

**MINUTES OF THE
IUP UNIVERSITY SENATE**

Mar 20, 2012

Chairperson LaPorte called the March 20, 2012 meeting of the University Senate to order at 3:32 p.m., in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Azad, Balint, Belch, Colen, Helterbran, Hulings, Luckey, Moore, Petrucci, Ritchey, Rivera, Smith, Stephenson, Werner, Yang

The following senators were absent from the meeting: Alman, Anspracher, Appolonia, Bowers, Camp, Domaracki, Getchell, Gonzales, Kennedy, Meyer, Mortimer, Muth, Palmisano, Palumbo, Powers, H. Rittenberger, Sharp, Speilman

The minutes for the February 21, 2012, meeting were **APPROVED**.

Agenda items for the March 20, 2012, meeting were **APPROVED** pending minor revisions.

REPORTS AND ANNOUNCEMENTS

Provost's Report

I want to report to the Senate on the decisions made to date by President Werner regarding academic programs that have been proposed for moratorium/termination in the Academic Workforce Plan. For many months the college deans and I have been engaged in an open, transparent and consultative process recognizing the importance of shared governance in making programmatic decisions. Departmental faculty were first invited to respond with their recommendations and those were then forwarded to the appropriate college curriculum committee, which, in turn, reviewed the program and then passed its recommendations on to the university-wide undergraduate or graduate curriculum committee for a final review and recommendation to the University Senate for final consultation.

This process has been completed for some but not all programs that are listed in the Workforce Plan but I am confident that the university-wide curriculum committees will complete their work and bring their recommendations for the remaining programs to the Senate by no later than its final meeting of the year on May 1.

For those programs that so far have come to the Senate for final consultation, I can report that Dr. Werner has made the following decisions:

Undergraduate Programs

Undergraduate Major Programs to be Terminated

After consultation with the faculty, curriculum committees, and the University Senate, these programs will be terminated immediately. No students are currently in these programs and no new students will be admitted to these programs.

- German B.A.

- German – Secondary German Education B.S.E.D

Undergraduate Major Programs to be placed in Moratorium

After consultation with the faculty, curriculum committees, and the University Senate, these programs will be placed in moratorium immediately. No new students will be admitted to these programs, *but all current students will be able to complete their studies.*

- Physical Education and Sport – Aquatics B.S.
- Physical Education & Sport – Athletic Training B.S.
- Nursing/Registered Nurse Track B.S.

Graduate Programs to be placed in Moratorium

After consultation with the faculty, curriculum committees, and the University Senate, these programs are being placed in moratorium immediately... No new students will be admitted to these programs, but all current students and students already admitted for Summer 12 or Fall 12 will be able to complete their studies.

- Music History & Literature M.A.
- Music Theory and Composition M.A.
- Criminology/Law Enforcement Leadership COR
- Sports Science/Aquatic Management M.S.
- Safety Sciences GCOR
- Safety Science/Management M.S.
- Mathematics Education M.E.D.

Curriculum Revisions

In response to the Senate recommendations from the February 21, 2011 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - CHSS 121 – University Foundations
- B. Regarding program termination/moratorium (See remarks above)

From the University-Wide Graduate Curriculum Committee:

- A. Program revision from the Educational and School Psychology department for the Doctor of Education in School Psychology
- B. Regarding program moratorium (See Provost remarks above)

Chairperson's Report

Good afternoon. As promised I will try to keep my comments brief. First, there was a draft of a policy regarding financial conflict of interest circulated to all of you under the category of 1st reading. Although technically this is only done for changes to the senate constitution, it is being used here to

alert everyone that the policy needs to be carefully reviewed with an eye toward a vote for approval at our next meeting. The Research Committee will provide more background in their report today, but the bottom line is that we need to approve this policy before the term ends or IUP faces financial consequences that it can ill afford. If you have any comments or suggestions for changes, please send them to Senator Creely before the next meeting so that they can be incorporated, as appropriate, in the document that we will vote on. Given the importance of this matter I am concerned that curricular matters will occupy most of next meeting as it will this meeting. Although the senate by-laws specify a fixed order of agenda it allows for chairs from committees to request of the senate chair that their reports be given priority. Therefore, I would welcome such a request from the chair of the Research Committee and once received would ask the senate secretary to place them first on next sessions agenda.

As noted we have a busy schedule today. Robert's Rules allows up to 10 minutes per speaker and rarely is that number approached. But I will ask speakers to keep your comments succinct. Robert's Rules does set a limit on how many times any one person can speak to a motion on the floor, and that number of two. That will be enforced today and I asked that all comments be directed to the floor or chair and NOT to other senators directly which is contrary to Robert's Rules.

Finally, I received an email from the president of West Chester's faculty senate. Last year there was an abortive attempt to craft together a response to Governor Corbitt's budget cuts. The attempt ran out of time at the end of the semester and went nowhere. They are trying again to put something together. I indicated that I would raise the issue today and get some consensus on the senate's feelings regarding this matter. Since we don't know what final form this attempt will take, I would entertain a motion to support this attempt with final approval perhaps depending on the ultimate form it takes. Since such a motion would not be brought by a committee it would require a 2/3 majority to pass according to our bylaws. Would anyone like to make such a motion?

Vice Chairperson's Report

Student government will be holding elections soon. Please strongly encourage your students to run for election.

Rules Committee (Senator Korns)

I'd like to take a few minutes and update you on the 2012 Senate elections. Phase I of the elections, in which at-large senators and members of the University Wide Undergraduate Curriculum and University Wide Graduate Committees are elected, will conclude tonight.

For Phase I of the election we utilized a new process in URSA for self-nominations. This replaced the old method of sending emails to everyone at the university and asking them that they reply back with their nomination, streamlining the process and reducing the likelihood of errors. This worked very well and we had record numbers of nominations. In this first year using URSA we identified several enhancements that we will change before next year's election to improve the process.

The elections are also going very smoothly. This is our third year using Qualtrics as the survey instrument and it is working very well. As of this afternoon, participation was good among faculty, with 334 completed votes out of a total population of 849. 101 administration/managers have voted out of a total of 233 and 72 staff out of 499 have voted.

We will certify the results in the next few days and notify newly elected senators by the end of this week.

A call for nominations for Phase II of the elections, where we elect committee members, will go out

early next week. Phase II is much more complex than Phase I so this year we will continue to use the existing process for nominations. Therefore, senators who will be serving in the Senate next year will receive an email from me asking them to nominate themselves for committee assignments. We will work closely with IT during this phase of the election and anticipate using the URSA nomination process for next year's committee elections. I'd like to take this opportunity to thank Jeff Montgomery and Ben Milliron from IT Services for their excellent and timely work in developing this new process for nominations.

Finally, as we prepare for committee elections, I'd like to speak to Senators not currently serving on a committee. As my predecessor, Senator Soni used to say, service as a University Senator is not an honorary position. All Senators are expected to serve actively on committees of the Senate as well. The committees are where the bulk of the Senate's work is done. If you are not currently serving on a committee, please consider nominating yourself for up to three committees when you receive the call next week.

The next meeting of the Rules Committee will be next Tuesday, March 27, 2012 at 3:30 pm in Room 6 Keith Hall.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- ENGL 211 British Literature 1660-1900
- JRNL 120 Journalistic Writing
- JRNL 347 Journalism Law

FOR ACTION:

1 Department of Foreign Languages—Program Catalog Description Change, Course Revisions, Program Revisions

a Program Catalog Description Change

APPROVED

Current Catalog Description:

French

Placement/Exemption

The student with no previous French study will take FRNC 101 (3cr) as a prerequisite. Students with previous French study will be placed into the appropriate course level by means of a written departmental exam administered in the summer for entering freshmen and during the first week of the semester for other students. No student judged to be a native speaker of French will be allowed to enroll in any course below the 300 level, with the exception of FRNC 254.

Proposed Catalog Description:

French

Placement

Students with no previous French study will be placed in FRNC 101, a class reserved for true beginners. Students with previous French study in high school or college will be placed into the appropriate course by means of the online WebCAPE placement test. This test may be taken more than once before enrolling in French courses: it is free of charge for IUP students. Instructions on how to take the online WebCAPE test are available online on the departmental website and in print in the Department of Foreign Languages office (Sutton Hall). As deemed necessary by the individual student or French faculty, the proposed WebCAPE placement may be further refined: students' writing and speaking proficiency may be additionally assessed by one or more faculty members in the French Program in the Department of Foreign Languages. Each student's individual requirements and the judgment of the classroom instructors will also be considered in placement. No student will be allowed to register for or take a D/F repeat in FRNC 101, 102, or 201 when credit has already been received for a higher numbered course.

IUP Course Credit for Acquired Proficiency

Incoming students may receive course credit for their oral proficiency levels in French through the American Council on Education (ACE) Credit Recommendation Service and Language Testing International (LTI), the assessment agency for the American Council on the Teaching of Foreign Languages (ACTFL). Students who have taken an ACTFL Oral Proficiency Interview (OPI) through LTI, received a proficiency rating by LTI, and received credit recommendation by ACE may receive the following course credits in French at IUP:

ACTFL Oral Proficiency Ratings (rated by LTI)	ACE Credit Recommendations	IUP French Course Equivalencies
Intermediate-Mid	4 Lower Division credits	Either FRNC 102 or 201, depending on placement on departmental written exam
Intermediate High/Advanced Low	8 Lower Division credits	FRNC 102 and 201
Advanced Mid	10 Lower Division credits	FRNC 201 and 202 and 331
Advanced High/Superior	10 Lower Division credits and 2 upper division credits	FRNC 201 and 202 and 331 and 431

To begin the process, students must contact LTI by e-mail (testing@languagetesting.com) to request an ACE College Credit Recommendation by OPI Examination information package and application. There is a fee for the OPI and an ACE application fee to be paid by the candidate.

Rationale: The revised catalog description eliminates the mention of a defunct departmental written placement test that has not been used in the last five years; it additionally describes for students the placement procedure pilot-tested by the French Program and IUP's Advising and Testing Center using a licensed online placement test (WebCAPE). Since 2008 in our pilot test, students have effectively been placed into the appropriate course levels by means of the online WebCAPE placement test. The online WebCAPE placement test is a national program created at Brigham Young University (BYU) that is widely used in American universities. It is more reliable than the defunct departmental written exam. The calibration proposed by BYU has been adapted to an IUP specific population. It is also more flexible and induces less test anxiety as it allows potential students to take the test online at their own convenience. In addition, the procedure that has been pilot-tested allows students to consult with a faculty member if/when the placement recommended by WebCAPE is not deemed satisfactory. It is an asset to the French program that has been approved by the Office of the Dean of Humanities and Social Sciences as well as IUP's Advising and Testing Center.

IUP Course Credit for Acquired Proficiency. As part of the new Department of Foreign Languages, the French program is inspired by the past successes of the Spanish program. The proposed new policy to receive French course credit for demonstrated oral proficiency level mirrors a similar proposal made by our colleagues in Spanish in 2004/2005, and which was implemented for the first time in the Fall of 2005. It reflects also the recommendations of our local K-12 French teachers who have informally expressed their wish to send their most motivated learners toward university programs that would provide them with such opportunities; it is a potentially effective tool for recruiting new students at IUP. The proposed description serves also to clarify the course equivalencies for oral proficiency levels demonstrated beyond "Intermediate-Mid." The change reflects a policy tested in the Spanish program to permit native or heritage speakers (such as the growing number of Haitian students coming to IUP from the Philadelphia area) to earn course credit as well.

b Course Revisions and Catalog Description Changes:

i Current Catalog Description:

APPROVED

FRNC 101 Basic French I

3c-01-3cr

Prerequisite: Appropriate score on the placement test (WebCape score below 260)

Not open to native speakers, except by special permission of department. Special focus on aural/oral skills. Students learn in a multimedia environment. Students converse and ask questions in simple present tense. They become acquainted with elements of daily lives of native speakers of French around the world. Taught in the fall semester only.

Proposed Catalog Description:

FRNC 101 Basic French I

4c-01-4cr

Prerequisite: Appropriate score on the placement test (WebCAPE score between 0 and 285)

For beginning students. Not open to native speakers, except by special permission of department. Students must achieve an appropriate placement test score to enroll (score comprised between 0 and 285). Special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They become acquainted with elements of daily lives of native speakers of French around the world. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 101 when credit has already been received for a higher-numbered FRNC course.

ii Current Catalog Description:

APPROVED

FRNC 102 Basic French II

3c-01-3cr

Prerequisite: FRNC 101, or qualifying score on placement test (WebCAPE score between 260 and 336), or instructor permission

A special focus on aural/oral skills. Students learn in a multimedia environment. Students converse and ask questions in simple present tense. They can now express commands and directions and are introduced to the expression of punctual actions in the past. They further investigate the daily lives of native speakers of French around the world. Taught in the Spring semester only.

Proposed Catalog Description:

FRNC 102 Basic French II

4c-01-4cr

Prerequisite: FRNC 101, or qualifying score on placement test (WebCAPE score between 286 and 362), or instructor permission

For beginning students. Students must achieve an appropriate placement test score to enroll (score comprised between 286-362). Special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They can now express commands and directions, and are introduced to the expression of punctual actions in the past. They further investigate the daily lives of native speakers of French around the world. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 102 when credit has already been received for a higher-numbered FRNC course.

iii Current Catalog Description:

APPROVED

FRNC 201 Intermediate French I

3c-01-3cr

Prerequisite: FRNC 102, or qualifying score on placement test (WebCAPE score between 337 and 402), or instructor permission

A continued study of French; development of listening, reading, speaking, and writing, with special focus on aural/oral skills. Students learn in a multimedia environment. Students converse and ask questions in the past tense. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in the past over an indefinite, undetermined period of time. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world. Taught in the Fall semester only.

Proposed Catalog Description:

FRNC 201 Intermediate French I

4c-01-4cr

Prerequisite: FRNC 102, or qualifying score on the WebCAPE placement test (score above 362), or permission of instructor.

Continued study of French; development of listening, reading, speaking, and writing, but primary emphasis is on aural/oral skills. Students use a multimedia environment to learn to converse and ask questions in the past. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in the past over an indefinite, undetermined period of time; students review how to narrate and describe in the past, ask and give directions, talk about the future, avoid repetitions, learn to combine simple sentences, express and understand conditional sentences, express and understand subjective statements, and understand indirect discourse. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 201 when credit has already been received for a higher-numbered FRNC course. Liberal Studies humanities credit is given for this course.

Rationale: These revisions serve to re-organize the French service sequence.

- As it is currently being offered, the French service sequence is composed of French 101 (3c-01-3cr), French 102 (3c-01-3cr), French 201 (3c-01-3cr), and French 202 (3c-01-3cr); the necessary outcome of this sequence is to bring the motivated learners to, at least, a proficiency of Intermediate-mid on the *American Council on the Teaching of Foreign Languages* (ACTFL) proficiency scale.
- The proposed changes will reorganize the curriculum approved by the IUP Senate in spring 2009, but spread the content across three academic terms instead of four. The courses will now be offered four times a week, include the objectives, approach, and contents of the current courses, approved by the IUP Senate in 2009.

c Program Revisions:

i

APPROVED

Current Program:

Proposed Program:

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

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

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

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

College: 31
Major: 37
Total Degree Requirements: 121

College: 31
Major: 37
Free Electives: 2-3
Total Degree Requirements: 120

ii

APPROVED

Current Program:

Bachelor of Arts—Spanish

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

College: 0
 Foreign Language (included in major)

Major: 37

Free Electives: 30

Total Degree Requirements: 120

Proposed Program:

Bachelor of Arts—Spanish

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

College: 0
 Foreign Language (included in major)

Major: 37

Free Electives: 33-34

Total Degree Requirements: 120

iii

APPROVED

Current Program:

Bachelor of Science in Education—French Education K-12

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

College: 29

Major: 36

Free Electives: 2

Total Degree Requirements: 120

Proposed Program:

Bachelor of Science in Education—French Education K-12

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

College: 29

Major: 36

Free Electives: 5-6

Total Degree Requirements: 120

2 Department of Special Education and Clinical Services—Course Revision, Course Title Change, Catalog Description Change, and Program Revision

a Course Revision, Course Title Change, and Catalog Description Change:

i **Current Catalog Description:**

APPROVED

SPLP 242 Speech Science I

3c-0l-3cr

The study of the communication process with emphasis on physical characteristics of sound production, transmission and perception of the sound, and the evolvment and use of symbols for meaningful communication. The scientific principles of normal oral communication are stressed, and language learning is recognized as a basis for oral communication.

Proposed Catalog Description:

SPLP 242 Speech Science I: Theory and Measurement

3c-01-3cr

Prerequisite: SPLE Major

Introduces student to the theoretic properties, biological characteristics, and physical analysis of human speech production, speech perception, and swallowing. Course content is integrated into applications of clinical instrumentation and measurement.

Rationale: Knowledge of clinical instrumentation and measurement of swallowing is essential to the practice of speech-language pathology. Previously, this information would only be provided at the graduate level. Establishing the basic science foundations of swallow assessment will allow for more advanced content discussions at the graduate level. A master's degree is the minimum degree requirement for certification as a speech-language pathologist. The technology presented in the course will reflect current practice trends. Previous course content on hearing instrumentation and measurement was redundant with information provided in SPLP 222 Introduction to Audiology. Therefore, the elimination of this material from this course will not be detrimental. The prerequisite was added to ensure that only students who have been admitted to the major may enroll.

b Program Revision:

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Disability Services

Bachelor of Science—Disability Services

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Credits** 48
Mathematics: 3cr
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 3cr, CDFR 224

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Credits** 43-44
Mathematics: 3cr
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 3cr, CDFR 224

Major: 48

Major: 48

Other Requirements: 6

Other Requirements: 6

Free Electives: 18

Free Electives: 22-23

Total Degree Requirements: 120

Total Degree Requirements: 120

3 Departments of Special Education and Clinical Services and Professional Studies in Education—Program Revision

APPROVED

Current Program:

Bachelor of Science in Education—Early Childhood Education/Special Education (*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	50
Humanities: HIST 195 (1)	
Mathematics: MATH 151	
Natural Science: SCI 101, 102, 103, 104	
Social Science: GEOG 101, 102, or 104, PSYC 101	
Liberal Studies Electives: 3cr, MATH 152	

College: 22

Major: 63

Total Degree Requirements: 135

Proposed Program:

Bachelor of Science in Education—Early Childhood Education/Special Education (*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	46
Humanities: HIST 196	
Mathematics: MATH 151	
Natural Science: SCI 101, 102, 103, 104	
Social Science: GEOG 101, 102, or 104, PSYC 101	
Liberal Studies Electives: 3cr, MATH 152	

College: 22

Major: 63

Total Degree Requirements: 131

(1) HIST will be replaced by HIST 196, which will satisfy the PDE requirements once HIST 196 is approved.

Rationale: Now that HIST 196 has been approved, footnote (1) should be removed and footnote (2) should be renumbered.

4 Department of Mathematics—Course Revisions, Catalog Description Change and Program Revision

a Course Revisions:

i Current Catalog Description:

APPROVED

MATH 151 Elements of Mathematics I

3c-01-3cr

Prerequisite: Appropriate Major: ELED, ECED, EDEX, SPLP, EDHL, FCSE, ARED, CDFR, MIDL, or ECSP

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

Proposed Catalog Description:

MATH 151 Elements of Mathematics I

3c-01-3cr

Prerequisite: Appropriate Major: EDEX, SPLP, EDHL, FCSE, ARED, CDFR, MIDL, or ECSP

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

ii Current Catalog Description:

APPROVED

MATH 152 Elements of Mathematics II

3c-0l-3cr

Prerequisite: MATH 151

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

Proposed Catalog Description:

MATH 152 Elements of Mathematics II

3c-0l-3cr

Prerequisite: MATH 151

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

Rationale: These mathematics courses are intended for selected majors who have chosen education as their major. The focus of the courses is to develop perspectives appropriate for understanding mathematics in ways that make sense to children. As such, mathematics is presented in non-standard ways, such as using blocks, counters, or visual representations to show a mathematical concept or idea. Students practice the mathematics they have already learned, but also, students are involved in activities that show the math in ways they may not have seen or approaches they may have forgotten. Changes to the prerequisite in MATH 151 are due to the changes in major prefixes that take the courses.

b Program Revision:

APPROVED

Current Program:

Bachelor of Science in Education—Mathematics Education (*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 125 Social Science: PSYC 101 Liberal Studies Electives: 3cr, no courses with MATH prefix	48
College:	31
Major:	36
Other: COSC 110	3
Free Electives:	4
Total Degree Requirements:	122

Proposed Program:

Bachelor of Science in Education—Mathematics Education (*)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 125 Social Science: PSYC 101 Liberal Studies Electives: 3cr, no courses with MATH prefix	43-44
College:	31
Major:	36
Other: COSC 110	3
Free Electives:	6-7
Total Degree Requirements:	120

5 Department of Religious Studies—Course Revisions and Catalog Description Changes and Program Revision

a Course Revisions:

APPROVED

i Current Catalog Description:

RLST 100 Introduction to Religion 3c-01-3cr

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

Proposed Catalog Description:

RLST 100 Introduction to Religion 3c-01-3cr

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

ii Current Catalog Description:

RLST 110 World Religions 3c-01-3cr

A comparative study of the history, teaching, and rituals of the major religions of the world and their influence on contemporary society. A nonsectarian approach to religions such as Native American religion, Afro-American religion, Judaism, Christianity, and Islam in relationship to Hinduism, Buddhism, Confucianism, Taoism, and Shinto.

Proposed Catalog Description:

RLST 110 World Religions

3c-01-3cr

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

Rationale: The objectives for these courses have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes. These revisions reflect changes in the expectation for a syllabus of record and newer academic resources since the last revision of the syllabi.

b Program Revision:

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Religious Studies

Bachelor of Arts—Religious Studies

Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: 3cr
Liberal Studies Electives: 3cr, no courses with RLST prefix

Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: 3cr
Liberal Studies Electives: 3cr, no courses with RLST prefix

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

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

Major: 30

Major: 30

Free Electives: 31-37

Free Electives: 34-41

Total Degree Requirements: 120

Total Degree Requirements: 120

6 Department of Hospitality Management—Catalog Description Changes and Program Revision

a Catalog Description Changes:

i Current Catalog Description:

APPROVED

HRIM 256 Human Resources in the Hospitality Management

3c-01-3cr

Prerequisite: HRIM 150 or FDNT Major

Examines human resources management in the hospitality industry. Topics include cultural diversity, legal requirements, job analysis, recruitment and selection, training and development, performance appraisal, compensation, and benefits administration.

Proposed Catalog Description:

HRIM 256 Human Resources in the Hospitality Management

3c-01-3cr

Prerequisite: HRIM 150

Examines human resources management in the hospitality industry. Topics include cultural diversity, legal requirements, job analysis, recruitment and selection, training and development, performance appraisal, compensation, and benefits administration.

ii Current Catalog Description:

APPROVED

HRIM 259 Hospitality Purchasing

3c-01-3cr

Prerequisite: FDNT 150 or equivalent

Includes sources, standards, grades, methods of purchase, and storage of various foods, beverages, and fixtures. Emphasizes the development of purchasing policies and specifications.

Proposed Catalog Description:

HRIM 259 Hospitality Purchasing

3c-01-3cr

Includes sources, standards, grades, methods of purchase, and storage of various foods, beverages, and fixtures. Emphasizes the development of purchasing policies and specifications.

iii Current Catalog Description:

APPROVED

HRIM 265 Hospitality Cost Management

3c-01-3cr

Prerequisite: ACCT 201

Identifies and analyzes the control of hospitality operation costs, including those in the areas of food, beverage, labor, and material, and compares those costs to industry norms. Students analyze income statements and balance sheets.

Proposed Catalog Description:

HRIM 265 Hospitality Cost Management

3c-01-3cr

Identifies and analyzes the control of hospitality operation costs, including those in the areas of food, beverage, labor, and material, and compares those costs to industry norms. Students analyze income statements and balance sheets.

Rationale: Faculty reassessment of these courses indicates that catalog description changes (prerequisites only) are necessary, because these courses do not need the prior academic preparation reflected by the formerly required prerequisites.

b Program Revision:

APPROVED

Current Program:

Bachelor of Science—Hospitality Management	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Health and Wellness: FDNT143 Mathematics: MATH 101 or higher Natural Science: Option I Social Science: ECON 101, PSYC 101 Liberal Studies Electives: 3crs, no courses with HRIM prefix	48
Major:	69-71
Free Electives:	1-3
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Hospitality Management	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 101 or higher Natural Science: Option II Social Science: ECON 101, PSYC 101 Liberal Studies Electives: 3crs, no courses with HRIM prefix	43-44
Major:	69-71
Free Electives:	5-8
Total Degree Requirements:	120

7 Department of Philosophy—Course Revisions, Program Catalog Description Changes, and Program Revisions

a Course Revisions and Catalog Description Changes:

i Current Catalog Description:

APPROVED

PHIL 101 Informal Logic: Methods of Critical Thinking **3c-01-3cr**
 Develops ability to analyze critically deductive and inductive argumentation, rhetoric, and persuasion by examples drawn from media, textbooks, advertising, scholarly works, personal contacts, etc.

Proposed Catalog Description:

PHIL 101 Informal Logic: Methods of Critical Thinking **3c-01-3cr**
 An introduction to basic principles of informal logic and critical thinking. Emphasis on different kinds of arguments, methods of argument evaluation, and the analysis of arguments as they arise in various contexts, such as political debate, advertising, science, law, and ethics.

ii Current Catalog Description:

APPROVED

PHIL 120 Introduction to Philosophy **3c-01-3cr**
 Acquaints the beginning student with philosophical problems and methods in such areas as metaphysics, epistemology, logic, and value theory.

Proposed Catalog Description:

PHIL 120 Introduction to Philosophy

3c-01-3cr

Acquaints the beginning student with philosophical problems and methods. Possible topics include the existence of God, human freedom, the scope and limits of human knowledge, the nature of mind, the nature of morality, and the relationship between the individual and the state.

iii Current Catalog Description:

APPROVED

PHIL 221 Symbolic Logic

3c-01-3cr

An introduction to fundamental concepts in deductive logic with an emphasis on teaching the basis of clear, logical thought. Some of the historical origins of logical theory are explored. Students learn to symbolize arguments in the truth-functional logic and the predicate logic. Ways of testing arguments for validity as well as proofs are covered, with a stressing of application to actual arguments drawn from numerous sources in the media, philosophical issues, and moral problems.

Proposed Catalog Description:

PHIL 221 Symbolic Logic

3c-01-3cr

Introduces students to the study of formal patterns of good reasoning. Topics include symbolizing English sentences in an artificial language, distinguishing between the semantics and syntax of that language, and learning to test for logical properties and relations using semantic methods (truth-tables, models) and syntactic methods (derivations). Students with an interest in computer science and mathematics will find the material of particular interest and use.

iv Current Catalog Description:

APPROVED

PHIL 222 Ethics

3c-01-3cr

An investigation of efforts to rationally justify moral judgment. Deals with fundamental issues such as: What is morality? Are moral notions cultural, rational, divine, or innate in origin? Are they relative or absolute? Are they freely chosen or determined by genetics and/or environment? Covers a variety of ethical theories significant both historically and contemporarily and applies those theories to current issues which involve moral dilemmas.

Proposed Catalog Description:

PHIL 222 Ethics

3c-01-3cr

Examines attempts to answer foundational questions of ethics, including the following. Why should we be moral? What do morally correct actions have in common? Are there objective moral standards, or are moral codes relative to individual societies? Does morality require religion? Diverse moral theories will be applied to contemporary debates and controversies, such as environmental ethics, abortion, capital punishment, affirmative action, and animal rights. Readings will draw on historical and contemporary figures.

v Current Catalog Description:

APPROVED

PHIL 223 Philosophy of Art

3c-0l-3cr

Investigates some of the major problems in the philosophy of art, e.g., the nature of beauty and the aesthetic experience, the ethics and politics of art, creativity, the nature of the work of art and aesthetic objects, the concept of fine art, and the evaluation of works of art and aesthetic objects.

Proposed Catalog Description:

PHIL 223 Philosophy of Art

3c-0l-3cr

Introduces students to the philosophical investigation of art and aesthetics. Focus will be on some of the major problems in the philosophy of art, for example, the definition of art, the nature of works of art, the nature of artistic creativity, the evaluation of works of art, the relationship between art and emotion, and the relationship between aesthetics and ethics.

Rationale: The course descriptions have been slightly revised to reflect the way current faculty are teaching the courses. The course objectives have been changed so that they are aligned with the Expected Undergraduate Student Learning Outcomes and the bibliographies have been updated.

b Program Revisions:

i

APPROVED

Current Program:

Proposed Program:

Philosophy Honors Track

12cr

Honors in Philosophy

6cr

Required Courses:

Required Courses:

HNRC 499 Honors Senior Synthesis

*cr
(1)

PHIL 483/H/ Honors Thesis in Philosophy

6cr

PHIL 480/H/ Honors Seminar in
Philosophy

3cr

PHIL 483/H/ Honors Thesis in
Philosophy

6cr

(1) Credits for HNRC 499 are counted in the Liberal Studies Synthesis requirement.

Rationale: Students receive “Honors in Philosophy” by completing a two-semester, 6.0 credit Honors Thesis and oral defense. Since what we propose arguably falls short of what is required for an official “track,” we have changed the title of our program from “Philosophy Honors Track” to “Honors in Philosophy.” Students in their junior year, with a GPA minimum of 3.5 in Philosophy and a minimum 3.25 cumulative GPA, are eligible for Honors, and interested students select a topic, typically one that builds upon prior coursework. An initial semester is devoted to broad reading in the selected area of interest. Grades for that semester are based on written summaries of works read and regular meetings with the advisor. A highly polished thesis

is produced during the second semester, revised in light of feedback from the advisor and two other committee members. Only acceptable theses are eligible for the final stage, a one-hour oral defense. Our program ensures that quality work is produced and that only deserving students are granted Honors. We have done an extensive search of other philosophy departments' requirements for Honors, looking at well over 50 programs from a wide range of institutions. Of the departments we examined that offer Honors, a majority grant Honors solely on the basis of successful completion of an Honors thesis.

ii

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Philosophy

Bachelor of Arts—Philosophy

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Philosophy: included in major Liberal Studies Electives: 9cr, no courses with PHIL prefix	53
College: Foreign Language Intermediate Level (1)	0-6
Major:	30
Free Electives:	31-37
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Philosophy: included in major Liberal Studies Electives: 9cr, no courses with PHIL prefix	46-47
College: Foreign Language Intermediate Level (1)	0-6
Major:	30
Free Electives:	37-44
Total Degree Requirements:	120

iii

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Philosophy/Pre-Law Track

Bachelor of Arts—Philosophy/Pre-Law Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Philosophy: included in major Liberal Studies Electives: 9cr, no courses with PHIL prefix	53
College: Foreign Language Intermediate Level (1)	0-6
Major:	30
Other Requirements: Pre-Law Interdisciplinary Track	15-21
Free Electives:	10-22
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Philosophy: included in major Liberal Studies Electives: 9cr, no courses with PHIL prefix	46-47
College: Foreign Language Intermediate Level (1)	0-6
Major:	30
Other Requirements: Pre-Law Interdisciplinary Track	15-21
Free Electives:	16-29
Total Degree Requirements:	120

b Program Catalog Description Changes:**APPROVED****Current Catalog Description:**

The program in philosophy is designed to provide the student with a capacity for thinking clearly, with a critical attitude, and with the ability to reason theoretically.

Major

The major offers the background required for graduate work in philosophy. Those whose primary interests are in other disciplines will find philosophy courses that relate directly to their fields on a theoretical level. Both the minor and double major are especially desirable for their reflective benefits and because of the essentially interdisciplinary nature of philosophy.

Individually Designed Philosophy Minor

As a minor, philosophy has much to offer in helping individuals of various backgrounds better understand the fundamental assumptions of their disciplines. For that reason, the minor in philosophy will be individually designed to meet special career needs and personal interests. Selection of courses will be accomplished through discussions with and approval of the department advisor. Students must expect careful planning in any program approved. For further explanation and suggestions, see explanation under

Philosophy Minor program requirements and consult department advisor.

Liberal Studies Offerings

The Philosophy program's Liberal Studies courses are all introductory in nature; none of them presupposes any philosophical background. The student may choose from PHIL 101, 110, 120, 221, 222, and 223.

Pre-Law Track

The Department of Philosophy participates in the University Pre-Law Track program whereby a student majors in one of several academic disciplines including philosophy and also meets the pre-law track requirements. Students interested in the philosophy major/pre-law track should consult the departmental pre-law advisor. Philosophy courses included in the pre-law track program are PHIL 101 or 110, 222, and 450. Philosophy/Pre-Law Track majors are required to take PHIL 101 or 110 and 222.

Philosophy Honors Program

The honors program is open by departmental invitation to Philosophy and Philosophy/Pre-Law majors with a minimum 3.25 cumulative GPA and a 3.5 GPA in Philosophy courses. Students complete PHIL 480/H/, 483/H/, and HNRC 499, which fulfills the Liberal Studies Synthesis requirement. To

determine how honors track courses will be integrated into existing requirements for the Philosophy or Philosophy Pre-Law major, students should consult their advisors.

Proposed Catalog Description:

The discipline of philosophy involves sustained, rigorous focus on some of the deepest questions human beings ask, questions about the nature of reality, thought and consciousness, the scope and limits of human knowledge, the value and essence of art, and the foundations of ethics and justice. Philosophy distinguishes itself by its methods: unpacking concepts, questioning beliefs, evaluating arguments, and examining the methods and assumptions of other disciplines, including natural science, social science, law, and fine arts. Interdisciplinary focus is inherent in philosophy, and most courses offered by the Department of Philosophy are designed to be accessible to a broad range of students, not just those majoring in Philosophy.

Students of philosophy learn to read carefully, think independently, communicate clearly, argue cogently, spot fallacies, clarify muddled reasoning, and identify questionable assumptions. Surveys show that such critical reasoning and analytical writing skills are those most sought by potential employers. Standardized exams for Graduate, Business, and Law School test for such skills, and the data demonstrate that philosophy majors do extraordinarily well on them. **Historically, according to Educational Testing Service data**, philosophy majors outperform all other majors on both the Verbal Reasoning section and the Analytical Writing section of the Graduate Record Exam (GRE).

Two degree programs are available: a Bachelor of Arts degree with a major in Philosophy and a Bachelor of Arts degree with a major in Philosophy/Pre-Law. A minor in Philosophy is also offered. The Philosophy B.A. is best suited to students intending a broad education in philosophy. Some Philosophy majors earn advanced degrees and pursue academic careers, but most pursue careers in law, medicine, public service, business, or information technology. The Philosophy Pre-Law Track is designed for students intending to pursue an advanced degree in law, and provides ideal training in the skills required for close, critical reading of legal texts, a fact borne out by law school admissions rates and LSAT performance data.

A significant number of students, interested in exploring interdisciplinary connections, choose Philosophy as a second major, both for its flexibility and the new perspective it provides on the primary major. Coursework in metaphysics (PHIL 420), the philosophy of science (PHIL 330), and the theory of knowledge (PHIL 421), deepens students' understanding of the methods and assumptions of natural science and social science. Coursework in the history of ideas deepens students' appreciation of the Western intellectual tradition and their understanding of academic pursuits, generally (PHIL 324, 325, 326, and 410). Coursework in ethics (PHIL 222) and political philosophy (PHIL 323) provides orientation for work in social science, business, law, criminology, or safety science. Philosophers also take a distinctive perspective on aesthetic questions of interest to fine arts majors (PHIL 223), and questions about the nature of the mind of interest to psychology majors (PHIL 360).

Honors in Philosophy

The Department offers students an opportunity to graduate with Honors in Philosophy. The option is encouraged for students intending to pursue graduate or advanced professional degrees. Philosophy majors and Philosophy/Pre-Law majors may be invited to apply or may nominate themselves. In either case, to be considered for Honors in Philosophy, students must have earned at least 60 credits in total, with a minimum 3.25 cumulative GPA and a minimum 3.5 GPA in Philosophy courses. Honors in Philosophy requires completion of a two-semester, **60 credit**, Honors Thesis Independent Study. The honors thesis is completed individually under the direction of a Department professor who specializes in the student's area of interest and is approved by a thesis committee comprising the director and two other readers. To determine how Honors will be integrated into existing requirements for the Philosophy or Philosophy Pre-Law major, students should consult their assigned advisors. Students completing the Departmental Honors program are recognized at Departmental commencement ceremonies.

Rationale: The catalog description for the Department of Philosophy has gone unrevised for at least two decades. With a new set of faculty members and a new vision for our department, it was well past time to revisit the catalog language.

8 Department of Political Science—Program Revisions

i

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Political Science

Bachelor of Arts—Political Science

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: PLSC 111 Liberal Studies Electives: 6cr, no courses with PLSC prefix	50
College: Foreign Language Intermediate Level (1)	0-6
Major:	33
Other Requirements:	18-27
Free Electives:	4-19
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: PLSC 111 Liberal Studies Electives: 6cr, no courses with PLSC prefix	46-47
College: Foreign Language Intermediate Level (1)	0-6
Major:	33
Other Requirements:	18-27
Free Electives:	7-23
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Political Science/Pre-Law Track

Bachelor of Arts—Political Science/Pre-Law Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: PLSC 111 Liberal Studies Electives: 6cr, no courses with PLSC prefix	51
College: Foreign Language Intermediate Level (1)	0-6
Major:	33
Pre-Law Interdisciplinary Track	15-21
Free Electives:	9-21
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: PLSC 111 Liberal Studies Electives: 6cr, no courses with PLSC prefix	46-47
College: Foreign Language Intermediate Level (1)	0-6
Major:	33
Pre-Law Interdisciplinary Track	15-21
Free Electives:	13-26
Total Degree Requirements:	120

iii

APPROVED

Current Program:

Bachelor of Arts—International Studies/Political Science

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	Credits
Mathematics: 3cr	50
Social Science: PLSC 111	
Liberal Studies Electives: 6cr, no courses with PLSC prefix	
College: Foreign Language Intermediate Level (1)	0-6
Major:	33
Free Electives:	31-37
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—International Studies/Political Science

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	Credits
Mathematics: 3cr	46-47
Social Science: PLSC 111	
Liberal Studies Electives: 6cr, no courses with PLSC prefix	
College: Foreign Language Intermediate Level (1)	0-6
Major:	33
Free Electives:	34-41
Total Degree Requirements:	120

9 Department of Geoscience—Program Revisions

i

APPROVED

Current Program:

Bachelor of Science—Geology/Geology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	Credits
Mathematics: MATH 121	50
Natural Science: CHEM 111-112 or 113-114	
Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	
Major:	59
Other Requirements:	0-6
Free Electives:	11
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Geology/Geology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	Credits
Mathematics: MATH 121	46
Natural Science: CHEM 111-112 or 113-114	
Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	
Major:	59
Other Requirements:	0-6
Free Electives:	15-21
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Bachelor of Science—Geology/Environmental Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 or 113-114 Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	50

Major: 59

Other Requirements: 0-6

Free Electives: 11-17

Total Degree Requirements: 120

Proposed Program:

Bachelor of Science—Geology/Environmental Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 or 113-114 Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	46

Major: 59

Other Requirements: 0-6

Free Electives: 15-21

Total Degree Requirements: 120

iii

APPROVED

Current Program:

Bachelor of Science—Geology/Energy Resources Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: PHYS 111-121 and CHEM 111 (or CHEM 113) Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	50

Major: 59

Free Electives: 11

Total Degree Requirements: 120

Proposed Program:

Bachelor of Science—Geology/Energy Resources Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: PHYS 111-121 and CHEM 111 (or CHEM 113) Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	46

Major: 59

Free Electives: 15

Total Degree Requirements: 120

10 Department of English—Course Revision, Catalog Description and Title Change and Program Revisions

a Course Revision, Catalog Description and Title Change

APPROVED

Current Catalog Description:

ENGL 202 Research Writing

3c-01-3cr

Prerequisites: ENGL 101, sophomore standing

Teaches students to read, analyze, and evaluate nonfiction sources and to present the results of their analysis in clear, organized, carefully documented research papers. The focus of reading and research in each section is determined by the instructor.

Proposed Catalog Description:

ENGL 202 English Composition II

3c-01-3cr

Prerequisite: ENGL 101 and sophomore standing

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

Rationale: The course description now clearly identifies ENGL 202 Composition II as a bridge course in students’ writing development. ENGL 202 continues the learning begun in ENGL 101 Composition I by extending students’ abilities to incorporate others’ texts with their own and by fully immersing them in inquiry. Likewise the general approach to inquiry/research in ENGL202 prepares students to develop as writers within their own professional disciplines; this would occur through writing they will do in their major’s courses.

The ENGL 202 course objectives have changed to explicitly focus on: 1) the challenges of electronic resources and field resources such as artifacts and interviews in addition to print resources. Students focus, too, on establishing credibility of the various resources they might tap in conducting research. 2) Collaboration with peers to respond to and critique drafts. 3) Reflective thinking in regard to reading and writing processes and to rhetorical effectiveness.

Other changes include updating the bibliography and provision for assessment.

b Program Revisions:

i

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—English/Film Studies Track

Bachelor of Arts—English/Film Studies Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities-Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	53
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Free Electives:	25-31
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities-Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	49-50
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Free Electives:	28-35
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Bachelor of Arts—English/Language Studies Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities-Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	53
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Free Electives:	25-31
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—English/Language Studies Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities-Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	49-50
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Free Electives:	28-35
Total Degree Requirements:	120

iii

APPROVED

Current Program:

Bachelor of Arts—English/Literary, Textual, and Cultural Studies Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities-Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	53
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Free Electives:	25-31
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—English/Literary, Textual, and Cultural Studies Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities-Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	49-50
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Free Electives:	28-35
Total Degree Requirements:	120

iv

APPROVED

Current Program:

Bachelor of Arts—English/Writing Studies Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	53
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Free Electives:	25-31
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—English/Writing Studies Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	49-50
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Free Electives:	28-35
Total Degree Requirements:	120

v

APPROVED

Current Program:

Bachelor of Arts—English Studies/Pre-Law Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	53
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Other Requirements: Pre-Law Interdisciplinary Track	3-21
Free Electives:	4-28
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—English Studies/Pre-Law Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix	49-50
College: Foreign Language Intermediate Level (1)	0-6
Major:	36
Other Requirements: Pre-Law Interdisciplinary Track	3-21
Free Electives:	7-32
Total Degree Requirements:	120

11 Department of Anthropology—Course Revisions

i Current Catalog Description:

APPROVED

ANTH 110 Contemporary Anthropology

3c-01-3cr

An introduction to the nature of anthropological inquiry. By using the anthropological perspective, current relevant topics are discussed. Topics could include, but are not limited to, changing myths and rituals, legal anthropology, cross-cultural aspects of aging, gender roles, evolutionism and creationism, cultural extinction, and world hunger.

Proposed Catalog Description:

ANTH 110 Contemporary Anthropology

3c-01-3cr

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

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program.

ii Current Catalog Description:

APPROVED

ANTH 211 Cultural Anthropology

3c-01-3cr

Explores the nature of culture as a human survival technique. Provides a framework for appreciation and understanding of cultural differences and similarities in human societies, past and present.

Proposed Catalog Description:

ANTH 211 Cultural Anthropology

3c-01-3cr

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

Rationale: The revised and proposed catalog description provides an up to date summary of the course to better reflect changes in the liberal studies program.

iii Current Catalog Description:

APPROVED

ANTH 213 World Archaeology

3c-01-3cr

A survey of the prehistory of Western and non-Western cultures with an emphasis on the development of technology and on the evolution of adaptive strategies with particular attention to the origins of agriculture. Exposes the students to the diversity of past cultural systems and to the methodological and theoretical questions of concern to archaeologists.

Proposed Catalog Description:

ANTH 213 World Archaeology

3c-01-3cr

Archaeology is the study of past cultures and societies through their material remains.

Explores the archaeologies of western and non-western societies and examines theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. Examines human cultural chronology from the appearance of human ancestors to the present through an examination of important social, economic, and ideological questions, as well as artifact remains. Includes the origins of food production, social inequality, and civilization.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program.

12 Department of Biology—New Course

APPROVED

BIOL 402 Advanced Human Anatomy

3c-3l-4cr

Prerequisite: BIOL 111–112 or permission of instructor; not open to students who have successfully completed BIOL 150; not open to students that have completed less than 60 credit hours.

An intensive study of the gross anatomical structures and their functions within the human body. The course explores the organization and integration of the human body on a region by region basis. For each region of the body, students will observe all structures within that region simultaneously. This approach allows students to appreciate the integration of different biological systems within the body. Laboratory sessions will center on regional cadaver dissection by groups of students to appreciate 3-dimensional anatomical relationships.

Rationale: Advanced Human Anatomy is designed for upper-division undergraduates in biology and related disciplines along with graduate students in biology. It is especially well suited toward Premedical, Pre-Veterinary, or other medically related pursuits. Additionally, this course would be suitable for those interested in teaching courses in human anatomy as part of their profession. This upper level biology course will provide students with a broad context and skill set that will lay the ground work for professional training in a medically related field.

13 Department of Music—New Course

APPROVED

MUSC 219 Music Education Practicum Ensemble

var 0-1cr

Prerequisites: Students must have completed at least one of the following prior to enrollment: MUSC 151, 155, 157, 159, or 161, or have the consent of the instructor

Provides an opportunity for pre-service music teachers or other interested persons to continue to gain experience in a music ensemble setting either in the role of performer or conductor. For music majors or approved non-majors, this will be an opportunity for students to gain additional experience as a performer in a low stress environment. For Music Education majors who have reached Step 1, this course offers the opportunity for students to gain hands-on experience as an ensemble conductor. Both performers and conductors will gain an awareness of age-appropriate student music literature used in public school music programs.

Rationale: This course is designed to supplement and be used in tandem with the present music

education method courses. Presently, we have courses in secondary instruments, including voice, and we have courses in conducting. This lab setting will put the two discrete areas together in one setting that most closely mirrors a real-life, ensemble teaching situation. The course is intended to provide that experience to music education students prior to student teaching. The course is not intended for students in other majors, though it could be open to students in other degree programs with the consent of the instructor.

14 Center for Career and Technical Personal Preparation—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science in Education—Vocational-Technical Education

Bachelor of Science in Education—Vocational-Technical Education

	Credits		Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151, 152 Social Science: PSYC 101 Liberal Studies Electives: 3cr, no courses with VOED prefix	48-50	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151 Social Science: PSYC 101 Liberal Studies Electives: 6cr, MATH 152, no courses with VOED prefix	46-47
College:	14	College:	14
Major:	28	Major:	28
Controlled Electives:	3	Controlled Electives:	3
Other Requirements:	24	Other Requirements:	24
Free Electives:	1-3	Free Electives:	4-5
Total Degree Requirements:	120	Total Degree Requirements:	120

15 Department of Communications Media—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Communications Media

Bachelor of Science—Communications Media

	Credits		Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: PSYC 101 Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101 (to be taken in the freshman year), no courses with COMM prefix	51	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: PSYC 101 Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101 (to be taken in the freshman year), no courses with COMM prefix	46-47
Major: Controlled Electives: 13-19 cr	42	Major: Controlled Electives: 16-21 cr	45
Other Requirements:	21	Other Requirements:	21
Free Electives:	6	Free Electives:	7-8
Total Degree Requirements:	120	Total Degree Requirements:	120

Rationale: With the reduction of Liberal Studies credits, those credits are shifted to controlled electives in the major and free electives. The change in the range of controlled electives provides structure in the curriculum, while still allowing freedom of choice.

16 Department of Journalism—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Journalism

Bachelor of Arts—Journalism

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with JRNL prefix	53-55
College: Foreign Language Intermediate Level (2)	0-6
Major:	30
Free Electives:	29-37
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with JRNL prefix	49-50
College: Foreign Language Intermediate Level (2)	0-6
Major:	30
Free Electives:	34-41
Total Degree Requirements:	120

17 Department of Sociology—Program Revisions

APPROVED

i

Current Program:

Proposed Program:

Bachelor of Arts—Sociology/General Track

Bachelor of Arts—Sociology/General Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 Liberal Studies Electives: 9cr, no courses with SOC prefix	53
College: Foreign Language Intermediate Level (2)	0-6
Major:	33
Free Electives:	28-34
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 Liberal Studies Electives: 9cr, no courses with SOC prefix	49-51
College: Foreign Language Intermediate Level (2)	0-6
Major:	33
Free Electives:	30-38
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Bachelor of Arts—Sociology/Sociology of Disability Services Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 and PSYC 101 required, ANTH 110 recommended Liberal Studies Electives: 9cr, no courses with SOC prefix	53
College: Foreign Language Intermediate Level (2)	0-6
Major:	45
Suggested Minors or Free Electives:	16-22
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—Sociology/Sociology of Disability Services Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 and PSYC 101 required, ANTH 110 recommended Liberal Studies Electives: 9cr, no courses with SOC prefix	49-51
College: Foreign Language Intermediate Level (2)	0-6
Major:	45
Suggested Minors or Free Electives:	18-26
Total Degree Requirements:	120

iii

APPROVED

Current Program:

Bachelor of Arts—Sociology/Human Services Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 required, ANTH 110 and PSYC 101 recommended Liberal Studies Electives: 9cr, no courses with SOC prefix	53
College: Foreign Language Intermediate Level (2)	0-6
Major:	45
Free Electives:	16-22
Total Degree Requirements:	120

Proposed Program:

Bachelor of Arts—Sociology/Human Services Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 recommended Social Science: SOC 151 required, ANTH 110 and PSYC 101 recommended Liberal Studies Electives: 9cr, no courses with SOC prefix	49-51
College: Foreign Language Intermediate Level (2)	0-6
Major:	45
Free Electives:	18-26
Total Degree Requirements:	120

iv

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Sociology/Applied Social Research Track

Bachelor of Arts—Sociology/Applied Social Research Track

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Social Science: SOC 151 required, ANTH 110 recommended Liberal Studies Electives: 9cr, COSC 101, no courses with SOC prefix	53
College: Foreign Language Intermediate Level (2)	0-6
Major:	45
Free Electives:	16-22
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Social Science: SOC 151 required, ANTH 110 recommended Liberal Studies Electives: 9cr, COSC 101, no courses with SOC prefix	49- 51
College: Foreign Language Intermediate Level (2)	0-6
Major:	45
Free Electives:	18-26
Total Degree Requirements:	120

18 Department of Economics—Program Revisions

i

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Economics

Bachelor of Arts—Economics

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 (1) Social Science: ECON 121 Liberal Studies Electives: 9cr, no courses with ECON prefix	54
College: Foreign Language Intermediate Level (2)	0-6
Major:	27
Free Electives:	33-39
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 (1) Social Science: ECON 121 Liberal Studies Electives: 9cr, no courses with ECON prefix	50-51
College: Foreign Language Intermediate Level (2)	0-6
Major:	27
Free Electives:	36-43
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Economics/Pre-Law

Bachelor of Arts—Economics/Pre-Law

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 (1) Social Science: ECON 121 Liberal Studies Electives: 9cr, no courses with ECON prefix	54
College: Foreign Language Intermediate Level (2)	0-6
Major:	24
Other Requirements: Pre-Law Interdisciplinary Track	15-21
Free Electives:	15-27
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 (1) Social Science: ECON 121 Liberal Studies Electives: 9cr, no courses with ECON prefix	50-51
College: Foreign Language Intermediate Level (2)	0-6
Major:	24
Other Requirements: Pre-Law Interdisciplinary Track	15-21
Free Electives:	18-31
Total Degree Requirements:	120

19 Department of Criminology—Program Revisions

i

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts—Criminology

Bachelor of Arts—Criminology

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: CHEM 111-112 or BIOL 103-104 recommended Social Science: CRIM 101 Liberal Studies Electives: 6cr, no courses with CRIM prefix	51
Major:	33
Minor/Concentration	15-21
Free Electives:	15-21
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: CHEM 111-112 or BIOL 103-104 recommended Social Science: CRIM 101 Liberal Studies Electives: 6cr, no courses with CRIM prefix	46-47
Major:	33
Minor/Concentration	15-21
Free Electives:	19-26
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Bachelor of Arts—Criminology/Pre-Law

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Natural Science: CHEM 111-112 or BIOL 103-104 recommended
Social Science: CRIM 101
Liberal Studies Electives: 6cr, no courses with CRIM prefix

Major: 33

Other Requirements: Pre-Law Interdisciplinary Track 15-21

Free Electives: 15-21

Total Degree Requirements: 120

Proposed Program:

Bachelor of Arts—Criminology/Pre-Law

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217
Natural Science: CHEM 111-112 or BIOL 103-104 recommended
Social Science: CRIM 101
Liberal Studies Electives: 6cr, no courses with CRIM prefix

Major: 33

Other Requirements: Pre-Law Interdisciplinary Track 15-21

Free Electives: 19-26

Total Degree Requirements: 120

20 Department of Human Development and Environmental Studies-- Program Revisions

i

APPROVED

Current Program:

Bachelor of Science—Fashion Merchandising

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 101 or higher level MATH course
Natural Science: CHEM 101-102 or SCI 105-106
Social Science: ECON 121, PSYC 101, GEOG 104 or ANTH 110 or ANTH 211
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 or 217, no course with FSMR prefix

Major: 36

Additional Requirements: 21-24

Free Electives: 6-9

Total Degree Requirements: 120

Proposed Program:

Bachelor of Science—Fashion Merchandising

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 101 or higher level MATH course
Natural Science: CHEM 101-102 or SCI 105-106
Social Science: ECON 121, PSYC 101, GEOG 104 or ANTH 110 or ANTH 211
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 or 217, no course with FSMR prefix

Major: 36

Additional Requirements: 21-24

Free Electives: 9-13

Total Degree Requirements: 120

ii

APPROVED

Current Program:

Bachelor of Science—Child Development and Family Relations

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: ANTH 110 or any nonwestern social science course, PSYC 101, SOC 151 Liberal Studies Electives: 6cr, CNSV 315 and FDNT 145, no courses with CDFR prefix	51
Major:	43
Other Requirements:	3-4
Free Electives:	22-23
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science— Child Development and Family Relations

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: ANTH 110 or any global or multicultural social science course, PSYC 101, SOC 151 Liberal Studies Electives: 6cr, CNSV 315 and FDNT 145, no courses with CDFR prefix	46-47
Major:	43
Other Requirements:	3-4
Free Electives:	26-28
Total Degree Requirements:	120

iii

APPROVED

Current Program:

Bachelor of Science—Interior Design

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Fine Arts: fulfilled by ARHI 205 Humanities: PHIL 223 recommended Mathematics: MATH 101 or higher Natural Science: SCI 105-106 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 6cr, ARHI 207, ECON 122, no courses with INDS prefix	51
Major:	51
Other Requirements:	15
Free Electives:	3
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Interior Design

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Fine Arts: fulfilled by ARHI 205 Humanities: PHIL 223 recommended Mathematics: MATH 101 or higher Natural Science: SCI 105-106 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 6cr, ARHI 207, ECON 122, no courses with INDS prefix	47-48
Major:	51
Other Requirements:	15
Free Electives:	6-7
Total Degree Requirements:	120

21 Department of Accounting—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Accounting

Bachelor of Science—Accounting

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr. BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with ACCT prefix

55 **Liberal Studies:** As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with ACCT prefix 49-50

College: Business Administration Core

33 **College: Business Administration Core**

33

Required Courses:

Required Courses:

ACCT 201 Accounting Principles I 3cr
 ACCT 202 Accounting Principles II 3cr
 BLAW 235 Legal Environment of Business 3cr
 BTST 321 Business and Interpersonal Communications 3cr
 FIN 310 Fundamentals of Finance 3cr
 IFMG 300 Information Systems: Theory and Practice 3cr
 MGMT 310 Principles of Management 3cr
 MGMT 330 Production and Operations Management 3cr
 MGMT 495 Business Policy 3cr
 MKTG 320 Principles of Marketing 3cr
 QBUS 215 Business Statistics 3cr

ACCT 201 Accounting Principles I 3cr
 ACCT 202 Accounting Principles II 3cr
 BLAW 235 Legal Environment of Business 3cr
 BTST 321 Business and Interpersonal Communications 3cr
 FIN 310 Fundamentals of Finance 3cr
 IFMG 300 Information Systems: Theory and Practice 3cr
 MGMT 310 Principles of Management 3cr
 MGMT 330 Production and Operations Management 3cr
 MGMT 495 Business Policy 3cr
 MKTG 320 Principles of Marketing 3cr
 QBUS 215 Business Statistics 3cr

Major: Accounting (1)

27 **Major: Accounting (1)**

30

Required Courses:

Required Courses:

ACCT 303 Financial System Analysis 3cr
 ACCT 304 Intermediate Accounting I 3cr
 ACCT 305 Intermediate Accounting II 3cr
 ACCT 311 Cost Accounting 3cr
 ACCT 401 Advanced Accounting 3cr
 ACCT 421 Federal Tax I 3cr
 ACCT 431 Auditing 3cr

ACCT 304 Intermediate Accounting I 3cr
 ACCT 305 Intermediate Accounting II 3cr
 ACCT 311 Cost Accounting 3cr
 ACCT 401 Advanced Accounting 3cr
 ACCT 421 Federal Tax I 3cr
 ACCT 431 Auditing 3cr

Controlled Electives: Two courses from the following: 6cr
 ACCT 412, 422, 432, 441, 451, 461, 471, BLAW 336.

Controlled Electives: Four courses from the following. A minimum of 9 credits from ACCT 300-level or above. One course from any 300-level or above within the ECOBIT or Economics Department that is not included in the Business Core, and with the approval of the advisor. 12cr

Free electives: (2)

5

Total Degree Requirements:

120

Free electives: (2)

7-8

- (1) Students must meet the grade prerequisite(s) listed in the course description section of this catalog prior to advancing to the next course.
- (2) Distribution Requirement: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 60cr) in nonbusiness course work.

Total Degree Requirements:

120

- (1) Students must meet the grade prerequisite(s) listed in the course description section of this catalog prior to advancing to the next course.
- (2) Students interested in pursuing the following career paths should consider:

Certified Public Accountant (CPA): ACCT 422, 441, 493, and BLAW 336. Students who intend to sit the CPA exam must satisfy the educational requirement of 150 credit hours.

Certified Management Accountant (CMA): ACCT 303, 412, 461, 493
Certified Fraud Examiner (CFE): ACCT 432, ACCT 493, ECON 223, CRIM 101.

Students may be able to apply these credits in conjunction with the controlled electives to earn a minor in another discipline such as Finance, Marketing, Economics, and Pre-Law. Students should follow the advice of their faculty advisor to fulfill the above requirements.

Rationale: The first change is to remove ACCT 303 from the Required Courses to a Controlled Elective. The total number of required credits is being reduced from 21 credits to 18 credits giving the students greater flexibility with their controlled electives to concentrate in specialized areas of accounting. The faculty have identified the 6 courses which all accounting majors should take. The Controlled Electives have been increased from 6 credits to 12 credits. This revision gives the student greater flexibility in selecting those courses which would better prepare them for the various professional certifications.

Free Electives have been increased to 7-8 credits. This is to adjust for the proposed changes in Liberal Studies. Students will be encouraged to combine these 7-8 credits with the controlled electives to pursue a minor in another discipline. Since the accreditation body (AACSB) for the Eberly College of Business and Information Technology no longer requires that a minimum of 50 percent of their degree requirements be in non-business coursework, this change provides the department with greater opportunity to enhance the coursework for the majors and better prepare them for the requirements of the profession.

22 Department of Nursing and Allied Health—Program Revisions

i

APPROVED

Current Program:

Proposed Program:

**Bachelor of Science—Respiratory Care/Certified
Respiratory Therapist Track**

**Bachelor of Science—Respiratory Care/Certified
Respiratory Therapist Track**

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Synthesis: not required Writing Intensive: not required Liberal Studies Electives: 6cr, no courses with RESP prefix	48
Major:	60
Free Electives:	12
Total Degree Requirements:	120

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Natural Science: CHEM 101-102 Writing Intensive: not required Liberal Studies Electives: 3cr, no courses with RESP prefix	44
Major:	60
Free Electives:	16
Total Degree Requirements:	120

ii

APPROVED

Current Program:

Bachelor of Science—Clinical Laboratory Science

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: CHEM 111-112 Synthesis: not required Writing Intensive: one required Liberal Studies Electives: 6cr, PHYS 111, no courses with MEDT prefix	48
Major:	32
Other Requirements:	38
Free Electives:	2
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Clinical Laboratory Science

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Natural Science: CHEM 111-112 Writing Intensive: one required Liberal Studies Electives: 3cr, PHYS 111, no courses with MEDT prefix	44
Major:	32
Other Requirements:	38
Free Electives:	6
Total Degree Requirements:	120

iii

APPROVED

Current Program:

Bachelor of Science—Respiratory Care

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 105 or higher level Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151, non-western course Synthesis: not required Writing Intensive: not required Liberal Studies Electives: 6cr, PHYS 151, no courses with RESP prefix	48
Major:	59
Other Requirements:	13
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Respiratory Care

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 105 or higher level Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151, global and multicultural awareness course Writing Intensive: not required Liberal Studies Electives: 6cr, PHYS 151, no courses with RESP prefix	44-45
Major:	59
Other Requirements:	13
Free Electives:	3-4
Total Degree Requirements:	120

iv

APPROVED

Current Program:

Bachelor of Science—Nursing

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 (1) Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 3cr, PSYC 310, no courses with NURS prefix	Credits 48
Major:	52-55
Other Requirements:	16
Free Electives:	1-4
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Nursing

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 (1) Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 3cr, PHYS 310, no courses with NURS prefix	Credits 44
Major:	52-55
Other Requirements:	16
Free Electives:	5-8
Total Degree Requirements:	120

v

APPROVED

Current Program:

Bachelor of Science—Nursing/Registered Nurse Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Health and Wellness: fulfilled by the major Mathematics: MATH 217 Liberal Studies Electives: 3cr, no courses with NURS prefix	Credits 48
Major:	59
Free Electives: (1)	13
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Nursing/Registered Nurse Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 217 Liberal Studies Electives: 3cr, no courses with NURS prefix	Credits 43-44
Major:	59
Free Electives:	17-18
<u>Total Degree Requirements:</u>	<u>120</u>

vi

APPROVED

Current Program:

Bachelor of Science—Nuclear Medicine Technology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 105 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, MATH 217, PHYS 111, no courses with NMDT prefix	Credits 51
Major:	32
Other Requirements: (2)	18
Free Electives:	19
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Nuclear Medicine Technology

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 105 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, MATH 217, PHYS 111, no courses with NMDT prefix	Credits 50
Major:	32
Other Requirements: (2)	18
Free Electives:	20
Total Degree Requirements:	120

23 Eberly College of Business and Information Technology—Moratorium Recommendation
APPROVED

Prior to approval faculty from the departments of Marketing, MIS, and BTS stressed that only the wording presented here is being approved.

Based on the evidence presented, the UWUCC concurs with the Eberly College of Business and Information Technology to place the Bachelor of Science—Business Technology Support in Moratorium.

The College Curriculum Committee forwarded the following statement: As per the request of Dean Camp, ECOBIT Dean, dated October 7, 2011, to the ECOBITUCC, to make a definitive recommendation regarding his proposal to place the Business Technology Support program in moratorium, the ECOBIT Undergraduate Curriculum Committee passed the following motion at its October 10 meeting.

The Eberly College of Business and Information Technology Undergraduate Curriculum Committee recommends that the BTS program be placed in moratorium on the basis that all students currently enrolled in the program will be provided the course work necessary to graduate.

This motion concurs with the recommendation provided by Dean Camp. The recommendation is based on low enrolments for the past nine fall or spring semesters.

Please note that the BTS program is taught by the Technology Support & Training (TST) Department. This Department recommended against placing the program in moratorium. However, the TST Department did make a recommendation that, should the BTS program be placed in moratorium, then BTS program be taught as a separate Technology Management track by the Management Information Systems and Decision Sciences Department.

University-Wide Graduate Curriculum Committee (Senator Piper)

FOR INFORMATION

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

NURS 743: Nursing Education Practicum

NURS 723: Program Development in Nursing Education

The reviews for the following programs have been extended by the Provost’s office. Consequently, they were not reviewed by the UWGC at this time.

College	Program
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Fine Arts	MA Music Performance
	MA Music Education
Humanities and Social Sciences	MA English Generalist
	MA English/MATE
Natural Science and Mathematics	MED Elementary and Middle School Mathematics Education

FOR CORRECTION

The MA in Physics was incorrectly reported as being recommended for moratorium by the Provost and supported by the department and college curriculum committee. The recommendation for moratorium for this program came from PASSHE.

FOR ACTION

1) Workforce Development Plan

APPROVED

The UWGC accepts the recommendation of moratorium for the following programs as received by the sponsoring departments and appropriate college curriculum committees:

College	Program
Natural Sciences and Mathematics	MA Chemistry

2) New Course: SAHE 713

APPROVED

Name of Program: MA Student Affairs in Higher Education

Sponsoring Department: Student Affairs in Higher Education

Catalog Start Time: Fall 2012

SAHE 713: Legal Issues in Student Affairs

3cr-01-3sh

Catalog Description

Emphasizes the legal environments of postsecondary institutions, legal processes and analyses, and problems incurred in the administration of colleges and universities. Addresses legal issues confronted by student affairs practitioners, how to recognize these issues, and how to act within the parameters of the law.

Prerequisite: None

Rationale

After offering this course three times as a special topics seminar, the SAHE faculty are seeking to have this course made a permanent part of the SAHE program curriculum as an elective. Over the past decade, legal issues have become increasingly a core area for practice, research, and teaching within the student affairs field.

3) New Course: HIST 771

APPROVED

Name of Program: M.A. Public History

Sponsoring Department: History

Catalog Start Time: Fall 2013

HIST 771: Museum Studies

3cr-01-3sh

Catalog Description

This course is designed provide students with an introduction to the history of museums and the field of museum studies. The course will explore the practices of the professional. Students will come to understand professional standards and ethical responsibilities in the field. The course explores the importance of museums and museum professionals in collecting, preserving and presenting history and the human experience for a public audience. Finally, students will combine classroom instruction in museum method with practical experience.

Prerequisite: HIST 605 or instructor's permission.

Rationale

The creation of HIST 771 is a response to a necessary increase in course offerings that will strengthen the public history track of the current History M.A. program. At present students have only three offerings - the required HIST 605: Introduction to Public History; HIST 606: Topics in Public History; and HIST 770: Archival Principles and Practice. HIST 606 is devoted to a specific aspect of the field of public history when it is offered; however, this topic may change with each offering. HIST 770 is a field-specific course and provides students with specialization in one subject area. HIST 771 will provide a standard course to complement HIST 605 and free HIST 606 to cover other topics. HIST 771 will provide students with both academic instruction and practical experience in museum studies, which is beneficial to those students pursuing a public history career. Employers will see a field-specific course on student transcripts and know they have instruction and experience devoted to another public history field. Consequently this course will provide students with an advantage in the public history marketplace. The prerequisite for this course is HIST 605: Introduction to Public History, or instructor's permission.

4) New Course: HIST 772

APPROVED

Name of Program: M.A. Public History

Sponsoring Department: History

Catalog Start Time: Fall 2013

HIST 772: Oral History Theory and Method

3sh-01-3sh

Catalog Description

This course is designed provide students with an introduction to the practice of the craft of oral history. Students will learn professional standards and ethical responsibilities in the practice. They will also learn of the historical importance of the preservation of the oral record and the oral historian's role in collecting, preserving, and presenting these records. Students will also explore the role of oral history in creating collective/community memory. Finally, students will combine classroom instruction in oral history methods with practical experience.

Prerequisite: HIST 605 or instructor's permission.

Rationale

The creation of HIST 772: Oral History Theory and Methods is a response to a necessary increase in course offerings that will strengthen the public history track of the current History M.A. program. At present students have only three offerings - the required HIST 605: Introduction to Public History; HIST 606: Topics in Public History; and HIST 770: Archival Principles and Practice. HIST 606 is devoted to a specific aspect of the field of public history when it is offered; however, this topic may change with each offering. HIST 770 is a field-specific course and provide students with specialization in one subject area. HIST 772 will provide a standard course to complement HIST 605 and free HIST 606 to cover other topics. HIST 772 will provide students with both academic instruction and practical experience in the craft of oral history. Employers will see a field-specific course on student transcripts and know they have instruction and experience devoted to another public history field. Consequently this course will provide students with an advantage in the public history marketplace. The prerequisite for this course is HIST 605: Introduction to Public History or instructor's permission.

5) Degree Program Revision

APPROVED

Name of Program: M.A. History

Sponsoring Department: History

Catalog Start Time: Fall 2013

Rationale

The history department seeks to make multiple moderate revisions to its graduate program which will affect primarily the thesis track and the public history track, but will also affect the 36-credit non-thesis track. These changes include: expand the 30-credit thesis track to a 36-credit track; require students in that track to take two HIST 601 courses; tighten the language regarding the number of credits that thesis and non-thesis students may take outside of the department; reduce the number of 500-level history courses students may take from no more

than fifty-percent to a lower set number for each track; and, realign the requirements of the public history track to reflect the addition of theory/method and capstone courses. The tightened language for out of department course selection is necessary to ensure that – through close communication with their advisor(s) - students select courses which best suit their career/thesis goals. The decrease in 500-level course allowances is offset by an increase in 600-level course offerings, which provide for a graduate-only learning environment. The proposed changes will modernize the program – specifically the public history track.

Summary and Comparison of Current to Proposed Programs

CURRENT – 30 credit M.A., thesis track	PROPOSED – 36 credit M.A., thesis track
HIST 614: Research Methods (3 credits, required)	HIST 614: Research Methods (3 credits, required)
HIST 795: Thesis (6 credits, required)	HIST 795: Thesis (6 credits, required)
21 credits of electives. No more than six may come from related disciplines (with approval). No more than half of entire program load may come from 500-level history courses.	HIST 601: History Seminar (6 credits, required). HIST 601 is a seminar course focusing on area research and which culminates in a final paper. All graduate students pursuing a thesis track are required to take at least two HIST 601 courses as course workload demands that students exercise the necessary research and writing skills required by thesis work, the groundwork for which is established during the HIST 614 course.
	No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the history department graduate advisor/program coordinator.
	No more than twelve credits at the 500-level.
	Remaining credits to come from 600 or above level graduate courses. This coursework will come from HIST 600 and HIST 601, at least one section of each is offered each semester. Furthermore, with instructor’s permission, thesis students may take a course from the public history track.

CURRENT – 36 credit M.A. Public History Track	PROPOSED – 36 credit M.A. Public History Track
HIST 614: Research Methods (3 credits, required)	HIST 614: Research Methods (3 credits, required)
HIST 605: Introduction to Public History (3 cr. req.)	HIST 605: Introduction to Public History (3 cr. req.)

HIST 601: Research Seminar (6 cr. req.)	HIST 601: Research Seminar (3 cr. req.) The reduction of this requirement by one course is replaced by new public history theory/methods courses, which further strengthen their education as beginning public historians.
HIST 606: Topics in Public History (3 cr., required)	Students may take HIST 606 as an elective.
HIST 698: History Internship (6 cr., required)	HIST 698: History Internship (6 cr., required)
Students may opt to write a thesis (HIST 795, 6 cr. optional)	There is no thesis option for students in the public history track. HIST 790: Seminar in Public History will be a comparative capstone course for public history track students.
Remainder of credits as electives. No more than six may come from related disciplines (with approval). No more than half of entire program load may come from 500-level history courses.	No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the history department graduate advisor/program coordinator.
	Students are required to take six credits selected from the following options: HIST 606, HIST 770, HIST 771, HIST 772. If their schedule permits and the appropriate offerings exist, students may take more than six credits from the above selections. Public history content courses are critical to the education of students in the public history track.
	HIST 790: Seminar in Public History (3 cr. required). This course is the capstone for students in the public history track.
	Twelve remaining credits as electives. No more than six may come from a related discipline. No more than nine credits may be 500 level History courses.

CURRENT – 36 credit M.A., non-thesis option	PROPOSED – 36 credit M.A., non-thesis option
HIST 614: Research Methods (3 credits, required)	HIST 614: Research Methods (3 credits, required)
HIST 601: History Seminar (6 credits, required)	HIST 601: History Seminar (6 credits, required)
27 credits of electives. Six credits may come from related disciplines. Internship option. No more than half of overall electives may be at the 500-level.	No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the history department graduate advisor/program coordinator.
	There is no internship option for non-thesis option students.

	No more than 15 credits may come from 500-level history courses. HIST 600 and HIST 601 are offered with such frequency that non-thesis students have the option to take three to six credits each semester. Students may also take HIST 605.
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Catalog Description

Department of History

The Department of History offers a 36 credit M.A. degree with a thesis, non-thesis, or public history option. Students must complete a research requirement and a subject matter requirement. Courses in American, European, non-Western and public history are available.

Traditionally, most historians have become teachers. But increasingly, historians are seeking employment in non-teaching fields, including careers in museum, archival, library work, public policy, tourism, and travel. Historical societies provide editorial and administrative openings, and publishing companies hire historians for both sales and editorial services. The history graduate program is designed to provide students with training appropriate to a wide range of professional goals in the field of history.

Students pursuing the thesis option are required to take HIST 614: Research Methods, two sections of HIST 601: History Seminar, and six credits of HIST 795: Thesis. The remainder of the credits are electives, with no more than twelve credits coming from 500-level courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the history department graduate advisor/program coordinator.

Students pursuing the public history option are required to take HIST 614: Research Methods, HIST 605: Introduction to Public History, one section of HIST 601: History Seminar, six credits from public history courses (HIST 606, 770, 771, 772), and HIST 790: Seminar in Public History. Students are also required to take six credits of HIST 698: History internship. This internship may be taken as two three-credit or one six-credit course. Remaining courses are to be subject specific electives, with no more than three credits coming from an advisor approved related field, and no more than nine credits from 500-level courses.

Students pursuing the non-thesis option are required to take HIST 614: Research Methods, and two sections of HIST 601: History Seminar. The remainder of the credits are electives, with no more than fifteen credits coming from 500-level courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the history department graduate advisor/program coordinator.

Description of New Graduate Courses

HIST 771: Museum Studies – This course is designed to provide students with an introduction to the history of museums and the field of museum studies. The course will explore the practices of the professional. Students will come to understand professional standards and ethical responsibilities of the field. The course explores the importance of museums and museum professionals in the collecting, preserving and presenting of history and the human

experience for a public audience. Finally, students will combine classroom instruction in museum method with practical experience.

HIST 772: Oral History Theory and Method – This course is designed to provide students with an introduction to the practices of the craft of oral history. Students will learn professional standards and ethical responsibilities in the practice. They will also learn of the historical importance of the preservation of the oral record and the oral historian’s role in collecting, preserving, and presenting these records. Students will also explore the role of oral history in creating collective/community memory. Finally, students will combine classroom instruction in oral history methods with practical experience.

HIST 790: Seminar in Public History – This course is designed as the capstone for students in the public history track of the History M.A. Program. Students will be required to draw on program experience to conduct a major project, write a research paper, and assemble a professional portfolio.

6) Variability in Program Delivery

APPROVED

Name of Program: D.Ed. in Curriculum and Instruction

Sponsoring Department: Professional Studies in Education

Catalog Start Time: Summer 2013

Proposal Summary

- There are no changes in credits, course content, or prerequisites. The only change is the geographic location for one cohort of the Doctoral Program in Curriculum and Instruction; we are proposing to offer the program at the Dixon University Center in Harrisburg.
- The program would begin with 6 credits in the summer delivered in a traditional, yet intensive, class format. Required courses in the fall and the spring would be delivered on Saturdays (as they now are) and supported via distance technologies (e.g., teleconferencing between the Professional Studies in Education faculty member and the total group, small groups, and individual students; D2L tutorials and other materials online). New course syllabi for the fall and spring courses would be submitted upon approval of the proposal to offer the program at the Dixon University Center.
- As is the case for the current cohorts on IUP’s main campus and at Penn Center East, the six credits of electives could be completed at IUP or another university only if the course meets all of the SGSR’s criteria for transfer credit and is approved by the program coordinator.
- Consistent with current practice, Professional Studies in Education faculty member with eligibility to teach at the doctoral level would continue to be instructors of record for all required courses in the program, the internship, and the dissertation. The specific doctoral degrees and scholarly achievements of each faculty member would continue to be closely matched to the content of the doctoral courses for which the faculty member bears responsibility.

Rationale

The purpose of this Variability in Delivery Proposal is to gain approval to begin a cohort of the Doctoral Program in Curriculum and Instruction at the Dixon University Center in Harrisburg. In terms of staffing, this program requires no additional faculty.

The D.Ed. in Curriculum and Instruction is a vital program with enrollments quadrupling since 2003. The response to the doctorate in Curriculum and Instruction for Cohorts 2009 and 2010 was overwhelming. According to SGSR records, at one information session held in Monroeville, 87 people responded and over 80 attended the meeting. The number of highly qualified applicants necessitated offering two sections of each course at IUP's Penn Center East. Likewise, for the fall 2010 cohort on main campus, there was sufficient enrollment to warrant offering two sections. However, the need for double cohorts no longer exists, although the fall 2011 Cohort at Penn Center East is filled to capacity (22 students). We anticipate that a single cohort will be necessary for main campus in fall 2012. Ours is a part-time program that requires six credits every fall, every spring, and every summer. We have found that practicing teachers in basic education – our primary audience – prefer Saturday classes during the school year coupled with intensive coursework during the summer. With just one Monroeville group (fall 2011) and one main campus group (fall 2012), this means that four doctoral courses – rather than eight – will be on the schedule. A cohort in Harrisburg would address this decline in enrollment. Based on the fall 2011 advisor listing – there are 109 students in the D.Ed. in Curriculum and Instruction; approximately 40 of them are done with required coursework and are at the dissertation stage. The number of students enrolled in required coursework could be reduced by nearly half unless we identify a new location and applicant pool.

The Dixon University Center in Harrisburg is a desirable location for two reasons. First, IUP and PASSHE are eager to establish a presence in the Central portion of the state. IUP's reputation, PASSHE's affordable tuition, and a delivery system that meets the needs of educators who seek to retain their current employment have been a highly successful combination in our current catchment area. The goal would be to replicate that success in Harrisburg where there are relatively few choices for doctoral-level study in education.

Perhaps the most important reason to support this initiative is the well-documented quality of the Doctoral Program in Curriculum and Instruction. When the program was evaluated by the Pennsylvania Department of Education, we received four commendations for our commitment to continuous improvement and the scholarly productivity of the program's candidates. The program also compares favorably to the national norms established by the Educational Testing Service (ETS). ETS's Graduate Program Evaluation instrument consists of 10 different subscales, and the national average on a 4-point scale where 4 is equal to excellent was 3.10. When this Graduate Evaluation was distributed to 100 alumni and 44 students, the average rating given to IUP's Doctoral Program in Curriculum and Instruction by current students was 3.59. To illustrate the quality work that students in the doctoral program achieve, we assessed the professional productivity of one Cohort based on their curriculum vitae. Prior to graduation, the cohort of 19 students had published 31 professional journal articles and had made presentations at 17 regional conferences, 21 national conferences, and 5 international conferences.

Our matriculation rates are excellent as well. Nationally, only about 50% of those who begin a

doctorate in education complete it; doctoral students in education also have the longest time-to-degree completion rate, taking an average of seven years to matriculate (Kluever & Green, 1999). The literature suggests that one reason for this is that most educators do not leave their teaching positions to study full time, as is the case with doctoral programs in some other fields. The D.Ed. in Curriculum and Instruction Cohort 2002, a group that had until 2009 to complete, 17 out of 19 finished the dissertation; for Cohort 2005 (first Monroeville group) 15 out of 18 have completed the dissertation thus far; they have until 2012 to graduate.

One reason for the high completion rate is our rigorous admissions process. Rather than rendering a decision on paper credentials alone, we require two tasks that are excellent predictors of which students are most likely to succeed. The first is a recorded, research-based presentation on a curriculum and instruction topic of the applicant's choice. This gives us a sense of how this person might function as an instructor in a higher education setting or as a curriculum leader in a public school. The second task is an online writing sample in which the student is given a journal article to read. Their instructions are to briefly summarize the article, critique it, and then state their position on the issue. We find that this is a good indicator of the applicant's ability to meet the writing requirements of the courses and the dissertation. The fact that both of these tasks are completed digitally enables us to review applicants' materials from throughout the world in an efficient manner.

Program Description

Proposed Course Schedule Doctoral Program in Curriculum and Instruction, Dixon University Center/Harrisburg Cohort

YEAR ONE (18 credits)

Summer 6 credits

Each course delivered in a traditional format in Harrisburg, M-F one week

CURR 905 Curriculum Evaluation

CURR 925 Critical Analysis of Issues in Education

Fall 6 credits

Course delivered via distance technologies

CURR 915 Writing for Professional Publication

Elective (3-credits may be completed online at IUP or transferred in with prior approval)

-----Candidacy Examination-----

Spring 6 credits

Course delivered via distance technologies

CURR 920 Doctoral Seminar in Research Methods

Elective (3-credits may be completed online at IUP or transferred in with prior approval)

YEAR TWO (18 credits)

Summer **6 credits**

Each course delivered in a traditional format in Harrisburg, M-F one week

CURR 910 Advanced Topics in Human Development and Learning

CURR 935 Education for Cultural Pluralism

Fall **6 credits**

Course delivered via distance technologies

CURR 983 Qualitative Research Methods in Education

CURR 798 Supervised Doctoral Internship (3 credits)

Spring **6 credits**

Course delivered via distance technologies

CURR 940 Technology in the Curriculum

CURR 798 Supervised Doctoral Internship (3 credits)

YEAR THREE (18 credits)

Summer **6 credits**

Each course delivered in a traditional format in Harrisburg, M-F one week

CURR 945 Literacy: Theory, Research, and Practice

CURR 951 Issues and Processes in Curricular Change

Fall **6 credits**

Course delivered via distance technologies

CURR 982 Research Instrument Design

CURR 995 Dissertation (3 credits)

Spring **6 credits**

Course delivered via distance technologies

CURR 955 Doctoral Seminar in Curriculum and Instruction

YEAR FOUR (6 credits)

Summer

6 credits

Each course delivered in a traditional format in Harrisburg, M-F one week

CURR 930 Analysis of Effective Instruction

CURR 995 Dissertation (3 credits)

7) Variability in Program Delivery

APPROVED

Name of Program: M.A. in Employment and Labor Relations

Sponsoring Department: Employment and Labor Relations

Catalog Start Time: Summer 2012

Proposal Summary

- There are no changes in credits, courses or prerequisites. The only changes include the delivery of 50% of the program or more to be available in an online format and video conference capabilities to deliver traditional classroom courses to all campus students, and for the geographical location of the program to be offered at Main Campus, Penn Center East (current locations) and the Dixon Center in Harrisburg (new location).
- Students enrolled only at Penn Center East and Dixon Center programs would begin taking 6 credits (one in a traditional classroom, and one in an online format) each semester until completion. The sequence of courses for the Penn Center East and Dixon Center programs would be identical, with the online course each semester enrolling both Penn Center East and Dixon Center students. In addition, students from Main Campus would be eligible to enroll in the Penn Center East and the online classes if seats are available. Students from Penn Center East and Dixon Center would be available to enroll in regular classes and online classes intended for Main Campus students. The program will provide online courses that will make up to 50% or more of program requirements in an online format; however, these courses will also be taught in traditional classroom settings at Main Campus for students preferring a traditional classroom experience. Traditional classes will also be available through video-conferencing capabilities for students to access.
- Consistent with current practice, Employment and Labor Relations faculty members with eligibility to teach at the master's and doctoral level would continue to be instructors of record for all required courses in the program, the internship, and the dissertation or approved electives from other departments who faculty have master's and doctoral level eligibility.

Rationale

The purpose of this Variability in Delivery Proposal is to gain approval to begin to deliver the ELR program using an online format, to deliver the ELR program through video conference capabilities, and to add the delivery of the program to the Dixon Center in Harrisburg. In terms of staffing, this program requires no additional faculty.

Our method of delivery for all campuses would be to provide distance education offerings,

either online and/or video-conference, that could account for up to 50% or more of the total program requirements. Currently it is planned to offer 6 courses in an online format with a possible 2 additional courses in a video conference format. However, each course in the online offerings will also be offered in a traditional classroom setting on IUP's main campus to accommodate those learners who prefer a traditional classroom setting. The only exception to this would be the Penn Center East and the Dixon Center programs (both part-time), where the programs will be up to 50% or more online.

The Master of Arts in Employment and Labor Relations is a vital program with enrollments doubling since 2003 on Main Campus. In addition, interest in the program under the new rolling admissions process at Penn Center East has gained momentum. Over 25 students have applied this summer with 12 students now admitted to the program. According to officials at PASSHE, who stressed interest in moving our program to the Dixon Center, Pennsylvania is a bastion of trade unionism. The Commonwealth includes over 900,000 unionized employees, 51 individual unions and 1,422 locals with a presence in every county. Pennsylvania's labor unions include a diverse group of occupations from post office employees to production workers to teachers. All unions are part of the AFL-CIO, the umbrella organization for most of America's unions. Many of the headquarters for the various unions are located in Harrisburg, PA. The program at the Penn Center East and Dixon Center will follow a rolling admission process with a total max enrollment of 18 in any given semester. This replaces the traditional cohort model by allowing the Department to offer the program at two remote sites with a total semester course allotment of 3 courses instead of 4. In addition, by using distance education, online courses taught in the ELR program will be available to students at all campuses. By using video conferencing capabilities, current traditional classroom courses could be taught simultaneously and provide a synchronous delivery to students. All courses using this methodology should be approved Distance Education courses.

The Dixon Center in Harrisburg is a desirable location for two reasons. First, PASSHE requested the possibility for the ELR program to be delivered at the Dixon center. Second, while a similar program is being offered in the Harrisburg Area (St. Francis), IUP's tuition rate and course programming in the ELR program provides a stronger market for the area; the St. Francis program is Human Resource oriented, while the ELR program at IUP is geared toward Human Resource and Labor Unions in that the curriculum is taught from a neutral perspective. The goal would be to replicate the program's growth and success here at IUP and Monroeville to the Harrisburg and attract a new market of non-traditional learners.

The completion rates of the ELR program are exceptional; with over a 95% completion rate over the past decade. One reason for the high completion rate is our programming schedule which allows full-time students to complete the degree in one calendar year, and part-time students to complete the program in two years. Further, our schedule is such that when students are admitted, we are able to provide the students with their program schedule for the completion of the program. We have created a schedule that allows full-time students to complete the degree by only coming to campus two times a week. Also, we have strengthened our admission requirements to prevent students from being enrolled who are likely to drop our program after one semester.

**Proposed Course Schedule
Master's Program in ELR,
Penn Center East/Dixon Center**

Regular classes will have one class at each location (Penn Center East/Dixon Center). Both programs will enroll in the online offerings.

YEAR ONE (18 credits)

Fall

6 credits

ELR 526 Case Studies in Employment and Labor Relations
ELR 631 Human Resource Management – Online

Spring

6 credits

ELR 613 Fundamental of Labor Relations
ELR 612 Labor Relations Practice and Administration (online)

Summer

6 credits

Each course delivered in a traditional format once a week for 12 weeks

ELR 624 Comparative Labor Relations
ELR 625 Process of Collective Bargaining (online approval requested)

YEAR TWO (18 credits)

Fall

6 credits

ELR 641 Contract Administration
ELR 622 Discrimination in Employment (online approval requested)

Spring

6 credits

ELR 615 Dispute Settlement
ELR 610 Employee Rights (online application in process)

Summer

6 credits

Each course delivered in a traditional format once a week for 12 weeks

ELR 619 Research Methods in ELR
ELR 631 Compensation Administration (online application in process)

8) Minor Program Revision

APPROVED

Name of Program: M.S. in Nursing

Sponsoring Department: Nursing and Allied Health Professions

Catalog Start Time: Fall, 2012

Summary of Proposed Changes

- Deletion of NURS 620 Theoretical Foundations in Nursing (3 credits); replace with a nursing or advisor approved 3-credit elective
- There will be no changes to the admission policy, degree candidacy, or graduation requirements for the Master’s in Nursing Science Program as a result of this curriculum revision.

Rationale

The American Association of Colleges of Nursing curriculum guidelines entitled *The Essential of Master’s Education in Nursing* has been used to align the graduate nursing curriculum. This document also serves as a guiding body in the accreditation process. In March, 2011 this document was revised. These revised guidelines no longer identify theoretical content as part of the foundational curriculum core content. In a review of the current Master’s in Nursing curriculum, nursing theory content was found to be threaded throughout the graduate curriculum. Some examples of this integration of nursing theory would be learning theories in NURS 725, application of organizational theories in NURS 732, motivational, leadership, and conflict theories in NURS 619 and NURS 729. The use of nursing theories as frameworks for research is also included in NURS 622.

Currently the NURS 620 course is outdated. Replacing this course with an elective will align with the current accreditation curriculum guidelines, eliminate duplication of theory that is covered in other courses, and will allow students to select an elective that meets their individual educational needs.

Current vs. Proposed Program
Master’s in Nursing Science

Current Curriculum	Proposed Curriculum
Required Courses	
NURS 610 <i>Health Promotion and Social Issues</i>	NURS 610 <i>Health Promotion and Social Issues</i>
NURS 614 <i>Health Policy</i>	NURS 614 <i>Health Policy</i>
NURS 619 <i>Leadership Strategies in Nursing</i>	NURS 619 <i>Leadership Strategies in Nursing</i>

NURS 620 <i>Theoretical Foundations in Nursing</i>	Elective
NURS 622 <i>The Practice of Nursing Research I</i>	NURS 622 <i>The Practice of Nursing Research I</i>
NURS 623 <i>The Practice of Nursing Research II</i>	NURS 623 <i>The Practice of Nursing Research II</i>
NURS 628 <i>Advanced Professional Role Development</i>	NURS 628 <i>Advanced Professional Role Development</i>
Education Track Courses	
NURS 722 <i>Measurement and Evaluation in Nursing Education</i>	NURS 722 <i>Measurement and Evaluation in Nursing Education</i>
NURS 723 <i>Program Development in Nursing Education</i>	NURS 723 <i>Program Development in Nursing Education</i>
NURS 725 <i>Teaching Strategies for Nursing Curricula</i>	NURS 725 <i>Teaching Strategies for Nursing Curricula</i>
Administration Track Courses	
NURS 729 <i>Nursing Administration</i>	NURS 729 <i>Nursing Administration</i>
NURS 730 <i>Financial Management in Health Care</i>	NURS 730 <i>Financial Management in Health Care</i>
NURS 731 <i>Nursing Administration Practicum I</i>	NURS 731 <i>Nursing Administration Practicum I</i>
NURS 732 <i>Nursing Administration Practicum II</i>	NURS 732 <i>Nursing Administration Practicum II</i>
NURS 743 <i>Nursing Education Practicum</i>	NURS 743 <i>Nursing Education Practicum</i>

9) **New Course:** NURS 865

APPROVED

Name of Program: Ph.D. Nursing

Sponsoring Department: Department of Nursing and Allied Professions

Catalog Start Time: Fall 2012

NURS 865: Student Issues in Nursing Education

3cr-0l-3sh

Catalog Description

Prerequisites: None

Provides students with an opportunity to critically review and analyze the social, economic, cultural, political, and educational issues impacting nursing students. After a comprehensive analysis of issues, policies, and practices the student will develop a best practice model for nursing student success.

Rationale

This course provides PhD students with a choice of courses to take to help them understand the needs and issues of college students. The course provides students with an opportunity to review and analyze the social, economic, cultural, political, and educational issues impacting nursing students. This course may serve as a foundation for dissertation work for some doctoral nursing students.

Students enrolled in the PhD in nursing program can either take SAHE 737 (if available) or NURS 865. One of the courses is a required course in the PhD in nursing program and will be part of the progression sequence for students. NURS 865 will be offered once every two years for each cohort of students in the program.

There are no prerequisites for this course.

The current curriculum sequence lists SAHE 737: The American College Student as the required course. However, due to workload and reimbursement issues this course has not been offered for the Nursing students. Instead, NURS 881: Students Issues in Nursing Education has been offered on a trial basis. This proposal provides an option for students to take either NURS 865 or SAHE 737.

10) **Minor Course Revision:** NURS 994: Dissertation Seminar

APPROVED

Name of Program: Ph.D. Nursing

Sponsoring Department: Nursing and Allied Health Professions

Catalog Start Time: Fall 2012

Rationale

We currently offer a NURS 994: Dissertation Seminar to prepare the PhD in Nursing students to begin independent dissertation work. The current prerequisites list NURS 820: Seminar in Nursing Theory and NURS 954: Research Seminar II for this course. We do value these courses in preparation for the dissertation; however, due to personal and professional needs there may be times that students are not able to complete the courses prior to beginning dissertation seminar. This is especially problematic given the part-time cohort model delivery of our program. Our courses are only offered every two years. Additionally students who have completed a Doctorate of Nursing Practice may bring other theory background to the program and do not need NURS 820. To make it easier to accommodate these situations and facilitate student progression through the dissertation process we would like to be able to add DNP students to this course by permission and we would like students to be able to take Dissertation Seminar concurrently rather than as a pre-requisite. This would allow us to evaluate the student needs and special situation on a case by case basis and determine if the student has sufficient course content to begin dissertation work. We are requesting that the prerequisites for NURS 994 be listed as NURS 820 or by permission for DNP students. Pre or Co-requisites be NURS 954.

Catalog Description

Current Catalog Description

NURS 994 Dissertation Seminar 3 cr.

Provides the student with an opportunity to develop a dissertation proposal focusing on nursing education. Students will have opportunities for peer review and critique of their work. The course will culminate in an oral presentation of the proposal that will prepare students for dissertation defense.

Prerequisites: NURS 820 and NURS 954.

Proposed Catalog Description

NURS 994 Dissertation Seminar 3 cr.

Provides the student with an opportunity to develop a dissertation proposal focusing on nursing education. Students will have opportunities for peer review and critique of their work. The course will culminate in an oral presentation of the proposal that will prepare students for dissertation defense.

Prerequisites: NURS 820 or by permission for DNP students

Pre or Co-requisite: NURS 954

11) Minor Course Revision: NURS 995: Dissertation

APPROVED

Name of Program: Ph.D. Nursing

Sponsoring Department: Nursing and Allied Health Professions

Catalog Start Time: Fall 2012

Rationale

Students in the PhD in Nursing program begin independent dissertation work (NURS 995) after

successful completion of all course work. There are times when students may wish to begin dissertation work before the completion of all other course work. Additionally enrollment in dissertation credits earlier in the program may expedite program completion. We are requesting that the prerequisites for NURS 995 be changed to **by permission**.

Catalog Description

Current Catalog Description

NURS 995 Dissertation 1-9 cr.

A culminating research project requiring mastery of an area of interest relevant to nursing education. Requires a comprehensive literature review and the collection and analysis of data. A successful oral defense of the finished project is required. The student must complete a minimum of nine credits of dissertation to satisfy graduation requirements.

Prerequisite: Successful completion of all course work.

Proposed Catalog Description

NURS 995 Dissertation 1-9 cr.

A culminating research project requiring mastery of an area of interest relevant to nursing education. Requires a comprehensive literature review and the collection and analysis of data. A successful oral defense of the finished project is required. The student must complete a minimum of nine credits of dissertation to satisfy graduation requirements.

Prerequisite: By permission

12) Degree Program Revision

APPROVED

Name of Program: Ph.D. in Nursing

Sponsoring Department: Department of Nursing and Allied Professions

Catalog Start Time: Fall, 2012

Rationale

The Department of Nursing and Allied Professions proposes a minor program revision of the doctoral program to include a choice of courses that will help students understand the needs and issues of college students. Students enrolled in the PhD in nursing program can take either a new course NURS 865: Student Issues in Nursing Education or SAHE 737: The American College Student (if available). The current curriculum sequence lists SAHE 737: The American College Student as the required course. However, due to workload and reimbursement issues this course has not been offered for the nursing students. Instead NURS 881: Student Issues in Nursing Education was offered on a trial basis during the Fall 2009 and again in the Fall 2011. A new course NURS 865: Student Issues in Nursing Education is proposed. The requested minor revision to the program is asking for approval of NURS 865 as an acceptable curriculum choice for the doctoral nursing students. Nursing 865 provides students with an opportunity to critically review and analyze the social, economic, cultural, political, and educational issues impacting nursing students. Students develop a best practice model for nursing student success after completing a comprehensive e analysis of issues, policies, and practices.

There are no changes to admission, degree candidacy, and graduation requirements. Doctoral nursing courses are continued to be planned in a hybrid, part-time delivery fashion. Currently classes meet every other Friday during the afternoon and evening and provide up to 1/3 of the program online.

Required Course Work

PhD in Nursing CURRENT			PhD in Nursing: PROPOSED		
Course Number	Course Name	Credits	Course Number	Course Name	Credits
I.Nursing Core Courses (21 semester hours)			I.Nursing Core Courses (21 semester hours)		
NURS 820	Seminar in Nursing Theory	3	NURS 820	Seminar in Nursing Theory	3
NURS 860	Faculty Development in Nursing Education	3	NURS 860	Faculty Development in Nursing Education	3
NURS 861	Pedagogical Practices in Nursing Education	3	NURS 861	Pedagogical Practices in Nursing Education	3
NURS 862	Curriculum Evaluation in Nursing	3	NURS 862	Curriculum Evaluation in Nursing	3
NURS 863	Evaluation in Nursing Education	3	NURS 863	Evaluation in Nursing Education	3
NURS 864	Technology in Nursing Education	3	NURS 864	Technology in Nursing Education	3
NURS 993	Nursing Professoriate Practicum	3	NURS 993	Nursing Professoriate Practicum	3
II.Research Core (15 semester hours)			II.Research Core (15 semester hours)		
GSR 517	Statistical Methods II	3	GSR 517	Statistical Methods II	3
NURS 951	Quantitative Nursing Research	3	NURS 951	Quantitative Nursing Research	3

NURS 952	Qualitative Nursing Research	3	NURS 952	Qualitative Nursing Research	3
NURS 953	Research Seminar I	3	NURS 953	Research Seminar I	3
NURS 954	Research Seminar II	3	NURS 954	Research Seminar II	3
III. Support Courses (12 semester hours)			III. Support Courses (12 semester hours)		
SAHE 737	The American College Student (1)	3	NURS 865:	Student Issues in Nursing Education (1, 3)	3
NURS 802	Leadership in Nursing: A Case Study Approach (2)	3	NURS 802	Leadership in Nursing: A Case Study Approach (2)	3
	Electives	6		Electives	6
IV. Dissertation (12 semester hours)			IV. Dissertation (12 semester hours)		
NURS 994	Dissertation Seminar	3	NURS 994	Dissertation Seminar	3
NURS 995	Dissertation	9	NURS 995	Dissertation	9

- (1) May also take SAHE 631
- (2) May also take ALS 802
- (3) May also take SAHE 737

Curriculum

The PhD program in Nursing requires a minimum of 60 semester hours of graduate credits. Each student must also satisfactorily complete the comprehensive examination and the dissertation.

I. Nursing Core Courses

21 credits

NURS 820: Seminar in Nursing Theory	3 cr
NURS 860: Faculty Development in Nursing Education	3 cr
NURS 861: Pedagogical Practices in Nursing Education	3 cr
NURS 862: Curriculum Evaluation in Nursing	3 cr
NURS 863: Evaluation in Nursing Education	3 cr
NURS 864: Technology in Nursing Education	3 cr
NURS 993: Nursing Professoriate Practicum	3 cr

II. Research Core	15 credits
GSR 517: Statistical Methods II	3 cr
NURS 951: Quantitative Nursing Research	3 cr
NURS 952: Qualitative Nursing Research	3 cr
NURS 953: Research Seminar I	3 cr
NURS 954: Research Seminar II	3 cr

III. Support Courses	12 credits
NURS 865: Student Issues in Nursing Education (1,3)	3 cr
NURS 802: Leadership in Nursing: A Case Study Approach (2)	3 cr
----- Electives	6 cr

IV. Dissertation	12 credits
NURS 994: Dissertation Seminar	3 cr
NURS 995: Dissertation	9 cr

- (1) May also take SAHE 631
- (2) May also take ALS 802
- (3) May also take SAHE 737

13) Program Revision

APPROVED

Name of Program: Ph.D. in Nursing

Sponsoring Department: Department of Nursing and Allied Professions

Catalog Start Time: Fall 2013

Rationale

DNP programs continue to grow and will have a major impact on graduate nursing education especially in Pennsylvania. Of particular concern is the impact these programs will have on enrollments in the PhD program since students can now obtain a clinical doctorate in less time, with fewer credits, and without a dissertation requirement. We anticipate that new applications for the PhD program may decline now that students have other choices for doctoral education. Some students will select the DNP option without fully understanding the employment opportunities and implications on their career. Some will choose a DNP with expectations of employment in faculty positions but will realize after completing the program that not all universities will hire DNP graduates in tenure track positions. These graduates will be seeking avenues for completing a PhD in a timely, cost- effective and expedited fashion. The Department of Nursing and Allied Health is proposing an accelerated PhD in Nursing for those who already have a DNP.

Since beginning the PhD in nursing program in 2008 we have admitted cohorts between 15 and 17 students. Due to personal and academic reasons the PhD program has suffered student

attrition, reducing class sizes to 11 (retention rates range from of 66-70%). The proposed accelerated PhD in nursing for DNP prepared nurses would allow for the program to admit students who meet admission requirements. These students would join the PhD cohort in the second year of study thereby offsetting attrition rates and boosting enrollments in later courses thus ensuring a viable program.

A DNP degree and a total of at least 60 credits in Nursing beyond the bachelor's degree are required to enter the accelerated PhD program option. In the proposed program twenty seven credits from the DNP program will fulfill the requirements of the PhD program. A minimum of 33 credits of doctoral coursework taken at IUP will be required. This model, although not widely used in other programs across campus, is similar to the Bachelor of Science degree with a major in Nursing offered for Registered Nurses and Licensed Practical Nurses who are graduates of accredited nursing programs. These undergraduate tracks award advanced standing based on prior work completed in a nursing program. Using a similar approach, students who have completed a DNP degree will use previous credits to fulfill some of the PhD nursing requirements and will complete additional credits that build upon their existing nursing work at the doctoral level.

Research focused and practice focused doctoral nursing programs are rigorous, have high expectations, and are committed to advancing the profession, There are however differences between the two programs. DNP programs, the practice focused degree, places emphasis on practice and requires clinical immersion and a scholarly final capstone project. They place less emphasis on research and statistics than a PhD program. The PhD also requires a knowledge generating research project, the dissertation. Given these differences the DNP graduate seeking a PhD would begin coursework after the traditional PhD cohort has already started. They would enroll primarily in the research core courses, select education courses, and complete a dissertation.

Classes are planned in a hybrid, part-time delivery fashion. Currently classes meet every other Friday during the afternoon and evening and provide up to 1/3 of the program online. The proposed pathway to the PhD would allow DNP graduates to complete four semesters of study and then progress to the dissertation.

Curriculum Progression

A series of program requirements are planned for the PhD program in Nursing to assess student and program outcomes and ensure quality. Each student admitted to the doctoral program is eligible for doctoral degree candidacy after successful completion of twelve graduate credits in the doctoral program with an overall GPA of 3.0 or higher. To complete the accelerated program, students are required to satisfactorily complete nursing research core courses, and to demonstrate research competence through the successful completion of a dissertation. The accelerated PhD program will evaluate student's competence through three doctoral examinations: a comprehensive examination, an oral defense of the dissertation proposal, and an oral defense of the final dissertation.

Students who have a DNP and meet admission requirements will join the traditional cohort of PhD students and will progress through the program by enrolling in existing courses while adhering to prerequisite requirements. Students in the DNP pathway will enroll in six credits per

semester including the summer session. Below is a listing of the required courses and a sample part-time study plan for DNP students enrolled in the PhD program.

I. Nursing Core Courses		6 credits
NURS 862: Curriculum Evaluation in Nursing	3 cr	
NURS 863: Evaluation in Nursing Education	3 cr	
II. Research Core		15 credits
GSR 517: Statistical Methods II	3 cr	
NURS 951: Quantitative Nursing Research	3 cr	
NURS 952: Qualitative Nursing Research	3 cr	
NURS 953: Research Seminar I	3 cr	
NURS 954: Research Seminar II	3 cr	
IV. Dissertation		12 credits
NURS 994: Dissertation Seminar	3 cr	
NURS 995: Dissertation	9 cr	

Sample Study Plan

PhD in Nursing: DNP Pathway

Semester 1

NURS 863 Evaluation in Nursing Education
NURS 952: Qualitative Nursing Research

Semester 2

NURS 862: Curriculum Evaluation in Nursing
GSR 517: Statistical Methods II

Semester 3

NURS 953: Research Seminar I
NURS 951: Quantitative Nursing Research

Semester 4

NURS 954: Research Seminar II
NURS 994: Dissertation Seminar

Semester 5→

NURS 995: Dissertation

Catalog Description

DOCTOR OF PHILOSOPHY IN NURSING: DNP Pathway

The PhD in Nursing for those with a Doctorate of Nursing Practice (DNP) is designed to develop nurse scholars who are prepared to conduct advanced research in nursing education. Graduates will synthesize knowledge from nursing and related disciplines as they assume leadership roles in diverse educational environments. The program is designed for nurses

interested in pursuing a career in academia with a research focus on nursing education. This accelerated PhD program pathway awards advanced standing based on prior work completed in a doctorate of nursing practice (DNP) program. Twenty seven credits from the DNP program will fulfill the requirements of the PhD program. A minimum of 33 credits of doctoral coursework taken at IUP will be required.

Upon completion of the PhD in Nursing program, the graduate is prepared to:

- Assume leadership in diverse educational environments.
- Synthesize knowledge from nursing and related disciplines to facilitate learning and foster development of students and educators.
- Conduct advanced nursing research that contributes to the generation of knowledge within nursing education.
- Model the role of nursing scholar and effective nurse educator.

Admission Requirements

Students seeking admission to the PhD in nursing program for those with a DNP must satisfy the minimum School of Graduate Studies and Research requirements. Applicants must also submit the following for review by the doctoral program committee: Official Higher Education Transcripts, Nursing License, Current Curriculum Vitae, Writing Sample, and Letters of Recommendation. A DNP degree and a total of at least 60 credits in Nursing beyond the bachelor's degree are required to enter the accelerated PhD program option. Additionally, all applicants must possess and maintain a current nursing license.

Refer to the nursing doctoral student application packet for additional information about the admission process. Additional information about the program can be found at www.iup.edu/rn-alliedhealth

Curriculum

The accelerated PhD in Nursing program pathway requires a minimum of 33 semester hours of graduate credits. Each student must also satisfactorily complete the comprehensive examination and the dissertation.

Student Affairs Committee (Senator Desmond)

The next meeting will be March 27 in the HUB Mongehela Room

University Development and Finance Committee (Senator Wick)

FOR ACTION

APPROVED

Proposed Five-Year Priority Spending Plan For Commonwealth Capital Budget Projects

The following is the proposed five-year priority order of Commonwealth Capital Projects for IUP:

Proposed 2012-2013

Renovation by Replacement of Keith & Leonard Halls – Construction
Renovation by Replacement of Keith & Leonard Halls - OF&E

Proposed 2013-2014

Demolition of Leonard Hall in 2014, estimate \$1,722,041.00 (2014)

Proposed 2014-2015

No Projects Submitted

Proposed 2015-2016

Renovation by Replacement of Weyandt & Walsh Halls – Design

Proposed 2016-2017

Renovation by Replacement of Weyandt & Walsh Halls – Construction

APPROVED BY DEVELOPMENT AND FINANCE COMMITTEE ON
JANUARY 31, 2012

HARRISON WICK, CHAIRMAN

DATE

O:\Facilities Management\Senate\Dev & Fin Committee\Approval of Proposed Five-Year Priority Spending Plan for Commonwealth Capital Budget Projects.docx

Academic Affairs (Senator Dugan)

The next meeting will be March 27 in the HUB Conemaugh Room

Non-credit Committee (Senator Pike)

The next meeting will be March 27 at 3:30 location to be announced

Library and Educational Services Committee (Senator Jozefowicz)

The next meeting will be March 27 at 3:40 in 101 Stably

University Senate Research Committee (Senator Bonach)

The committee met on March 6th, 2012.

There were 6 Senate Fellowship Award proposals and the decision was made to fund 2 proposals totaling \$6, 720.00. There were 24 USRC Small Grant proposals and the decision was made to fund 13 proposals totaling \$14,291.00.

The next meeting will be held on April 3, 2012 in 301 Stright Hall.

Senate Fellowship Awards

- Dr. Lynn Botelho
- Dr. Thomas Gerber

Small Grant Awards

- Dr. Cuong Diep
- Dr. Ben Ford
- Dr. Francis Allard
- Dr. Lynne Botelho
- Dr. David Ferguson
- Dr. Dighton Fiddner
- Dr. Christopher Janicak
- Dr. Shijuan “Laurel” Liu
- Dr. Crystal Machado
- Dr. Maureen McHugh
- Dr. Bruce Novak
- Dr. Marveta Ryan-Sams
- Dr. Lisa Sciulli

The committee will be bringing FOCI report revision for a vote at the next meeting.

Presidential Athletic Advisory Council (Senator Hinrichsen)

The next meeting will be March 28 at 1:00 in Sutton 208

Academic Computing Policy Advisory Council (Senator Ford)

The next meeting will be March 21 at 3:00 in 138 Stouffer.

Adjournment

The meeting was adjourned at 4:33 pm

Respectfully Submitted by
Edel Reilly
Senate Secretary