses (15 credits) that will include: Theories and Principles of Strategic Communication, Writing for Strategic Communication, Multimedia Content Development and Production, Advanced Research and Professional Development, and Elements of Research. An additional 15 credits of elective courses will include topics such as Crisis Communication, Health Communication, Global Strategic Communication and Persuasion. The program will provide an option for a six-credit thesis or internship as the culminating experience. The research</p>
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<p>An additional 15 credits of elective courses will include topics such as Crisis Communication, Health Communication, Global Strategic Communication and Persuasion. The program will provide an option for a six-credit thesis or internship as the culminating experience. The research track is designed to prepare students for doctoral study.</p> <p>MS in Strategic Communication (36 credits)</p> <p>I. Core Courses (15 credits)</p> <p>COMM 511 Theories and Principles of Strategic Communication COMM 512 Writing for Strategic Communication COMM 513 Multimedia Content Development and Production GSR 615 Elements of Research</p> <p>COMM 713 Advanced Strategic Communication Writing and Production (or) COMM 715 Research and Professional Development in Strategic Communication</p> <p>II. Elective Courses (15 credits)</p> <p>COMM 611 The Strategic Communicator COMM 612 Persuasion COMM 613 Strategic Communication and Online Media Campaigns COMM 712 Global Strategic Communication COMM 714 Crisis Communication COMM 720 Political Communication COMM 745 Health Communication</p> <p>III. Internship or Thesis (6 credits)</p> <p>COMM 793 Internship (or) COMM 795 Thesis</p> <p>Total: 36 credits</p>	<p>track is designed to prepare students for doctoral study.</p> <p>MS in Strategic Communication (36 credits)</p> <p>I. Core Courses (15 credits)</p> <p>COMM 511 Theories and Principles of Strategic Communication COMM 512 Writing for Strategic Communication COMM 513 Multimedia Content Development and Production GSR 615 Elements of Research COMM 715 Research and Professional Development in Strategic Communication</p> <p>II. Elective Courses (15 credits)</p> <p>COMM 611 The Strategic Communicator COMM 612 Persuasion COMM 613 Strategic Communication and Online Media Campaigns COMM 712 Global Strategic Communication COMM 713 Advanced Strategic Communication Writing and Production COMM 714 Crisis Communication COMM 720 Political Communication COMM 745 Health Communication</p> <p>III. Internship or Thesis (6 credits)</p> <p>COMM 793 Internship (or) COMM 795 Thesis</p> <p>Total: 36 credits</p>
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**3. DEPARTMENT: CSD – SPEECH AND LANGUAGE PATHOLOGY
 COURSE REVISIONS**

APPROVED

Course: SPLP 610: Sound System Disorders/Pediatric Speech & Language Disorders 1

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



completed to reflect contemporary professional language that has evolved in the past 8 years. The content in this course SPLP 610 Sound System Disorders has previously been divided by disorder. We are reorganizing this course along with SPLP 630 Language disorders in children, to be organized by the age of the client population rather than the disorder. These two courses will now include speech and language content organized by age group. The first course will include pediatric speech and language disorders in the birth to 5 year population. The second course will include pediatric speech and language disorders in the school age population (5-18).

Summary:

Course	SPLP 610: Sound System Disorders/ Pediatric Speech & Language Disorders 1
Credits	3
Prerequisite	
Description	Examines speech and language differences, delays, and disorders in the birth to 5-year-old population. Population-specific anatomical, physiological, developmental, psychological, and cultural correlates related to speech sound production, phonology, and language disorders are discussed. Methods of prevention, evaluation, and treatment of these early childhood disorders are presented. Relationships between phonology, language, and early literacy skills are explored. Disorder-specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

Course: SPLP 614: Neuropathologies of Speech and Swallowing/Swallowing Disorders

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

Summary:

Course	SPLP 614: Neuropathologies of Speech and Swallowing/ Swallowing Disorders
Credits	3
Prerequisite	
Description	Examines the oral, pharyngeal, and esophageal function of the swallow across the lifespan, including feeding and orofacial myology. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation,



	and treatment of swallowing and feeding disorders are presented. Relationships between swallowing, feeding, and health outcomes are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.
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Course: SPLP 616: Stuttering/Fluency and Motor Speech Disorders

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

Summary:

Course	SPLP 616: Stuttering/Fluency and Motor Speech Disorders
Credits	3
Prerequisite	
Description	Examines the presentation and classification of speech dysfluencies and dysarthrias across the lifespan. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed for fluency and motor speech disorders. Methods of prevention, evaluation, and treatment are presented. Relationships between fluency disorders and psychosocial aspects of communication are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

Course: SPLP 618: Voice/Voice Disorders

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

Summary:

Course	SPLP 618: Voice/Voice Disorders
Credits	3
Prerequisite	
Description	Examines the presentation and classification of speech dysfluencies and dysarthrias across the lifespan. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed



	for fluency and motor speech disorders. Methods of prevention, evaluation, and treatment are presented. Relationships between fluency disorders and psychosocial aspects of communication are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.
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Course: SPLP 630: Language Disorders of Children/Pediatric Speech & Language Disorders 2

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

Summary:

Course	SPLP 630: Language Disorders of Children/Pediatric Speech & Language Disorders
Credits	3
Prerequisite	
Description	Examines speech and language differences, delays, and disorders in the 5 to 18-year-old population. Population-specific anatomical, physiological, developmental, psychological, and environmental factors related to speech sound production, phonology, and language disorders are discussed. Methods of prevention, evaluation, and treatment of these school-age disorders are presented. Relationships between phonology, language, and literacy are explored. Disorder and population specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

Course: SPLP 632: Neurogenic Communication Disorders

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



Summary:

Course	SPLP 632: Neurogenic Communication Disorders
Credits	3
Prerequisite	
Description	Examines the systemic nature of adult neurogenic disorders that affect language and cognition. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of acquired neurogenic communication disorders of language and cognition, including aphasia, traumatic brain injury, and dementia are presented. Relationships between neurogenic communication disorders and functional outcomes are explored. Disorder specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

Course: SPLP 661: Advanced Clinical Practicum/Treatment Clinic

Rationale: The MS in Speech-language pathology at IUP will have it's 8 year accreditation review in the Spring of 2020. Updates of course titles and catalog language is being completed to reflect contemporary professional language that has evolved in the past 8 years. The title is being changed to be consistent with the other clinical practicum courses: Diagnostic clinic, Simulation Clinic, Hearing Clinic. The catalog description is more contemporary and also more consistent with other clinical courses.

Summary:

Course	SPLP 661: Advanced Clinical Practicum/Treatment Clinic
Credits	
Prerequisite	MS Degree Candidacy in Speech-Language Pathology
Description	Provides experiences in the treatment of communication and swallowing disorders. Scaffolded experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Treatment planning, clinical teaching, data collection, documentation, communication counseling, and interprofessional practice skills are developed. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by a certified speech-language pathologist. Course can be repeated for credit.

Course: SPLP 662: Diagnostic Clinic

Rationale: In 2016, The American Speech-Language Hearing Association (ASHA) changed the certification standards for speech-language pathology clinical training that now allows for 75 out of 400 clinical contact hours to be acquired using simulation experiences. Students are now able to make diagnostic assessments with low incidence populations and disorders using multiple



simulation techniques. Currently, the students in this clinical course only had access to the limited clients that come to the IUP Speech-Language Hearing clinic on campus. Now, in addition to campus evaluations, the clinical supervisor will be able to provide simulation training that will increase the clinical contact hours and exposure to a variety of communication disorders. Certification standards require that all simulation experiences include instructional debriefing time. The time requirement for this course will need to be extended to account for the additional clinical hours and the mandatory debriefing time. The instructional time is less than 3x the current level because the simulation instruction will be more direct than the time in the clinic with clients that includes breaks. The course will change from the current 1 credit scheduled for 2 hours 30 minutes per week to 3 credits that includes 7 hours of clinical and simulation experiences with debriefing.

Summary:

Course	SPLP 662: Diagnostic Clinic
Credits	3
Prerequisite	Must be enrolled in the following Majors: Speech-Language Pathology. Co-requisite: SPLP 604.
Description	Provides experiences in screening, evaluation and diagnosis of communication and swallowing disorders. Scaffolded clinical and simulation experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Skills are developed in evaluation planning, case history review, multicultural considerations, interviewing, data collection and analysis, differential diagnosis, documentation, communication counseling, report writing, and interprofessional practice. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist. Prerequisites: MS Degree Candidacy in Speech-Language Pathology.

Course: SPLP 796: Internship in Healthcare Organizations/ Internship: Adult Placement

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

Summary:

Course	SPLP 796: Internship in Healthcare Organizations/ Internship: Adult Placement
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Credits	
Prerequisite	Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.
Description	Provides full-time, full semester clinical practicum experience in a contracted healthcare facility with interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly adult caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

Course: SPLP 798: Internship in Schools/Internship: Pediatric Placement

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

Summary:

Course	SPLP 798: Internship in Schools/Internship: Pediatric Placement
Credits	
Prerequisite	Successful completion of all prior MS Speech-Language Pathology program academic and clinical coursework.
Description	Provides a full-time, full-semester clinical practicum experience in a contracted school or healthcare facility interprofessional practice opportunities. The clinical experience focuses on service delivery to a predominantly pediatric caseload. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

**4. DEPARTMENT: PROFESSIONAL STUDIES OF EDUCATION
COURSE REVISIONS**

APPROVED

***The credits were changed from 6 to 3**

Course: MEDU 764: Educational Change and Technology/Educational Technology for Today and Tomorrow

Rationale: This revised course is reduced in credits from six to three; and requires only one instructor whereas the original course required two instructors. The original course was limited in that it focused on the possibilities and challenges of technology and the Information Superhighway. This revised course focuses on better preparing students to understand new technology and the resulting assessment practices they will encounter in the university and in their workplace. Topics include (but are not limited to) the possibilities



and challenges of technology and the Information Highway, school organization, program design, instructional strategies, assessment practices, and the roles and relationships of educators, families, and community.

Summary:

Course	MEDU 764: Educational Change and Technology/Educational Technology for Today and Tomorrow
Credits	3
Prerequisite	
Description	Enhance students' understanding of the current technologies in the classroom. Students will learn to apply a research-based, design-oriented approach to facilitate technology-assisted learning. Major themes such as lesson design, age-appropriate strategies across grade-levels, assessment, data analysis, and challenges associated with integrating technologies will be reviewed.

D. Research Committee

- Next Meeting: September 17, 2019 @ 3:30pm in 330 Stright Hall
- A new Chair will be elected

E. Student Affairs Committee (Senator Stocker)

- Next Meeting: September 17, 2019 @ 3:30pm in Allegheny Room

F. University Development and Finance Committee (Senator Mount)

- Next Meeting: September 17, 2019 @ 3:30pm in Weyandt Basement

G. Academic Affairs Committee (Senator Dugan)

- Next Meeting: September 17, 2019 @ 3:30pm in Conemaugh Room
- Faculty Emeritus nominations are due by 12:00pm on September 23, 2019
- 1st year for Dean Emeritus nominations
- Three student senators are needed on this committee

H. Awards Committee (Senator Paul)

- Check your email regarding first meeting

I. Noncredit Committee (Senator O'Neil)

- No Report

J. Library and Education Services Committee

- Next Meeting: September 17, 2019 @ 3:30pm in Stapleton 203

Senate Representative Reports

A. University Planning Council (Senator Stocker)

- Does Senate have a role on new UPC structure?

B. Presidential Athletic Advisory Council (Senator Castle)



- No Report
- C. Academic Computing Policy Advisory Committee (Senator Chadwick)
 - No Report
- D. University Budget Advisory Committee (Senator Soni)
 - Decline in enrollment
 - 21 million dollar deficit
 - Approximately 4 million of deficit was covered by personnel
 - Approximately 8.5 million with permanent reductions
 - Approximately 5 million with one time use of reserve funds

New Business

- Senator Azad Ali was nominated for the Senate Webmaster position and he accepted the nomination!

Adjournment

- The meeting adjourned at 4:15pm.

