UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM
December 6, 2011
3:30 – 5:00 p.m.

Approval of Order

A. Approval of the minutes of the meeting of November 8, 2011

B. Approval of current agenda items and order

Reports and Announcements

A. President Werner

B. Provost Intemann

C. Chairperson LaPorte

D. Parliamentarian Smith-Sherwood

E. Vice Chairperson Bivens

Standing Committee Reports		**Chairperson**	**Appendix**	**Page(s)**
A.	Rules Committee	Korns		
B.	University-Wide Undergraduate Curriculum Committee	Sechrist/Boser	A	2-8
C.	University-Wide Graduate Committee	Piper/Baumer	B	9-14
D.	Noncredit Committee	Pike		
E.	Library and Educational Services Committee	Jozefowicz		
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G.	Student Affairs Committee	Desmond		
H.	University Development and Finance Committee	Wick		
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Senate Representative Reports		**Representative**
A.	University Planning Council	Reilly
B.	Presidential Athletic Advisory Council	Hinrichsen
C.	Academic Computing Policy Advisory Committee	Ford
D.	University Budget Advisory Committee	Soni

New Business

Adjournment

Appendix A
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Boser

FOR INFORMATION:

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

- **SOC 421 Sociology of Mass Media**

FOR ACTION:

1 Liberal Studies and University-Wide Curriculum Committee – Writing Intensive Instructor Approval and UWUCC Handbook Revision

a Writing Intensive Instructor Approval

Type I Writing Status Professor Commitment for Dr. Joseph Domaracki, Special Education and Clinical Services Department

b UWUCC Handbook Revision of Syllabus of Record Format Page 23

Current:

II. Course Outcomes. These should be measurable and student centered. What is it that students are expected to achieve as a result of taking this course? (Refer to taxonomies in Appendix C for assistance with course outcomes.)

Proposed:

II. Course Outcomes. These should be measurable and student centered. What is it that students are expected to achieve as a result of taking this course? (Refer to taxonomies in Appendix C for assistance with course outcomes.)

a. For courses seeking Liberal Studies Approval/Reapproval (See Appendix B page 81 for example)

1. Course Objective
2. Expected Undergraduate Student Learning Outcome(s) met by objective
3. Provide a rationale which explains how each objective meets the Expected Undergraduate Student Learning Outcome(s).

Appendix B, number 5:

Example of suggested response for rationale of how each objective meets the Expected Student Learning Outcome.

Example taken from BIOL 118 The History of Pain

Objective 1:
Describe the general physiology of sensation as a means to interpret the physiology of pain.
Expected Student Learning Outcomes 1 and 2: Informed and Empowered Learners

Rationale: Assignments will require students to have a level of knowledge of sensory physiology that will enable them to understand how pain mechanisms work. Assignments will also require students to critically analyze sensory modalities and to use this analysis to explain how pain is interpreted in our brains.

Objective 2:
Compare how pain has been perceived throughout the ages by identifying scientific and medical theories of that period.
Expected Student Learning Outcome 2: Empowered Learners

Rationale: Assignments will require students to evaluate scientific and medical theories (e.g. cell theory and anesthesia) throughout various time periods. In addition, these assignments will engage students in assessing a particular time's knowledge base in science and how that knowledge influenced the perception and treatment of pain for people of that time.

Objective 3:
Describe how pain is perceived and dealt with in today's society.
Expected Student Learning Outcome 3: Responsible Learners

Rationale: Assignments will require students to assess their own views of pain and how they compare to ethical judgments and social responsibilities in various societies around the world. They will also explore how their personal actions and civic values influence their perception of pain. Other assignments will have the students analyze pain issues in the public realm (e.g. national, state, or local) and to use this analysis to determine how their personal lives are and will be affected.

Objective 4:
Assess historical figures that have made contributions to our understanding of pain
Expected Student Learning Outcome 1 and 2: Informed and Empowered Learners

Rationale:
Assignments will require students to gain an understanding of how we have arrived at our current theories of pain by analyzing the contributions of individuals throughout history. They will then apply these analyses to the evaluation of their own view of pain.

2 Departments of English and Theater and Dance – Correction

Current Catalog Description:

THTR/ENGL 347 Playwriting **3c-0l-3cr**
Prerequisite: THTR 110 or instructor permission

Proposed Catalog Description:

THTR/ENGL 347 Playwriting **3c-0l-3cr**
Prerequisite: THTR 111 or instructor permission

Rationale: At the Dec. 7, 2010 Senate meeting, when THTR 347 Playwriting was cross listed with ENG 347 Playwriting, there was a typo in the prerequisite. It should have been THTR 111 instead of 110.

3 Department of Mathematics – Course Revision

Current Catalog Description:

MATH 430 Seminar in Teaching Secondary School Mathematics **3c-0l-3cr**
Prerequisites: Junior Standing (57cr or more), a declared major in Mathematics Education, and EDUC 242, with a grade of C or better.
Provides insights into the teaching and learning of numbers and operations, algebra, geometry, measurement, probability, and statistics. Students will become aware of and use the resources and methods of instruction for teaching mathematics at the secondary level. Must be taken within two semesters prior to student teaching.

Proposed Catalog Description:

MATH 430 Seminar in Teaching Secondary School Mathematics **3c-0l-3cr**
Prerequisites: Junior Standing (60cr or more), a declared major in Mathematics Education
Prerequisite or Corequisite: EDUC 242
Provides insights into the teaching and learning of numbers and operations, algebra, geometry, measurement, probability, and statistics. Students will become aware of and use the resources and methods of instruction for teaching mathematics at the secondary level. Must be taken within two semesters prior to student teaching.

Rationale: Due to the sequence of courses that many mathematics education majors take and the timing of their admission into Step 1 of the 3-step teacher certification process, many students need to take EDUC 242 at the same time as MATH 430.

4 College of Health and Human Services – Program Moratorium Responses

a Department of Health and Physical Education

i Bachelor of Science–Physical Education and Sport–Aquatics

Based on the evidence provided to the committee, the UWUCC recommends the program be placed in moratorium.

Statement from Health and Human Services College Curriculum Committee:

The HHS Undergraduate Curriculum Committee concurs with the recommendation from both the Department and the Dean that this program be placed in moratorium due to the fact that the program has an extremely low headcount and that the program has not demonstrated its viability.

ii Bachelor of Science–Physical Education and Sport–Athletic Training

Based on the evidence provided to the committee, the UWUCC recommends the program be placed in moratorium.

Statement from Health and Human Services College Curriculum Committee:

The HHS Undergraduate Curriculum Committee concurs with the recommendation from both the Department and the Dean that this program be placed in moratorium due to the fact that the program represents an old designation and has no enrollment.

iii Bachelor of Science–Athletic Training

Based on the evidence provided to the committee, the UWUCC recommends the program not be placed in moratorium.

Statement from Health and Human Services College Curriculum Committee:

This program represents an academically rigorous, high quality program at IUP. As such, this program is an important reflection of the academic integrity of the Department and the University in terms of promoting and achieving excellence. This rigor and quality are evidenced by three main characteristics of the program: that the rate of acceptance of students into the program (after the third term) is relatively low, the certification scores (e.g., passing rate and domain performance in particular subfields) of graduates are relatively high (compared to all other schools), and every student is evaluated on every skill required for successful professional performance. This insistence on quality and academic rigor are required due to the nature of the profession and the profession's certification and accreditation requirements. The fact that the rate of acceptance of students into the BS Athletic Training program is low is *not* a problem, since most of these "non-accepted" students go on to successfully complete other HPED degrees at IUP.

The Department has a workable plan to increase and sustain enrollment in its program. It is believed that a graduating headcount of 18 or more is achievable in the near future. Due to the increasing demand for certified Athletic Trainers in general and pending legislation which could further increase the demand for such trainers, it is believed by the committee that increases in graduating headcount may be inevitable, especially if the Department continues implementing its promotional campaign for this degree. It is noted that the demand for athletic trainers is high in eastern and western Pennsylvania, and IUP graduates are satisfying well this local niche market for trainers.

Also, lab renovations are on-going, which would aid in promoting a higher headcount in terms of the number of students accepted into the program and the number of students being accommodated per lab. The Department is actively recruiting students with high academic records/test scores in order to achieve higher entrance numbers – and this is only possible because of these ongoing renovations. In addition, strong letters of support have been provided detailing the importance of the mission of this program, especially to the local community.

Given the need for this program, its high academic integrity, its workable plan for increasing headcount, and its strong coordination with other athletic programs and activities at the University, ***it is the strong recommendation of this committee not to place this program in moratorium status during the next 3 years.*** The program has a workable plan to increase its enrollment to satisfy any budgetary concerns of the College and the University. The program should have opportunity to demonstrate fully this action plan. Furthermore, enrollment issues aside, this program is a "jewel" in the HPED academic crown, and that, in itself, is reason to support this program.

The committee has some recommendations, though, to consider in potentially reducing resource needs associated with this B.S. degree. It appears, on cursory review of prerequisites, that some of the courses being offered to juniors and seniors under this curriculum could be offered on a 2-year cycle (in which juniors and seniors would take these classes together) potentially reducing complement. However, more detailed analysis by the Department is required to determine if these cost savings would be significant. Also, the program should explore more using the Nursing Department's simulation laboratory capabilities to potentially either offset their own hands-on training requirements or to enhance their programs even more.

b Department of Nursing and Allied Health Professions

i Bachelor of Science–Nursing/Licensed Practical Nurse Track

Based on the evidence provided to the committee, the UWUCC recommends the program not be placed in moratorium.

Statement from Health and Human Services College Curriculum Committee:

This program supports an important niche market (especially in a mix of urban/rural communities, such as western Pennsylvania) for licensed practical nurses wishing to pursue further education/advancement in their field by attaining a BSN degree. The Department was praised during their accreditation visit for its ability to successfully recruit LPNs into a BSN programs and addressing this critical transition need.

The reality is that implementation of this LPN to BSN program only requires the addition of 5 credits of study (2 credits of NURS 494 Internship and 3 credits of NURS 334 Transitions in Professional Nursing) compared to the BSN degree. This translates to approximately 1.7 credits over a 3-year period. (Note: this 3 credit role transition course could possibly be offered on a two-year cycle to reduce workload. The Nursing

Department could also consider making this role transition course a distance-education course, so it could be launched when the need for this course arises. But these are only cursory recommendations being made by the committee at this time).

It is noted that the LPN experience accelerates students through IUP's BSN program. Students bypass 18 credits of junior clinical block requirements. A total load of 30 credits is saved in this program, making this LPN to BSN program attractive to students thinking of pursuing additional education, especially since many of these students still work as LPN's during their educational studies.

It is apparent that the Northpointe Campus/cohort model was not an optimum platform for initiating this program, as evidenced by low retention rates in the program. The Nursing Department has addressed its issues by abandoning the cohort model (to deal with attrition issue), by having this program entirely resident at the main IUP campus, by offering flexibility in pursuing this BSN degree either full-time or part-time, and by integrating these students within the BSN traditional program (so that a small, resource-intensive cohort would *not* need to be accommodated). By transitioning and integrating this program with main campus students, there will be a large decrease in faculty demand (compared to previous faculty demands when the program was at Northpointe Campus) and increased affiliation and socialization of LPN to BSN students with traditional BSN students, which is predictive of higher retention rates and graduating success. In addition, there is a part-time IUP professor, currently the LPN program coordinator at Indiana County Technology Center, willing to serve as advisor and mentor to these LPN-BSN students, thereby enhancing the chances for these students being successfully transitioned to and graduating from the BSN program.

Given the local need for this program, the expected increase for the need for this program (based on existing and pending State requirements for staffing BSNs in certain healthcare positions), the relatively low costs for this program, the accreditation superlatives associated with this program, the changes being made to the program to retain students, enrollment-enhancing and recruiting activities being performed by the Department that have a good chance of working, and recurring inquiries from potential students related to gaining entrance to this program, ***it is the strong recommendation of this committee <u>not</u> to place this program in moratorium.***

ii Bachelor of Science–Nursing/Registered Nurse Track

Based on the evidence provided to the committee, the UWUCC recommends the program be placed in moratorium.

Statement from Health and Human Services College Curriculum Committee:

The HHS Undergraduate Curriculum Committee concurs with the recommendation from both the Department and the Dean that this program be placed in moratorium due to the fact that the program has no enrollment and applicants have not been recently accepted into the program.

5 College of Humanities and Social Sciences–New Course

CHSS 121 University Foundations **2c-0l-2cr**

University Foundations provides freshmen on the Punxsutawney Regional Campus with a transition from secondary education to collegiate level learning and expectations. Foremost, the course teaches critical thinking. In addition, interests and majors are explored, fundamental learning skills and University support services and policies are taught.

Rationale: CHSS 121 is tailored for students in the IUP-Punxsutawney cohort. The course is taught by permanent, full time Punxsutawney faculty. CHSS 121 is strategically coordinated with LIBR 251 Information Access in the Digital Age, which is also taught by permanent Punxsutawney campus library faculty. CHSS 121 coordinates and anchors the program of "engaged advising" for all students. The relationships developed with students through advising are a critical factor in first year student success and retention. Faculty on the Punxsutawney campus have thoughtfully developed this coordinated program in light of best practices for first year students, and particularly at-risk students. An important characteristic of CHSS 121 and our Punxsutawney program is that it is not remedial. Even though most students in this cohort have low entrance qualifications, they are capable learners and respond best to being "taught up to" rather than to a deficit remediation approach.

An integral part of a coordinated IUP Punxsutawney Campus experience, University Foundations is linked with an engaged advising program. All students are required to take the course during their freshman year. The content of University Foundations will help prepare students to succeed in all other courses. Through the course, professional skills are taught, career direction is pursued, and critical thinking is practiced. The student is assisted in understanding the nature of the University and in becoming a productive member of the University community.

Appendix B
University-Wide Graduate Curriculum Committee
Co-Chairs Piper and Baumer

FOR INFORMATION

The University Wide Graduate Committee provided distance education approval for the following courses:

MGMT 551 International Management

SWMD 681 Integral Theory and Terrorism

FDNT 544 Food Composition and Biochemistry

FDNT 558 Advanced Human Nutrition

FDNT 641 Eating Behaviors and Food Habits

ENGL 724/824 Second Language Acquisition

FOR ACTION

1) **Minor Program Revision:**

Name of Program: D.Ed. in School Psychology

Sponsoring Department: Educational and School Psychology

Catalog Start Term: Fall 2012

Summary of Proposed Changes

The proposed Minor Program Revision would replace both of the specialty tracks with a single, generalist doctoral degree. The proposed program would still include elements of both specialty tracks: neuropsychology of children's learning disorders and family-school relations. Replacement of specialty tracks in favor of a general doctoral degree more accurately reflects current professional standards of practice in school psychology (National Association of School Psychologists [NASP], 2010a) indicating school psychologists need to be broad-based generalists with expertise in a variety of competency areas including, but not limited to, neuropsychology and family-school relations.

Admission requirements for the D.Ed. program would remain unchanged. The proposed Minor Program Revision will not change overall credit requirements for graduation.

Rationale for the Changes

Recently-adopted NASP (2010a) standards of school psychological practice advocate for a broad-based skill set that includes elements of the two existing specialty sequences along with

other competencies presently covered in the doctoral core sequence. The professional demands of doctoral practitioners, trainers, and researchers llikewise require the proposed revisions toward a generalist degree. Moreover, NASP (2010b) guidelines for graduate training programs favor a broad, generalist scope and sequence of coursework that equally covers neuropsychology and family-school relations along with other competencies already present in the current D.Ed. Core Sequence.

The utility of the two existing specialty tracks is also questionable from a credentialing standpoint. Given that standards for credentialing in specialty areas require training beyond the terminal doctoral degree in school psychology, students' pre-doctoral specialization is not directly linked to professional licensure or certifications. For example, the American Board of School Neuropsychology (ABSN; n.d.) requires candidates to demonstrate proficiencies based on a thorough review of the applicant's experience, training, and supervision in order to be eligible to receive a Diplomate in School Neuropsychology. Pre-doctoral credit hours or coursework are not requirements of the credential. The same is also true for the American Board of Clinical Neuropsychology (ABCN; n.d.) and the American Board of Counseling Psychology (ABCP; n.d.).

Therefore, approval of the Minor Program Revision is necessary for alignment with training standards in the profession (NASP, 2010b), the comprehensive role of professional school psychologists (NASP, 2010a), and the demands of the profession (e.g., Cummings et al., 2004) while not precluding graduates' from pursuing other post-doctoral credentialing options (e.g., ABCN, ABCP, or ABSN).

Students currently in the D.Ed. program who have selected and are pursuing one of the two specialty tracks would be allowed to either finish their specialty tracks or elect to complete the proposed general track. Beginning fall 2012, assuming approval of this proposed Minor Program Revision, all incoming doctoral students would move as a cohort through the general doctoral scope and sequence proposed.

Side-by-Side Comparison of D.Ed. in School Psychology

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Current Program		Proposed Program**	
Doctoral Core Sequence (15 cr.)		Doctoral Core Sequence (27 cr.)	
EDSP 964 Seminar in School Psychology I	3 cr.	EDSP 964 Seminar in School Psychology I	3 cr.
EDSP 965 Seminar in School Psychology II	3 cr.	EDSP 965 Seminar in School Psychology II	3 cr.
EDSP 977 Seminar in Family-School Relations	3 cr.	EDSP 977 Seminar in Family-School Relations	3 cr.
EDSP 915 Doctoral Seminar in Applied Educational Research	3 cr.	EDSP 915 Doctoral Seminar in Applied Educational Research	3 cr.
EDSP 916 Doctoral Seminar in Advanced Educational Research	3 cr.	EDSP 916 Doctoral Seminar in Advanced Educational Research	3 cr
		EDSP 942 Neuropsychology of Children's Learning Disorders	**3 cr.**
Specialty Sequence (6 cr.)		EDSP 978 Family Services for School-Related Problems of Children with Special Needs	3 cr.
A. Family-School Relations		**EDSP 966 Psychopharmacology of Children's Learning and Behavior Disorders**	**3 cr.**
PSYC 834 Family Therapy	3 cr.	**EDSP 949 Practicum II**	**3 cr.**
EDSP 978 Family Services for School-Related Problems of Children with Special Needs	3 cr.		
or		Internship and Dissertation (15 cr.)	
PSYC 971 Family and Couples Clinic	3 cr.	EDSP 952 Internship	**6 cr.**
or		EDSP 995 Dissertation	9 cr.
PSYC 934 Advanced Family Therapy	3 cr.	Total**	**42 cr.**
Or			
B. Neuropsychology and Learning Disorders			
EDSP 953 Child Neuropsychology	3 cr.		
EDSP 978 Family Services for School-Related Problems of Children with Special Needs	3 cr.		
Internship and Dissertation (15 cr.)			
EDSP 952 Internship (doctoral school 3 cr. and specialty 3 cr.)	6 cr.		
EDSP 995 Dissertation	9 cr.		
Total*	36 cr.		
Note: Students who enter the doctoral program having received their certification in school psychology from another university take an additional Practicum course (EDSP 949) and should take PSYC 836 or PSYC 858, PSYC 810, and EDSP 966 (Psych. Core) if similar courses are not part of their certification program per advisement of doctoral director. These students may also be required to take EDSP 817, depending on their performance on the candidacy examination (research section).		**Note:** Students who enter the doctoral program having received their certification in school psychology from another university should take PSYC 836 or PSYC 858, and PSYC 810 if similar courses are not part of their certification program per advisement of doctoral director. These students may also be required to take EDSP 817, depending on their performance on the candidacy examination (research section).	

The following asterisked comments will not be included in the Proposed Program printed in the Graduate Handbook but are offered, in conjunction with the narrative of this proposal, for clarification purposes:

* Doctoral students matriculating from IUP's M.Ed. and Certification Programs take EDSP 942 and EDSP 966 (for a total of 42 doctoral credits). Students who enter the doctoral program having received their certification in school psychology from another university take the Doctoral Core Sequence in addition to EDSP 949 and EDSP 966 as part of their doctoral program (for a total of 42 doctoral credits).

** EDSP 949 and 966 are being moved from the Note section of the existing Doctoral Core Sequence to the proposed Doctoral Core Sequence.

Proposed Program Description for Graduate Catalog

Current Catalog Description	Proposed Catalog Description
The doctoral program is designed to enhance the generalist competencies of the school psychologist and to allow the student to gain advanced skills in research and a specialty in either the neuropsychology of children's learning disorders or family-school relations. For all doctoral students, the majority of the advanced doctoral courses are completed in two to three summers following the completing of the certification in school psychology. In addition to seminars in advanced issues in assessment and intervention (EDSP 964, EDSP 965), the core courses include two advanced research courses (EDSP 915, EDSP 916) and courses emphasizing applied clinical skills in the above specialty areas. Doctoral students take a three-credit practicum, a three-credit, school-based internship (1,300 hours), a three-credit specialty internship (300 hours), and a nine-credit dissertation to complete the doctoral degree. Half of a student's total school psychology internship must be completed in a school setting.	The doctoral program is designed to enhance the competencies of the school psychologist and to allow the student to gain advanced skills in research and **broad-based skills reflective of a generalist school psychologist.** For all doctoral students, the majority of the advanced doctoral courses are completed in two to three summers following the completing of the certification in school psychology. In addition to seminars in advanced issues in assessment and intervention, the core courses include two advanced research courses and courses emphasizing applied clinical skills. Doctoral students take a three-credit practicum, a **six**-credit school-based internship (1,300 hours), and a nine-credit dissertation to complete the doctoral degree. Half of a student's total school psychology **doctoral** internship must be completed in a school setting.

2) Variability of Delivery

Program: Food and Nutrition

Sponsoring Department: Food and Nutrition

Catalog Start Term: Fall 2012

1. Introduction
   The Master of Science in Food and Nutrition is designed to further the depth of food and nutrition knowledge held by students who have Bachelor of Science degrees in Nutrition or other related fields, such as nursing, health and physical education, and family and consumer sciences. The Food and Nutrition (FDNT) Department offers a variable curriculum allowing students to take research related courses and specific nutrition courses to enhance their current knowledge, while allowing the freedom to elect courses that will help in achieving personal goals. (See degree requirements, attached.)

The MS in Food and Nutrition is a 36-semester-hour program, with both thesis and non-thesis options. Course content includes nutrition research, evidence based practice, nutrition counseling, food service management, nutrition informatics, lifecycle nutrition, and advanced understanding of nutrients and their function within the body for prevention and treatment of chronic diseases.

In addition to the MS, the department also offers an accredited dietetic internship (DI), which enrolls 12 graduate students each year. To enroll in the internship, which provides practice hours leading to completion of the credentialing requirement to become a Registered Dietitian, students must be accepted to the graduate program, and must complete 18 credits toward the MS. Of these 18 credits, 14-16 credits will continue to be offered in the traditional format, mostly as summer offerings or internship credits.

Annual enrollment the MS in Food and Nutrition averages of 24 students. A 12-month Dietetic Internship enrolls 12 graduate students annually who take 18 credits towards the MS in Food and Nutrition as requirements for completion of the internship. Each year 20-40% of dietetic interns choose not to complete the MS because they relocate for employment.

Approval of this proposal for variability in delivery allowing the program to be offered online will enable the enrollment of students who are not interested in a residential program: Registered Dietitians who have employment limiting their access to Indiana, graduates of the DI who obtain employment, and other professionals (teachers, nurses) who seek to enhance their professional development with a degree in nutrition.

This change in delivery will not change the content/requirements of the existing MS program, but rather convert courses to online delivery to better meet the needs of current students, and expand the potential audience for the program.

Courses will follow the Fall/Spring schedule or a Summer 4 to 8 week schedule, as listed below:

	Semester	Course Offerings
Year 1	Fall	FDNT 650: Seminar I FDNT 711: Nutrition Through the Lifecycle FDNT 642: Contemporary Issues in Food and Nutrition
	Spring	FDNT 641: Eating Behaviors FDTN 660: Seminar II FDNT 564: Food and Research
	Summer	FDNT 558: Advanced Human Nutrition FDNT 544: Food Composition and Biochemistry FDNT 612: Administration in Food Service Systems FDNT 681: Nutrition Counseling
Year 2	Fall	FDTN 645L: Protein, Carbohydrates, & Fat FDNT 743:Clinical Dietetics GSR 516: Statistical Methods or Equivalent

	Spring	FDNT 646: Vitamins and Minerals FDNT 650: Seminar I GSR 615: Elements of Research
	Summer	FDTN 660: Seminar II FDNT 603: Food and Nutrition Education FDNT 642: Contemporary Issues in Food and Nutrition FDNT 602: Information Technology

Students will enter the online programs at two points:

- Dietetic interns will begin enrollment at the beginning of the fall semester of their second year of graduate study, after completion of the dietetic internship, including the first 18 credits of the MS. These students (approximately 12 per year) will actually complete a hybrid degree program, with 14-16 credits of the required 18 for the internship as traditional offering, and the remaining credits as online courses.
- New MS students will be admitted as a cohort each fall semester. Because most courses do not have prerequisites within the graduate program, the proposed rotation of courses will accommodate a new cohort every 12 months, with completion in 24 months. These students will generally complete all courses online, although they may be admitted to traditional courses required for the internship, if they meet prerequisite requirements.

Because most DI requirements are offered in the summer, faculty resources are adequate to support both the traditional offerings and the online program.

Impact of Program

The primary impact of the proposed online delivery is that students who enrolled in the DI will need to complete the 18 additional credits required for the MS primarily through online courses. DI students will continue to take most of the required 'bridge' courses (FDNT 601, 604, and 605) and the required 'capstone' courses (FDNT 651 and 652) as face-to-face format courses, because these courses require the group experience and are not readily adaptable for the online format. Because these required face-to-face courses are offered only in the summer, they will not interfere with online offerings during the academic year. Faculty teach no more than four credits in the DI program over the summer and will therefore be able to teach online courses as well. It is anticipated that with the high demand for online programs, and especially those in the nutrition field, the alternative delivery will increase enrollment to maximum program capacity (i.e., by about 20 additional students/year).

Appendix C
University Senate Research Committee
Chair Bonach

The committee met on November 15, 2011.
There were 16 USRC Small Grant proposals and the decision was made to fund 10 proposals totaling $10,296.00.
The next USRC committee meeting will be on December 13th, 2011 at 3:15 pm in 301 Stright Hall.

- Dr. Megan Knoch
- Dr. Carl Rahkonen
- Dr. Framarz Byramjee
- Dr. John Chrispell
- Dr. Timothy Flowers
- Dr. Christina Huhn
- Dr. R. Scott Moore
- Dr. Timothy Runge
- Dr. Lisa Sciulli
- Dr. Mike Sell

Appendix D
Academic Affairs Committee
Co-chairs Dugan and Perdue

For Action:

Emeritus status for the following faculty:

1. Dr. Robert Ackerman, Dept. of Sociology
2. Dr. Sherrill Begres, Dept. of Philosophy
3. Dr. Peter Broad, Dept. of Spanish
4. Dr. Karen Dandurand, Dept. of English
5. Mr. James Dearing, Dept. of Music
6. Dr. Kurt Dudt, Dept. of Communications Media
7. Dr. Ronald Emerick, Dept. of English
8. Dr. Jeannine Fontaine, Dept. of English
9. Dr. Wallace Freeman, Dept. of Physics
10. Dr. John Gibbs, Dept. of Criminology
11. Dr. Rosemary Gido, Dept. of Criminology
12. Dr. Edward Gondolf, Dept. of Sociology
13. Dr. Nancy Hayward, Dept. of English
14. Dr. James Hooks, University Libraries
15. Dr. Kimberly Husenits, Dept. of Psychology
16. Dr. Sue Johnson, Dept. of English
17. Dr. Charles Kanyarusoke, Dept. of Communications Media
18. Dr. Paul Kornfeld, Dept. of Communications Media
19. Ms. Barbara Kraszewski, Dept. of English
20. Dr. Lawrence Kruckman, Dept. of Anthropology
21. Dr. Richard Lamberski, Dept. of Communications Media
22. Dr. Lea Masiello, Dept. of English
23. Dr. Catherine McClenahan, Dept. of English
24. Dr. James Nestor, Dept. of Art
25. Dr. Thomas Nowak, Dept. of Anthropology
26. Dr. Richard Nowell, Dept. of Educational and School Psychology
27. Dr. Mary Ann Rafoth, Dept. of Educational and School Psychology
28. Dr. Gurmal Rattan, Dept. of Educational and School Psychology
29. Dr. Allen Robinson, Dept. of Health & Physical Education
30. Dr. Ronald Shafer, Dept. of English
31. Dr. Kay Snyder, Dept. of Sociology
32. Dr. James Staples, Dept. of Music
33. Dr. Mary Lou Zanich, Dept. of Psychology