

**MINUTES OF THE
IUP UNIVERSITY SENATE**

Feb 26, 2013

Chairperson LaPorte called the February 26, 2013 meeting of the University Senate to order at 3:31 PM, in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Belch, Chiarulli, Clark, Collins, Dugan, Guth, Metz, Muth, Norwood, O'Neil, Petrucci, Ritchey, Sink, Spielman, Stephenson, Wasileski, and Zuraikat.

The following senators were absent from the meeting: Appolonia, Boda-Sutton, Caulder, Dennison, Haija, Hood, Johnson S., Fair, Kim, Marshall, McGowan, Nahouraii, Numan, Rubenstein, Scudder, Sharp, Van Dyke, Van Wieren, Wang,

The minutes from the January 29, 2013 meeting were **APPROVED**.

Agenda items for the February 26, 2013 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

The bad news that I have to report is that sequestration will happen. This means a range of 10% plus or minus across board to our programs funded by grants. Some grants may not be immediately affected but we do have some that may/will be affected soon.

The governor proposed flat funding budget which means no cuts proposed. The budget is stressed tight so we don't expect much to come back. At the system level there is a \$65-70 million shortfall. This assumes no enrollment growth or increase in tuition – those numbers will not be known until July.

The family campaign kicks off next week. We are all encouraged to give a little back. This is a performance measure that if met can mean an additional \$400,000. A family donation means that each family member can be counted separately if listed.

I would also like to announce that Dr. Michele Papakie, has been named President's Associate for Strategic Visioning. In this role Dr. Papakie will lead a team of students who will spend the rest of the calendar year facilitating the next students in the IUP strategic visioning project. I am pleased that we can advance IUP utilizing the expertise of our own faculty and providing students with the hands-on learning experience for which IUP is known.

Provost's Report

The first topic that I want to comment on is concerning the recent energy roundtable meeting that was held on February 15, 2013 at the KCAC. About 55 faculty and other members of the IUP community attended this meeting. The purpose was to brainstorm and help identify the best

ways to position IUP for the ongoing and coming exploration of the Marcellus Shale and other energy related initiatives. A superb effort ensued, with a free-wheeling discussion that resulted in the generation of some excellent ideas. These ideas are now being collated and condensed into summary statement that we will utilize to help guide us over the next weeks and months. I would like to take this opportunity to thank those who attended, and those that had the organizational and leadership roles to bring us to the table.

The next topic is an update on the searches for Deans with in the College of Education and Educational Technology and the College of Health and Human Services.

We recently had three candidates visit IUP. Following those visits, the search committee forwarded to me their recommendations. The process is now at an “advanced, positive, and delicate phase”.

For the College of Health and Human Services search, the first candidate was on campus yesterday and today. Three more candidates will be visiting campus later this week and next week. I hope that as many of you as possible will join the forum session for the candidates, and of course the search committee welcomes your input, observations, and comments. This concludes my report.

Curriculum Revisions

In response to the Senate recommendations from the January 29, 2013 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
 - JAPN 101 - Elementary Japanese I
 - JRNL 215 - Media Convergence in Journalism
 - FIN 143 - Financial Wellness

- B. Program revision from the Journalism department of the Minor in Journalism.

- C. The new Minor in Elementary and Middle Level Mathematics from the Mathematics department.

From the University-Wide Graduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
 - APMU 740 – Graduate Music Recital
 - MGMT 561 – Business Leadership Theory
 - MGMT 562 – Applied Business Leadership Skills

- B. Program revision from the Educational and School Psychology department of the D.Ed. in School Psychology

Chair’s Report

So after all that talk at our last senate meeting about sharing your feelings and concerns about the contract negotiations, it was all for naught since we appear to have a new contract. I, like many

of you read through the contract. There were a couple of things that stood out as being relevant to the senate. First is the part about by-out and early retirement. I somehow found myself returning to that section often. The second was article 31 that talks about curriculum committees. We obviously have in place a process regarding curriculum on campus that was worked out in cooperation with APSCUF and administration. So there is a solid foundation to work on in that regard. I'll be meeting with the president of our local union, Mark Staszkiwicz to talk about this and a few other matters this week and I'll report back anything of substance. To remind (or inform in case you never knew), curriculum is "owned" by the FACULTY as represented by the union, as well as administration. The union has delegated that curricular process to the senate. In order to ensure compliance with the articles of the Collective Bargaining Agreement (CBA) APSCUF appoints a co-chair to each curriculum committee. This cooperative arrangement has worked well now for many years. I will let you know how things develop in that regard as well.

Parliamentarian's Report

Robert's Rules 'Tip of the Month' - February 2013

Chapter IX. Motions that Bring a Question Again Before the Assembly (300-335)

- 34. Take from the Table
- 35. Rescind; Amend Something Previously Adopted
- 36. Discharge a Committee
- 37. Reconsider** (315-332)

". . . enables a majority in an assembly, within a limited time and without notice, to bring back for further consideration a motion which has already been voted on" (315).

". . . is to permit correction of hasty, ill-advised, or erroneous action, or to take into account added information or a changed situation that has developed since the taking of the vote" (315).

Unique characteristics of the motion to **Reconsider**:

- May only be made by a member who voted with the prevailing side
- May be seconded by any member, whether or not voting with the prevailing side
- May only be made on the same day the vote was taken

"I move to **Reconsider** the vote on **X**. I voted FOR/AGAINST that motion."

"I second the motion to **Reconsider** the vote on **X**."

Chair: "Is there any debate on the motion to **Reconsider**?"
[AS LONG AS ORIGINAL MOTION DEBATABLE]

DEBATE ON THE MOTION TO RECONSIDER

Chair: "There is a motion on the floor to **Reconsider** the vote on **X**. All those in favor, signify by saying aye. All those against, nay."

[SIMPLE MAJORITY CARRIES THE MOTION]

Chair: "The motion to **X** is again on the floor. Is there any further debate on this motion?"

NB: ". . . anyone who exhausted his right to debate in the first consideration will not be able to speak on it again during the reconsideration, without permission of the assembly" (324-325).

Quoted excerpts from Robert's Rules of Order Newly Revised 11th ed. (2011)
Senate Meeting:

Vice Chair's Report

SGA elections are 2 weeks after spring break. Petitions for completed signatures are at the HUB desk and are due March 15th in Pratt Hall 307.

We are currently working on a petition to extend library hours.

SGA Conference in Edinboro

Rules Committee (Senator Korns)

Our next meeting will be March 5th at 3:30 in Keith 6.

Elections update: Nominations went out to all for at-large faculty senators, UWUCC, and UWGC. We received a total of 47 nominations. This is 26 less than last year. A breakdown of numbers includes 37 faculty (54 last year); 9 administration (15 last year); and 1 staff (4 last year). We need a good number of nominations because of attrition throughout the year. We are extending the nomination period to March 1st. The entire nomination list will be sent out on March 4th with the election set to begin on March 5th.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- MUHI 421 Topics in American Music

FOR ACTION:

1 Department of Chemistry—Catalog Description Corrections

a Current Approved Catalog Description:

APPROVED

CHEM 390 Chemistry Seminar II **1c-0l-3cr****Prerequisites:** CHEM 290 or 232

Seminar course intended to provide knowledge to students regarding effective oral and written scientific communication, and the ethics of scientific practice. Students will learn how to read and evaluate a research paper from the literature, how to formulate and write a research proposal, and how to present a research poster. Attendance of seminars outside of class time is required.

Proposed Catalog Description:**CHEM 390 Chemistry Seminar II** **1c-0l-1cr****Prerequisites:** CHEM 290 or 232

Seminar course intended to provide knowledge to students regarding effective oral and written scientific communication, and the ethics of scientific practice. Students will learn how to read and evaluate a research paper from the literature, how to formulate and write a research proposal, and how to present a research poster. Attendance of seminars outside of class time is required.

b Current Approved Catalog Description:**APPROVED****CHEM 490 Chemistry Seminar III** **1c-0l-3cr****Prerequisite:** CHEM 390

Description: A discussion of recent trends in chemical thought. Oral and written reports on assigned readings, library, or laboratory research. Guest lecturers. Seminar course intended to provide knowledge to students regarding effective oral and written scientific communication. Students will refine their skills in reading and evaluating research papers from the literature, they will write a formal research paper, and present a research seminar. The combination of CHEM 390-490 counts as one writing-intensive course.

Proposed Catalog Description:**CHEM 490 Chemistry Seminar III** **1c-0l-1cr****Prerequisite:** CHEM 390

Description: A discussion of recent trends in chemical thought. Oral and written reports on assigned readings, library, or laboratory research. Guest lecturers. Seminar course intended to provide knowledge to students regarding effective oral and written scientific communication. Students will refine their skills in reading and evaluating research papers from the literature, they will write a formal research paper, and present a research seminar. The combination of CHEM 390-490 counts as one writing-intensive course.

Rationale: When these two new courses were approved on Nov. 6, 2012 they incorrectly listed the credits as 3 instead of 1 credit each.

2 Liberal Studies Committee and UWUCC—Writing Intensive Approval**APPROVED**

- **GEOG 412 Research Seminar/RGPL 412 Community Planning Practicum, Type II Department Writing Intensive Course**

3 Department of Nursing and Allied Health Professions—New Course, Course Revisions, Catalog Description Changes, Course Title Changes, Program Catalog Description Change, and Program Revisions

a New Course:

APPROVED

NURS 440 Nursing Management Clinical **0c-7.5l-2.5cr**

Prerequisites: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

Corequisites: NURS 412, 436, and 437

Provides an opportunity for students to incorporate delegation and prioritization skills when caring for multiple patients in an adult health acute care setting. Emphasizes leadership skills and management principles to ensure delivery of high-quality, evidence-based cost-effective care. Precepting with a Registered Nurse is an integral component of the course.

Rationale: This course will fit into the senior year of the Bachelor of Science degree in the nursing program. It is a required course for students in the major. These credit hours were previously in NURS 437 and faculty felt that management of nursing needed to be more of the focus in its own course. Also this change will allow implementation of leadership and multiple patient assignments in a setting other than critical care.

b Course Revisions and Catalog Description Changes (some with other revisions):

APPROVED

i Course Revision, Catalog Description Change and Title Change

Current Catalog Description:

NURS 211 Nursing Practice I **0c-3l-1cr**

Prerequisites: Sophomore standing

Prerequisites or Corequisites: BIOL 105 BIOL 150 or 151

The first of two clinical courses that present the concepts and abilities fundamental to the practice of professional nursing and provide a foundation on which students can build their professional knowledge base as well as their interpersonal and psychomotor skills. Clinical assignments in a variety of settings provide opportunities for students to develop basic clinical practice skills.

Proposed Catalog Description:

NURS 211 Fundamentals I Clinical **0c-3l-1cr**

Prerequisites: NURS Majors only, BIOL 105, CHEM 101, 102, sophomore standing

Corequisite: NURS 212

Presents concepts and basic nursing skills fundamental to the safe practice of

professional nursing. Provides a foundation for students to build their professional knowledge base as well as develop interpersonal and psychomotor skills in a variety of settings with a focus on patient-centered care for adults and older adults.

ii Course Revision, Catalog Description Change and Title Change

APPROVED

Current Catalog Description:

NURS 212 Professional Nursing I **2c-01-2cr**

Prerequisites: Sophomore Standing

Introduces students to the discipline of nursing and values that are fundamental to practice. Caring, as a concept central to the practice of professional nursing, will provide the framework for examining the values of the profession. Human diversity and the effects that culture, socioeconomics, ethnicity, and religion have on health status and response to health care will be studied. An overview of the healthcare system in the US and access issues will be examined. As a foundation for client contact in subsequent courses, students will learn therapeutic communication skills and theory related to teaching and learning. Team building experiences will be an integral component of the course.

Proposed Catalog Description:

NURS 212 Fundamentals I Theory **2c-01-2cr**

Prerequisites: NURS Majors only, BIOL 105, CHEM 101, 102, sophomore standing

Corequisites: NURS 211

Introduces students to the nursing discipline, nursing process, professional standards, and values that are foundational to practice. Provides an overview of the various levels of healthcare services and the professional nursing role. Concepts for effective nurse-client relationships are examined including therapeutic communication, evidence-based nursing interventions, quality patient-centered care, and safe nursing practice.

iii Course Revision, Catalog Description Change and Title Change

APPROVED

Current Catalog Description:

NURS 213 Nursing Practice II **0c-3l-1cr**

Prerequisites: NURS 211, 212

Corequisites: NURS 214, 236

Builds on Nursing Practice I and provides opportunities to continue to build professional knowledge and skills with diverse individuals and families in a variety of settings. Emphasizes developing ability to perform health assessments, using therapeutic communication and executing basic nursing skills while promoting healthy behaviors.

Proposed Catalog Description:

NURS 213 Fundamentals II Clinical **0c-3l-1cr**

Prerequisites: BIOL 150, NURS 211, 212

Prerequisite or Corequisite: BIOL 151

Corequisites: NURS 214, 236

Builds on the Fundamentals I Clinical course. Provides opportunities for students to continue to develop professional knowledge and skills with diverse individuals and families in a variety of settings with a focus on adults and older adults.

Emphasizes developing the ability to perform comprehensive health assessments, use therapeutic communication, and provide basic nursing skills while promoting safe and quality health care.

- iv **Course Revision and Catalog Description Change** **APPROVED**

Current Catalog Description:

NURS 214 Health Assessment **2c-0l-2cr**

Prerequisites: BIOL 150 or 151, NURS 211, or permission

Prerequisite or Corequisite: BIOL 150 or 151

Corequisite: NURS 213, 236, or permission

Introduces basic health assessment, which is a systematic method of data collection, organization, and validation for the purpose of determining a client's health status. Involves assessment of clients across the life span. Emphasizes assessment of client needs that affect the total person, which is consistent with nursing's holistic approach to client care. Methods of data collection used for health assessments include observing, interviewing, and examination. Students learn to apply these methods effectively in order to gather accurate and complete assessments.

Proposed Catalog Description:

NURS 214 Health Assessment **3c-0l-3cr**

Prerequisites: BIOL 150, NURS 211, 212

Prerequisites or Corequisites: BIOL 151

Corequisites: NURS 213, 236

Introduces students to basic health assessment for the purpose of determining a client's health status. Students learn to conduct a comprehensive health history and physical assessment on adults and older adults. Incorporates concepts of human anatomy and physiology in the assessment of clients. Identifies appropriate nursing interventions to promote health.

- v **Course Revision and Catalog Description Change and Title Change** **APPROVED**

Current Catalog Description:

NURS 236 Foundations of Nursing **3c-0l-3cr**

Prerequisites: CHEM 102, NURS 212

Corequisites: NURS 213, 214

Introduces fundamental nursing concepts that apply to the practice of professional nursing with individuals. Topics include nursing theories related to professional practice, elements of holistic care, promotion of psychosocial and physiologic health, and application of pharmacology in nursing practice.

Proposed Catalog Description:

NURS 236 Fundamentals II Theory **2c-0l-2cr**

Prerequisites: BIOL 150, NURS 211, 212

Prerequisites or Corequisites: BIOL 151

Corequisites: NURS 213, 214

Introduces students to fundamental nursing concepts that apply to the practice of professional nursing. Topics include elements of holistic care, promotion of psychosocial and physiologic health, and introduction to medication administration in nursing practice. Provides physiological rationale for nursing interventions with a focus on knowledge and skills to ensure safe delivery of nursing care.

vi Course Revision, Catalog Description Change and Title Change

APPROVED

Current Catalog Description:

NURS 330 Care of the Child **2c-0-2cr**

Prerequisites: FDNT 212, NURS 236, PSYC 310, or permission

Prerequisites or Corequisites: NURS 316

Corequisites: NURS 331

Focuses on knowledge essential in providing nursing care for the child with an alteration in health. The course will include an emphasis on the care of the child with structural or physiological dysfunction, specific acute illness, and chronic conditions.

Proposed Catalog Description:

NURS 330 Care of the Child and Family **2c-0l-2cr**

Prerequisites: BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

Corequisites: NURS 331, NURS 312 or 316, or permission

Focuses on knowledge essential to providing nursing care to children and families with congenital anomalies, genetic disorders, chronic conditions, and the critically

acute ill child. Emphasis prevention, recognition, implementation of the nursing process, and appropriate interventions for safe care of the child. Applies evidence-based practice for the care children and families.

vii Course Revision, Catalog Description Change and Title Change

APPROVED

Current Catalog Description:

NURS 331 Care of the Child Clinical

0c-7.51-2.5cr

Prerequisite: FDNT 212, NURS 236, PSYC 310, or permission

Prerequisite or Corequisite: NURS 316

Corequisite: NURS 330

Designed to provide students opportunities in providing health promotion, disease prevention, and participation in the care of children. Experiences may include a variety of ambulatory, community and acute care settings to enable the student to develop knowledge and skills essential with nursing care of children and their families. The course will focus on the well-child recognizing the unique issues of each developmental stage. Integrated throughout the course will be the nurse's role in health promotion and identification through assessment of normal and deviations of normal findings. The student will utilize the nursing process in the delivery of the care in multiple clinical settings and develop teaching and psychomotor skills that are unique to child and family. Recognition of cultural needs and community resources available to children will be emphasized. The importance of professionalism, communication, and adherence to professional nursing standards will be threaded through all course content.

Proposed Catalog Description:

NURS 331 Care of the Child and Family Clinical

0c-7.51-2.5cr

Prerequisites: BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

Corequisites: NURS 330, NURS 312 or 316, or permission

Provides students with opportunities to apply the nursing process with children and their families in a variety of settings and demonstrate nursing professionalism in their interactions with individuals, families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for children and families. Emphasizes safe, comprehensive, evidence-based nursing care, and professional standards of practice.

viii Course Revision and Catalog Description Change

APPROVED

Current Catalog Description:

NURS 332 Maternal-Neonatal Health **2c-0l-2cr**

Prerequisites: FDNT 212, NURS 236, PSYC 310, or permission

Prerequisites or Corequisites: NURS 316

Corequisites: NURS 333

Focuses on knowledge essential to provide competent primary and secondary level of nursing care for pregnant women and their neonates within a family context. The course emphasizes contemporary issues experienced by childbearing women and their families.

Proposed Catalog Description:

NURS 332 Maternal-Neonate Health **2c-0l-2cr**

Prerequisites: BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

Corequisites: NURS 333, NURS 312 or NURS 316, or permission

Focuses on knowledge essential to providing nursing care for pregnant women, neonates and postpartum patients within a family context. Emphasizes implementation of the nursing process and appropriate interventions for safe care. Applies evidence-based practice for the care of pregnant women, neonates, and postpartum patients.

ix Course Revision and Catalog Description Change **APPROVED**

Current Catalog Description:

NURS 333 Maternal-Neonatal Health Clinical **0c-7.51-2.5cr**

Prerequisites: FDNT 212, NURS 236, PSYC 310, or permission

Prerequisites or Corequisites: NURS 316

Corequisites: NURS 332

Provides clinical learning experiences designed to enable students to administer primary and secondary nursing care for mothers, neonates, and their families. These experiences are planned in a variety of settings to facilitate student development of core values, knowledge, competencies, and skills associated with nursing care of mothers, children, and their families.

Proposed Catalog Description:

NURS 333 Maternal-Neonate Health Clinical **0c-7.51-2.5cr**

Prerequisites: BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

Corequisites: NURS 332; NURS 312 or 316, or permission

Provides students with opportunities to apply the nursing process with pregnant women, neonates, postpartum patients and their families in a variety of settings and demonstrate nursing professionalism in their interactions with individuals,

families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for pregnant women, neonates, postpartum patients and their families. Emphasizes safe, patient-centered comprehensive, evidence-based nursing care, and professional standards of practice.

x Course Revision and Catalog Description Change APPROVED

Current Catalog Description:

NURS 336 Adult Health I 4c-0l-4cr
Prerequisites: FDNT 212, NURS 236, or permission
Prerequisites or Corequisite: NURS 316
Corequisite: NURS 337

Introduces the student to disease processes and treatment regimens and examines their impact on adults throughout their life span. Emphasizes increasing student knowledge about assessing human responses to changes in health, determining appropriate nursing interventions, and identifying the physiological and psychosocial basis for nursing actions.

Proposed Catalog Description:

NURS 336 Adult Health I 4c-0l-4cr
Prerequisites: BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission
Corequisites: NURS 337, NURS 312 or 316, or permission

Introduces the student to disease processes and prevention, collaborative care, and implementation of the nursing process for adults and older adults. Enhances student knowledge regarding assessing human response to changing health and applying the appropriate nursing intervention for safe, patient-centered care. Applies evidence-based practice for the care of adults and older adults.

xi Course Revision and Catalog Description Change APPROVED

Current Catalog Description:

NURS 337 Adult Health Clinical I 0c- 15l- 5cr
Prerequisites: FDNT 212, NURS 236, or permission
Prerequisites or Corequisites: NURS 316
Corequisite: NURS 336

Provides students with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability

to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify discharge-planning needs, and differentiate between collaborative and independent nursing activities.

Proposed Catalog Description:

NURS 337 Adult Health I Clinical **0c-15l-5cr**

Prerequisites: BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

Corequisites: NURS 336, NURS 312 or 316, or permission

Provides students with opportunities to apply the nursing process to adults and older adults in a variety of settings and demonstrates nursing professionalism in their interactions with individuals, families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for adults and older adults. Emphasizes safe, patient-centered comprehensive, evidence-based nursing care, and professional standards of practice.

xii Course Revision, Catalog Description Change and Title Change

APPROVED

Current Catalog Description:

NURS 412 Professional Nursing III **2c-0l-2cr**

Prerequisites: NURS 312, 337, 331, 333 or permission

Corequisites: NURS 432, 434 and 431, 433 or 436 and 437, or permission

The professional nurse is expected to use clinical, managerial, and personal leadership skills to ensure the delivery of high-quality, cost-effective care in divergent health care delivery systems. The study of leadership and management skills and processes are approached as inherent elements for all levels of nursing practice. The role of designer/manager/coordinator of care in professional nursing is examined in depth.

Proposed Catalog Description:

NURS 412 Nursing Management **2c-0l-2cr**

Prerequisites: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

Corequisites: NURS 436, 437, and 440

Emphasizes leadership, communication and relationship building, knowledge of the health care environment and resource management. Discusses leadership/management skills and processes. Examines the role of

designer/manager/coordinator of care in professional nursing in depth.

xiii Course Revision, Catalog Description Change and Title Change

APPROVED

Current Catalog Description:

NURS 431 Community Health Clinical **0c-7.51-2.5cr**

Prerequisites: NURS 336, 337, 330, 331, 332, and 333, or permission

Prerequisites or Corequisites: NURS 412,
434

Focuses on community-based and community health nursing experiences to enable students to provide primary, secondary, and tertiary interventions in community settings and with diverse populations in the surrounding communities. Emphases are also on nursing management and development of nursing strategies to assist at-risk individuals, families and client groups, while considering health care on a continuum throughout the life span. Opportunities exist for individual mentoring in clinical areas such as maternal-child, gerontology, palliative, end-of-life, and/or home health care as an integral part of the course.

Proposed Catalog Description:

NURS 431 Public/Community Nursing **0c-7.51-2.5cr**
Clinical

Prerequisites: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

Corequisites: NURS 434

Provides opportunities for clinical practice as a provider of public/community health nursing care for the individual, family, population and global community and to function as a member of the inter-professional team when working among diverse and/or vulnerable populations. Emphasis is placed on leadership, management and providing safe, comprehensive evidence-based nursing care. The effect of health policy on client care is an integral part of this course.

xiv Course Revision and Catalog Description Change

APPROVED

Current Catalog Description:

NURS 432 Psychiatric/Mental Health **2c-01-2cr**

Prerequisites: NURS 330, 331, 332, 333, 336, 337 or permission

Prerequisites or Corequisites: NURS 412 and 433 or
permission

Focuses on the principles and concepts that guide nursing practice in a variety of psychiatric/mental health settings. The role of the nurse in primary, secondary, and tertiary prevention/intervention is addressed as it relates to individuals, families, and aggregates.

Proposed Catalog Description:

NURS 432 Psychiatric/Mental Health **2c-01-2cr**

Prerequisites: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

Corequisite: NURS 433

Focuses on the principles, concepts, and best practices that guide nursing practice in a variety of psychiatric/mental health settings. Addresses the role of the nurse in primary, secondary, and tertiary prevention/intervention as it relates to individuals, families, and aggregates with mental health and psychiatric conditions.

xv Course Revision and Catalog Description Change **APPROVED**

Current Catalog Description:

NURS 433 Psychiatric/Mental Health Clinical **0c-7.51-2.5cr**

Prerequisites: NURS 336, 337, 330, 331, 332, and 333, or permission

Prerequisites or Corequisites: NURS 412, 432

Focuses on experiences within psychiatric-based facilities, and working as members of a multidisciplinary team to provide primary, secondary and tertiary prevention/intervention. Emphases are also on nursing management and development of nursing strategies to assist at-risk families and client groups, while considering health care on a continuum throughout the life span.

Proposed Catalog Description:

NURS 433 Psychiatric/Mental Health Clinical **0c-7.51-2.5cr**

Prerequisites: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

Corequisite: NURS 432

Focuses opportunities for students to provide mental health promotion, risk reduction, and disease prevention in a variety of settings and diverse populations. Increases students' ability to perform as a member of inter-professional teams in acute and community based psychiatric care facilities and to identify personal beliefs and how it impacts the therapeutic relationship. Assimilate evidence-based practice through critical reasoning to apply nursing strategies to assist individuals, families, and groups.

xvi Course Revision, Catalog Description Change and Title Change **APPROVED**

Current Catalog Description:

NURS 434 Community Health **2c-01-2cr**

Prerequisite: NURS 336, 337, 330, 331, 332, and 333 or permission

Prerequisite or Corequisite: NURS 412 and 431 or permission

Focuses on nursing care that is population and community oriented. Emphasizes the community as a client, perspectives and influences of the health care delivery systems, theoretical frameworks applicable to community health, contemporary issues in community health nursing, and nursing roles as designers, managers, and coordinators of care in the community.

Proposed Catalog Description:

NURS 434 Public/Community Nursing **2c-01-2cr**

Prerequisite: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

Corequisite: NURS 431

Focuses on public/community health nursing care for the individual, family, population, and global community. Examines the influences of the health care delivery systems and theoretical frameworks applicable to public/community health. Considers the impact of technology, environment, society, and current issues in public/community health nursing.

xvii Course Revision and Catalog Description Change

APPROVED

Current Catalog Description:

NURS 436 Adult Health II **4c-01-4cr**

Prerequisites: NURS 336, 337, 330, 331, 332, 333 or permission

Prerequisites or Corequisites: NURS 412

Corequisites: NURS 437

Builds on Adult Health I; focusing on the adult/family coping with complex health problems. The relationships among disease states, treatment and associated nursing responsibilities are emphasized as students build their knowledge base of pharmacology, therapeutic procedures, rehabilitation needs and teaching-learning strategies. Principles underlying the use of technology in clinical practice provide a basis for the concurrent clinical course.

Proposed Catalog Description:

NURS 436 Adult Health II **4c-01-4cr**

Prerequisites: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

Corequisites: NURS 412, 437, and 440

Focuses on the adult and older adult, family, and community with critical and/or complex health problems with a patient centered approach to nursing care. Emphasizes the relationships among clinical manifestations of disease states, treatment, cultural influences and associated nursing responsibilities. Focuses on utilizing their knowledge base of diagnostics, pharmacology, interventions, and rehabilitation needs through critical reasoning to plan the care of patients with critical and/or complex health problems. Emphasizes the incorporation of evidence-based practice interventions into nursing practice.

xviii Course Revision, Catalog Description Change and Title Change

APPROVED

Current Catalog Description:

NURS 437 Adult Health Clinical II **0c-15l-5cr**

Prerequisites: NURS 336, 337, 330, 331, 332, 333, or permission

Corequisites: NURS 436

Prerequisites or Corequisites: NURS 412

Designed to provide opportunities for clinical practice as a provider of care for complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus is on secondary prevention/intervention for long-term critically ill patients.

Emphasizes the role of designer/manager/coordinator of care with opportunities to apply management principles and practice leadership skills in the acute care and rehabilitation setting. Opportunities for students to receive precepting with a Registered Nurse are an integral component of the course.

Proposed Catalog Description:

NURS 437 Adult Health II Clinical **0c-7.5l-2.5cr**

Prerequisites: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

Corequisites: NURS 412, 436, and 440

Provides opportunities for clinical practice as a provider of care for critical and/or complex, acutely ill clients in a variety of settings. Places emphasis on leadership, management and providing safe, comprehensive evidence-based nursing care. Utilizes patient care technologies, information systems, and communication devices that support safe, patient-centered nursing care.

xix Course Revision and Catalog Description Change **APPROVED**

Current Catalog Description:

NURS 450 A Cognitive Approach to Clinical Problem Solving **3c-0l-3cr**

Prerequisites or Corequisites: NURS 431, 433, or 437

Focuses on advanced clinical problem-solving and decision-making skills needed by professional nurses. Factors that influence clinical problem solving are examined to facilitate higher-level thinking in simulated clinical situations.

Proposed Catalog Description:

NURS 450 A Cognitive Approach to Clinical Problem Solving **3c-0l-3cr**

Prerequisites: NURS 312, 316, 330, 331, 332, 333, 336, 337, and 412 or permission

Corequisites: NURS 431 or 433 or 440 or 437

Focuses on advanced clinical problem-solving and decision-making skills needed by professional nurses. Factors that influence clinical problem solving are examined to facilitate higher-level thinking in simulated clinical situations.

Rationale: These courses were revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

c Program Catalog Descriptions Change:

APPROVED

Current Catalog Description:	Proposed Catalog Description:
<p>The College of Health and Human Services offers a curriculum leading to the Bachelor of Science degree with a major in Nursing. Students are admitted to the nursing major as freshmen. Transfer students and those with a previous degree may also be admitted. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and all other states. The program is accredited by the Commission on Collegiate Nursing Education.</p>	<p>The College of Health and Human Services offers a curriculum leading to the Bachelor of Science degree with a major in Nursing. Students are admitted to the nursing major as freshmen. Transfer students and those with a previous degree may also be admitted. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and all other states. The program is accredited by the Commission on Collegiate Nursing Education.</p>
<p>The nursing curriculum has as its primary goal the development of professional nurse generalists who are liberally educated, ly competent, and aware of their social responsibilities as health professionals. The program is designed to provide a broad ound in liberal education, coupled with the specialized knowledge and required for professional nursing practice. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care team, and to utilize scientific principles in planning, implementing, and evaluating health care. The nursing curriculum emphasizes concepts in primary, secondary, and tertiary prevention of health problems.</p>	<p>The nursing curriculum has as its primary goal the development of professional nurse generalists who are liberally educated, clinically competent, and aware of their social responsibilities as health professionals. The program is designed to provide a broad background liberal education, coupled with the specialized knowledge and skills required for professional nursing practice. Additionally, the curriculum prepares the nurse to practice within the professional code nursing ethics, to function effectively as a member of the health care and to utilize scientific principles in planning, implementing, and evaluating health care. The nursing curriculum emphasizes concepts primary, secondary, and tertiary prevention of health problems.</p>
<p>The first two semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. hout Throughout the last six semesters, clinical experiences in patient are provided in acute and long-term care facilities as well as community settings.</p>	<p>The first two semesters are devoted mainly to Liberal Studies and courses considered essential to the nursing major. Throughout the last semesters, clinical experiences in patient care are provided in acute long-term care facilities as well as community settings.</p>
<p>The Bachelor of Science degree with a major in Nursing is offered registered nurses who are graduates of accredited diploma or te degree nursing programs and who have met IUP's admission requirements. The track for registered nurses awards advanced standing based on prior work completed in a nursing program. Registered nurse students will fulfill all degree requirements set university. The track is designed to prepare the professional nurse function as a provider, designer, manager, and coordinator of care variety of health care settings.</p>	<p>The Bachelor of Science degree with a major in Nursing is offered for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP's admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a al nursing program. Licensed Practical Nurse students will fulfill all requirements set by the university. The track is designed to prepare practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.</p>
	<p>Detailed information is available in the department office regarding</p>

<p>The Bachelor of Science degree with a major in Nursing is offered to licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP's admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.</p> <p>Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.</p> <p>Change of major applications and criteria are available in the Nursing Department Office. Change of majors are granted based on meeting the criteria and seat availability.</p>	<p>requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.</p> <p>Change of major applications and criteria are available in the Nursing Department Office. Change of majors are granted based on meeting the criteria and seat availability</p>
--	--

These catalog changes are to be implemented in the Fall 2013 catalog.

d Program Revisions

APPROVED

i Current Program:		Proposed Program:	
Bachelor of Science - Nursing		Bachelor of Science - Nursing	
<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44 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.</p>		<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44 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.</p>	
Major: 52-55		Major: 52-55	
Required Courses:		Required Courses:	
<p>NURS 211 Nursing Practice I 1cr NURS 212 Professional Nursing I 2cr NURS 213 Nursing Practice II 1cr NURS 214 Health Assessment 2cr NURS 236 Foundations of Nursing 3cr NURS 312 Professional Nursing II 2cr NURS 316 Research Utilization in Nursing 3cr NURS 330 Care of the Child 2cr NURS 331 Care of the Child Clinical 2.5cr NURS 332 Maternal-Neonate Health 2cr NURS 333 Maternal-Neonate Health Clinical 2.5cr NURS 336 Adult Health I 4cr NURS 337 Adult Health I Clinical 5cr NURS 412 Professional Nursing III 2cr NURS 431 Community Health Clinical 2.5cr NURS 432 Psychiatric/Mental Health 2cr NURS 433 Psychiatric/Mental Health Clinical 2.5cr NURS 434 Community Health 2cr NURS 436 Adult Health II 4cr NURS 437 Adult Health II Clinical 5cr NURS 450 A Cognitive Approach to Clinical</p>		<p>NURS 211 Fundamentals I Clinical 1cr NURS 212 Fundamentals I Theory 2cr NURS 213 Fundamentals II Clinical 1cr NURS 214 Health Assessment 3cr NURS 236 Fundamentals II Theory 2cr NURS 312 Professional Nursing I 2cr NURS 316 Evidence-Based Practice in Nursing 3cr NURS 330 Care of the Child and Family 2cr NURS 331 Care of the Child and Family Clinical 2.5cr NURS 332 Maternal-Neonate Health 2cr NURS 333 Maternal-Neonate Health Clinical 2.5cr NURS 336 Adult Health I 4cr NURS 337 Adult Health I Clinical 5cr NURS 412 Nursing Management 2cr NURS 431 Public/Community Nursing Clinical 2.5cr NURS 432 Psychiatric/Mental Health 2cr NURS 433 Psychiatric/Mental Health Clinical 2.5cr NURS 434 Public/Community Nursing 2cr NURS 436 Adult Health II 4cr</p>	

Problem Solving (2)	3cr	NURS 437 Adult Health II Clinical NURS 440 Nursing Management Clinical NURS 450 A Cognitive Approach to Clinical Problem Solving (2)	2.5cr 2.5cr 3cr
Other Requirements:	16	Other Requirements:	16
Science Sequence:		Science Sequence:	
BIOL 105 Cell Biology BIOL 150 Human Anatomy BIOL 151 Human Physiology BIOL 241 General Microbiology FDNT 212 Nutrition	3cr 3cr 4cr 3cr 3cr	BIOL 105 Cell Biology BIOL 150 Human Anatomy BIOL 151 Human Physiology BIOL 241 General Microbiology FDNT 212 Nutrition	3cr 3cr 4cr 3cr 3cr
Free Electives:	5-8	Free Electives:	5-8
(#) Total Degree Requirements:	120	(#) Total Degree Requirements:	120
(1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the Nursing Major. (2) Students who achieve a higher score than a minimum on a department-required standard test(s) are exempt from NURS 450. These students would need 4cr of Free (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.		(1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the Nursing Major. (2) Students who achieve a higher score than a specified minimum on a department-required standard test(s) are exempt from NURS 450. These students would need 8cr of Free Electives. (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.	

ii Current Program:	Proposed Program:
	APPROVED
Bachelor of Science – Nursing/Licensed Practical Nurse Track (1)	Bachelor of Science - Nursing/Licensed Practical Nurse Track (1)
Liberal Studies: As outlined in Liberal Studies section 43 with the following specifications: Dimensions of Wellness: fulfilled by the major Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 5cr, PSYC 310, LIBR 251, no course with NURS prefix	Liberal Studies: As outlined in Liberal Studies section 43 with the following specifications: Dimensions of Wellness: fulfilled by the major Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 5cr, PSYC 310, LIBR 251, no course with NURS prefix
Major: 51	Major: 52
Required Courses:	Required Courses:
NURS 214 Health Assessment 2cr NURS 312 Professional Nursing II 2cr NURS 316 Research Utilization in Nursing 3cr NURS 334 Transitions in Professional Nursing 3cr NURS 412 Professional Nursing III 2cr NURS 431 Community Health Clinical 2.5cr NURS 432 Psychiatric/Mental Health 2cr NURS 433 Psychiatric-Mental Health Clinical 2.5cr NURS 434 Community Health 2cr NURS 436 Adult Health II 4cr NURS 437 Adult Health Clinical II 5cr NURS 450 A Cognitive Approach to Clinical Problem Solving (2) 3cr	NURS 214 Health Assessment 3cr NURS 312 Professional Nursing 2cr NURS 316 Evidence-Based Practice in Nursing 3cr NURS 334 Transitions in Professional Nursing 3cr NURS 412 Nursing Management 2cr NURS 431 Public/Community Nursing Clinical 2.5cr NURS 432 Psychiatric/Mental Health 2cr NURS 433 Psychiatric/Mental Health Clinical 2.5cr NURS 434 Public/Community Nursing 4cr NURS 436 Adult Health II 2.5cr NURS 437 Adult Health II Clinical 2.5cr NURS 440 Nursing Management Clinical 3cr NURS 450 A Cognitive Approach to Clinical 3cr

NURS 336 Adult Health I <i>and</i>	4cr	Problem Solving (2)	4cr
NURS 337 Adult Health Clinical I	5cr	NURS 336 Adult Health I <i>and</i>	5cr
OR		NURS 337 Adult Health Clinical I	
Credits by Exam <i>and</i>	8cr (3)	OR	8cr (3)
NURS 493 Internship	1cr	Credits by Exam <i>and</i>	1cr
		NURS 493 Internship	
NURS 330 Care of the Child	2cr	NURS 330 Care of the Child	2cr
NURS 331 Care of the Child Clinical	2.5cr	NURS 331 Care of the Child Clinical	2.5cr
NURS 332 Maternal-Neonatal Health	2cr	NURS 332 Maternal-Neonatal Health	2cr
NURS 333 Maternal-Neonatal Health Clinical	2.5cr	NURS 333 Maternal-Neonatal Health Clinical	2.5cr
OR		OR	
Credits by Exam <i>and</i>	8cr (3)	Credits by Exam <i>and</i>	8cr (3)
NURS 493 Internship	1cr	NURS 493 Internship	1cr
Other Requirements:	16	Other Requirements:	16
BIOL 105 Cell Biology	3cr	BIOL 105 Cell Biology	3cr
BIOL 150 Human Anatomy	3cr	BIOL 150 Human Anatomy	3cr
BIOL 151 Human Physiology	4cr	BIOL 151 Human Physiology	4cr
BIOL 241 General Microbiology	3cr	BIOL 241 General Microbiology	3cr
FDNT 212 Nutrition	3cr	FDNT 212 Nutrition	3cr
Free Electives:	10	Free Electives:	8-11
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.		(1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.	
(2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450.		(2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 11 credits of free electives.	
(3) Students have the option of earning up to 16cr via examination and NURS 493 (1-2cr) or completing NURS 336, 337, 330, 331, 332, and 333 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.		(3) Students have the option of earning up to 16cr via examination and NURS 493 (1-2cr) or completing NURS 336, 337, 330, 331, 332, and 333 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.	

Rationale: These programs were revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing programs. The program revision also follows the Quality and Safety Education for Nurses (QSEN) competencies that are based on recommendation from the Institute for Medicine. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, Alumni, and employers in the community.

4 Department of Art—Catalog Description Changes

a Current Catalog Description: **APPROVED**

ARED 317 Art in K-6 Programs **3c-01-3cr**

A methodology course for preparing art education pre-service teachers to teach art in grades K-6. Includes children's artistic development, needs of special populations, and types of art programs and centers on planning, motivation, content, and evaluation of art lessons for all students in elementary art classes. Students apply theories and knowledge to the design of instructional curricula, units, and lessons, as well as practice and critique the delivery of instruction. Also provides students with information regarding the teaching of art with special needs populations.

Proposed Catalog Description:

ARED 317 Art in K-6 Programs **3c-01-3cr**

Prerequisite: Admission to Step 1 of the 3-Step Process

Examines children's artistic development in relation to teaching art in K-6 settings. Explores types of art programs, planning, motivation, content, and evaluation of art lessons for all students in elementary art classes, including those with special needs. Students apply theories and knowledge to the design of instructional curricula, units and lessons, as well as practice and critique the delivery of instruction.

b Current Catalog Description: **APPROVED**

ARED 318 Art in 7-12 Programs **3c-01-3cr**

Prerequisite: Admission to Teacher Education

Explores a number of practical and theoretical approaches related to the teaching of studio art in 7-12 public school settings. Of primary interest will be the potential for application of college-level art theories and techniques in 7-12 settings, along with exploring a variety of research writing techniques. Also provides students with information regarding the teaching of art with special needs populations.

Proposed Catalog Description:

ARED 318 Art in 7-12 Programs **3c-01-3cr**

Prerequisite: Admission to Step 1 of the 3-Step Process

Explores a number of practical and theoretical approaches related to the teaching of studio art in 7-12 public school settings. Of primary interest will be the potential for application of college-level art theories and techniques in 7-12 settings, along with exploring a variety of research writing techniques. Also provides students with information regarding the teaching of art with special needs populations.

Rationale: The prerequisite is being changed in both courses and the catalog description for ARED 317 has been rewritten to be more concise.

5 Department of Chemistry—New Courses**APPROVED****a SCI 107 Chemistry for Everyone****3c-0l-3cr**

A basic course in chemistry for the non-science major. High school chemistry is not a prerequisite. Content is designed for the students to develop an understanding and appreciation of the process of science and of the significance of chemistry in everyday life. In addition to basic chemical principles, consumer topics, such as batteries, nuclear chemistry, chemistry of living systems, air, water, energy, and food additives will be covered.

Rationale: This course is intended mostly for students enrolled in the Colleges of Fine Arts, College of Business and Information Technology and College of Humanities and Social Sciences. The proposed course together with SCI 117 will replace SCI 106. In essence, the lecture portion of SCI 106 is being proposed as SCI 107 and the lab portion is proposed as SCI 117. This separation will offer students increased flexibility in fulfilling the new LS requirements: SCI 107 can be taken alone or together with SCI 117.

b SCI 117 Chemistry for Everyone Laboratory**0c-2l-1cr**

Prerequisite: must be taken after or concurrent with SCI 107

APPROVED

A basic laboratory course in chemistry for the non-science major. Laboratory exercises are designed for the students to develop an understanding and appreciation of the process of science and of the significance of chemistry in everyday life. These laboratory exercises will demonstrate basic chemical principles and will include consumer topics, such as acids and bases, nuclear chemistry, water hardness, and food additives.

Rationale: This course is intended mostly for students enrolled in the Colleges of Fine Arts, College of Business and Information Technology and College of Humanities and Social Sciences. The proposed course together with SCI 107 will replace SCI 106. The lab portion of SCI 106 is proposed as SCI 117 and the lecture portion as SCI 107. This separation will offer students increased flexibility in fulfilling the new LS requirements.

6 Department of Geosciences—Course Revisions and Title Change**APPROVED****a Current Catalog Description:****GEOS 106 Exploring the Universe Lab****0c-2l-1cr**

Prerequisite: No Geoscience Majors/Minors

Corequisite: Enrollment in GEOS 105

Introduces the techniques astronomers use to study the celestial sphere. Constellations, seasons, motions of Sun, Moon, planets and stars, characteristics of stars and galaxies. Includes two observations which are held at night.

Proposed Catalog Description:

GEOS 106 Exploring the Universe Lab

0c-2l-1cr

Prerequisite: No Geoscience Majors/Minors

Corequisite: GEOS 105

Introduces the techniques astronomers use to study the nature and motions of objects in the sky, including the Sun, Moon, planets, and stars. Includes two observations which are held at night.

Rationale: The course is a currently approved for Liberal Studies Laboratory Natural Science (in conjunction with its companion course GEOS 105 Exploring the Universe). Both courses are being revised to meet the new curriculum criteria.

b Current Catalog Description:

APPROVED

GEOS 154 Exploration of Space

3c-0l-3cr

Prerequisite: No Geoscience majors/minors

The history, technical considerations, and scientific and social issues of the exploration of the planets and smaller objects of the solar system. Early rocketry, the race to the Moon, and past robotic missions provide a perspective to consider current and future science missions and human settlement beyond Earth. Includes field observations and activities that may occur on evenings and weekends.

Proposed Catalog Description:

GEOS 154 Human Exploration of Space

3c-0l-3cr

Prerequisite: No Geoscience majors/minors

Covers the history, technical considerations, and scientific and social issues of the exploration of the planets and smaller objects of the solar system. Early rocketry, the race to the Moon, and past robotic missions provide a perspective to consider current and future past robotic missions provide a perspective to consider current and future science missions and human settlement beyond Earth. Includes field observations and activities that may occur on evenings and weekends.

Rationale: The course is a currently approved Liberal Studies Non-Laboratory Natural Science course and is being revised to meet the new curriculum criteria for this category.

7 Department of Music—Course Revision and Title Change

APPROVED

Current Catalog Description:

MUHI 421 American Music

3c-0l-3cr

Prerequisites: MUHI 301, 302

A study of history and literature of music in America from 1600 to the present day.

Proposed Catalog Description:

MUHI 421 Topics in American Music

3c-0l-3cr

Prerequisites: MUHI 301, 302

A course emphasizing reading, discussion, and writing on specialized topics in the history of American music. The topic varies from semester to semester, and will be announced prior to registration. Addresses such topics as Art Music in American Culture, Music and the Moving Image, Popular Music, Music and Drama, or Virtuoso Performers in America.

Rationale: Revisions to our Master's program and our undergraduate degrees have made it desirable to revise this course. With the new Liberal Studies revisions, some undergraduates may have time to add an elective music history course to their schedule.

8 Department of Theater and Dance—Catalog Description Change

APPROVED

Current Catalog Description:

THTR 487 Acting Studio

3c-2l-3cr

Prerequisites: Minimum of THTR 240 or instructor permission; individual foci have additional prerequisites

An advanced studio course offering scene practice with faculty direction, coaching, and criticism. Specific focus of scene work varies from semester to semester, including improvisation techniques, stage dialects, audition techniques, and acting for the camera as alternating semester options. May be repeated with a different focus each time.

Proposed Catalog Description:

THTR 487 Acting Studio

3c-2l-3cr

Prerequisites: Minimum of THTR 240 or instructor permission. Written application to the Instructor may be required when necessary.

An advanced studio course offering scene practice with faculty direction, coaching, and criticism. Specific focus of scene work varies from semester to semester, including improvisation techniques, stage dialects, audition techniques, stage combat, physical theater and acting for the camera as alternating semester options. May be repeated with a different focus each time.

Rationale: Removal of “individual foci have additional prerequisites” is because it is unmanageably vague. When enacted, this need has been better managed through application to the instructor. The small change in the catalog description is the addition of stage combat and physical theater as topic areas. These changes respond to the unique expertise of current faculty appropriate to the undergraduate curriculum.

9 Department of History—New Course and Revision of Minor

a New Course

APPROVED

HIST 295 Introduction to Historical Studies

3c-01-3cr

Prerequisites: HIST, HIST/PLAW or SSED majors

First of a two-course sequence. Introduces students to the study of history, analysis of primary and secondary sources, historical interpretation and historical writing. The student is encouraged to become a better historian and to identify with the historical profession.

Rationale: This will be a required course for History and SSED majors, and a prerequisite for HIST 395. HIST 295 and 395 will replace the existing HIST 200.

b Revision of Minor and Program Catalog Description Change: APPROVED

Current Catalog Description:

Requirements for the degree of Bachelor of Arts degree with a major in History are 36 credits in history. Requirements for the degree of Bachelor of Science in Education with a major in Social Studies, concentrating on history, are a minimum of 27 credits in history within the 54 credits required for social studies certification. To minor in history, 15 credits of courses with an HIST prefix are required, with at least 3 credits taken at the 300 or higher level. No more than 6 credits may be transferred to IUP from another university. For majors in history programs, courses in history in Liberal Studies are applicable only if numbered 300 or higher. All programs should be planned with an advisor. Every major and concentrate in history will be advised by History department faculty members.

Admission to HIST 482 and 483, initiation in the local chapters of Phi Alpha Theta and Pi Gamma Mu, participation in study tours and study abroad programs, and other activities should be investigated by every history student. The department is committed to the ideal of a broad liberal arts education.

Proposed Catalog Description:

Requirements for the degree of Bachelor of Arts degree with a major in History are 36 credits in history. Requirements for the degree of Bachelor of Science in Education with a major in Social Studies, concentrating on history, are a minimum of 30 credits in history within the 57 credits required for social studies certification. For majors in history programs, courses in history in Liberal Studies are applicable only if numbered 300 or higher.

To minor in history, 18 credits of courses with an HIST prefix are required, with at least 6 credits taken at the 300 or higher level and no more than 3 credits taken at the 100 level. No more than 9 transfer credits may be counted toward the minor.

All programs should be planned with an advisor. Every major and concentrate in history will be advised by History department faculty members.

Admission to HIST 482 and 483, initiation in the local chapters of Phi Alpha Theta and Pi Gamma Mu, participation in study tours and study abroad programs, and other activities should be investigated by every history student. The department is committed to the ideal of a broad liberal arts education.

Rationale: Change from 15 to 18 credits for minor in history program as mandated by the Pennsylvania System of Higher Education Board of Governors.

10 Department of Journalism—Course Revision

APPROVED

Current Catalog Description:

JRNL 250 Women and the Press

3c-01-3cr

Prerequisites: ENGL 101, sophomore standing

Explores the role of women in American journalism. Includes study of lives/careers of women journalists and their specific contributions to the profession. Emphasizes evolution of equal opportunity for women and other minorities in the American Press. Attention to the changing definition of news as influenced by the inclusion of women and minorities in editorial roles.

Proposed Catalog Description:

JRNL 250 Women and the Press

3c-01-3cr

Prerequisites: ENGL 101

Explores the role of women in American journalism. Includes study of lives/careers of women journalists and their specific contributions to the profession. Emphasizes evolution of equal opportunity for women and other minorities in the American Press. Attention to the changing definition of news as influenced by the inclusion of women and minorities in editorial roles.

Rationale: Course outcomes have been updated to reflect the new expected student learning outcomes and common learning objectives. Expected undergraduate Student Learning Outcomes (EUSLOs) have been designated in specific sample course assignments. The Liberal Studies course approval general information questions have been addressed.

University-Wide Graduate Committee (Senator Piper)

FOR CORRECTION:

- January, 2013: The correct catalog start date for the minor revision for NURS 731 (change of course title) is **Summer 2013**.
- November, 2012: BIOL 502 was incorrectly identified as a course revision. The correct classification is a **New Course**.

FOR ACTION:

APPROVED

1. Thesis/Dissertation Manual Revisions—

Start date Fall 2013 except for iThenticate whose start date would be immediate once minutes are approved

The UWGC reviewed proposed changes to the thesis/dissertation manual. The following substantive changes were approved:

- All references to paper submission of theses have been removed from the document. All students will now be **required** to submit theses and dissertations electronically (Electronic submission is already required at the doctoral level. Although electronic submission hasn't been required at the masters level, 100% of students during the past 4 graduation dates have used electronic submission)
- All references to obtaining bound copies of theses/dissertations via the SGSR, Marketplace, and Wert Binding have been removed and replaced with a list of other vendors with whom students can work to obtain a bound thesis/dissertation.
- Language has been added to **require** candidates to defend their theses/dissertations at least two weeks prior to the final ProQuest upload deadline.
- Language has been added to require students to use the most current edition of their academic discipline's style guide (effective beginning of the next academic year in which a new edition of the discipline's style guide is published).
- Language has been added to better describe the purpose of "Use of Copyrighted Material permission letters" and the sample permission letter in the appendix has been updated to mirror the language recommended by ProQuest.
- A section has been added on plagiarism that references the Graduate Catalog and that describes a new process of using third-party verification software (iThenticate) to review all theses and dissertations when they are submitted for format review.

2. Program Revision

APPROVED

Department Communications Media

Program: Ph.D. in Communications Media and Instructional Technology

Catalog start term: Fall 2013

Summary/ Rationale:

Section II: COMM 900 is removed as a required course and added to the list of Theory and Culture Electives. The content of this course is not required for successful completion of the program and is more appropriate as an elective course.

Section III. The range of credits for the Theory and Culture Electives is changed from 6 credits to 9-12 credits. The range of credits is changed to provide students with more opportunities to take elective courses in their areas of interest and research priorities. This change provides more flexibility in the program.

Section IV: COMM 832 is revised to remove the variable credit range. The program requirement for this course is changed to six credits. A related course revision and rationale for the revision to COMM 832 is included with this program revision.

Section V. The range of credits for Production Electives is changed from 6 credits to 3-6 credits. With the required Production Core courses in the program a range of credits in the Production Electives category provides students with appropriate production skills. This also provides more flexibility in the program.

Section VI. The language in the Elective Courses section is revised to clarify students' opportunities to take elective courses in or out of the department with advisor approval.

Student Qualifications, Support and Advisement. The language is changed to include the complete title of the program, Communications Media and Instructional Technology. The language on the GRE and MAT scores is revised to indicate that there are minimum requirements that must be met. These minimum scores will be relayed to students during the application process. The bullet point related to the production portfolio is deleted. The option is rarely pursued by prospective students and is confusing during the admission process.

Current Program

DOCTOR OF PHILOSOPHY IN COMMUNICATIONS MEDIA AND INSTRUCTIONAL TECHNOLOGY

The Ph.D. in Communications Media and Instructional Technology is designed to develop scholars who are prepared to conduct advanced research and are experts in the following areas: communications theory; the impact of media on culture; and the design, development, implementation, and evaluation of training. Graduates will synthesize knowledge from domains within the communication field and related disciplines as they assume leadership roles in diverse professional, business, and military environments. The 60-credit program, designed for individuals interested in pursuing a career in academia, business, or the military with a research focus on Communications Media and Instructional Technology, provides students with the culture and theory courses, research courses, and production of media courses with an emphasis on current and emerging technologies. Upon completion of the Ph.D. in Communications Media and Instructional Technology program, the graduate is prepared to:

- conduct research that enables organizations to effectively use communications and media in meeting goals
- apply research, an understanding of culture, and production skills to the development of new media
- interpret cultural forces upon communications and media
- provide leadership to positively impact culture with communications and media
- design, produce, and utilize media within a variety of cultural and professional contexts
- synthesize existing media and emerging technologies
- develop new media

Curriculum Overview

I. Research Courses (12 credits)	
COMM 800 Communication Research Statistics (or equivalent)	3 cr.
COMM 825 Quantitative Methods in Communications Research	3 cr.
COMM 828 Qualitative Methods in Communications Research	3 cr.
COMM 910 Advanced Doctoral Research in Communications	3 cr.
II. Theory and Culture Core Courses (12 cr.)	
COMM 801 Ideas that Shape Media	3 cr.
COMM 812 Media Ethics	3 cr.
COMM 857 Doctoral Seminar in Communications Culture and Technology	3 cr.
COMM 900 Culture of Cyberspace	3 cr.
III. Theory and Culture Elective Courses (<u>6 cr.</u>)	
Two Courses from the following:	
COMM 814 Crisis Communication	3 cr.
COMM 815 Teaching Communications Media	3 cr.
COMM 822 Children and Media	3 cr.
COMM 853 Corporate Communications	3 cr.
COMM 881 Special Topics	3 cr.
IV. Production Core Courses (7-12 cr.)	
COMM 830 Media Preproduction	3 cr.
<u>COMM 832 Media Production</u>	<u>Variable 1-6 cr.</u>
COMM 846 Instructional Media Solutions	3 cr.
V. Production Elective Courses (<u>6 cr.</u>)	
<u>Two Courses from the following:</u>	
COMM 876 Online Media	3 cr.
COMM 881 Special Topics	3 cr.
COMM 882 Simulations and Games	3 cr.
VI. Elective Courses (0-9 cr)	
<u>Courses from the list below as needed to bring the total number of credits to 60:</u>	
COMM 822 Children and Media	3 cr.
COMM 853 Corporate Communications	3 cr.
COMM 876 Online Media	3 cr.
COMM 881 Special Topics	3 cr.

COMM 882 Simulations and Games	3 cr.
CURR 915 Writing for Professional Publication	3 cr.
ECON 820 Managerial Economics for Decision Making and Leadership	3 cr.
ENGL 808 Technology and Literacy	3 cr.
ENGL 956 Literacy Theory for the Teacher and Scholarly Writer	3 cr.
SOC 803 Social and Organizational Theory	3 cr.
SOC 862 Analysis of Social Data	3 cr.

VII. Dissertation (12 cr.)	
COMM 995 Dissertation	12cr

Total 60 credits beyond a master's or master's equivalency

Student Qualifications, Support and Advisement

Students seeking admission to the Ph.D. in communications must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree in communications or related field. International students are required to comply with the admission criteria as outlined in the graduate catalog. All applicants must also submit the following for review by the doctoral program committee.

- Recent GRE Scores (including analytical writing)
- Official higher education transcripts
- Current Curriculum Vitae
- Writing sample
- Two letters of recommendation
- Personal interview
- Production portfolio (optional)

Proposed Program

DOCTOR OF PHILOSOPHY IN COMMUNICATIONS MEDIA AND INSTRUCTIONAL TECHNOLOGY

The Ph.D. in Communications Media and Instructional Technology (CMIT) is designed to develop scholars who are prepared to conduct advanced research and are experts in the following areas: communications theory; the impact of media on culture; and the design, development, implementation, and evaluation of training. Graduates will synthesize knowledge from domains within the communication field and related disciplines as they assume leadership roles in diverse professional, business, and military environments. The 60-credit program, designed for individuals interested in pursuing a career in academia, business, or the military with a research focus on Communications Media and Instructional Technology, provides students with the culture and theory courses, research courses, and production of media courses with an emphasis on current and emerging technologies. Upon completion of the Ph.D. in Communications Media and Instructional Technology program, the graduate is prepared to:

- conduct research that enables organizations to effectively use communications and media in meeting goals
- apply research, an understanding of culture, and production skills to the development of new media
- interpret cultural forces upon communications and media
- provide leadership to positively impact culture with communications and media

- design, produce, and utilize media within a variety of cultural and professional contexts
- synthesize existing media and emerging technologies

- develop new media

Curriculum Overview

I. Research Courses (12 credits)

COMM 800	Communication Research Statistics (or equivalent)	3 cr.
COMM 825	Quantitative Methods in Communication Research	3 cr.
COMM 828	Qualitative Methods in Communications Research	3 cr.
COMM 910	Advanced Doctoral Research in Communications	3 cr.

II. Theory and Culture Core Courses (9 cr.)

COMM 801	Ideas that Shape Media	3 cr.
COMM 812	Media Ethics	3 cr.
COMM 857	Doctoral Seminar in Communications Culture and Technology	3 cr.

III. Theory and Culture Elective Courses (9-12 cr.)

Three to four courses from the list of theory and culture electives, with advisor approval, including new courses added to this category

COMM 814	Crisis Communication	3 cr.
COMM 815	Teaching Communications Media	3 cr.
COMM 818	Media Criticism	3 cr.
COMM 822	Children and Media	3 cr.
COMM 853	Corporate Communications	3 cr.
COMM 881	Special Topics	3 cr.
COMM 900	Culture of Cyberspace	3 cr.

IV. Production Core Courses (12 cr.)

COMM 830	Media Preproduction	3 cr.
COMM 832	Media Production	6 cr.
COMM 846	Instructional Media Solutions	3 cr.

V. Production Elective Courses (3-6 cr.)

One to two courses from the list of production electives, with advisor approval, including new courses added to this category

COMM 876	Online Media	3 cr.
COMM 881	Special Topics	3 cr.
COMM 882	Simulations and Games	3 cr.

VI. Elective Courses (0-9 cr.)

Taken in place of Theory and Culture or Production Electives with advisor approval.

COMM 814	Crisis Communication	3 cr.
----------	----------------------	-------

COMM 815	Teaching Communications Media	3 cr.
COMM 818	Media Criticism	3 cr.
COMM 822	Children and Media	3 cr.
COMM 853	Corporate Communications	3 cr.
COMM 876	Online Media	3 cr.
COMM 881	Special Topics	3 cr.
COMM 882	Simulations and Games	3 cr.
CURR 915	Writing for Professional Publication	3 cr.
ECON 820	Managerial Economics for Decision Making and Leadership	3 cr.
ENGL 808	Technology and Literacy	3 cr.
ENGL 956	Literacy Theory for the Teacher and Scholarly Writer	3 cr.
SOC 803	Social and Organizational Theory	3 cr.
SOC 862	Analysis of Social Data	3 cr.

VII. Dissertation (12 cr.)
 COMM 995 Dissertation 12cr

Total 60 Credits beyond a master's or master's equivalency

Student Qualifications, Support and Advisement

Students seeking admission to the Ph.D. in **Communications Media and Instructional Technology** must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree in communications or related field. International students are required to comply with the admission criteria as outlined in the graduate catalog. All applicants must also submit the following for review by the doctoral program committee.

- Recent GRE (including analytical writing) or MAT scores **that meet program minimum requirements**
- Official higher education transcripts
- Current Curriculum Vitae
- Writing sample
- Two letters of recommendation
- Personal interview

3. Course Revision

APPROVED

Department: Food and Nutrition

Course: FDNT 660: Applying Research Methods in Food and Nutrition

Catalog Start Date: Spring 2014

Summary/Rationale:

This proposal includes a request to make the following modifications to FDNT 660:

- Course Title Change
- Catalog Description Change
- Course Objectives Change

Course Title Change: The rationale for the name change is so that the title conveys to the student overall purpose of the course and the competency that he/she will gain by taking the course. The course title change will set student expectations and more accurately reflect the active learning focus of the course. In addition, the proposed title change will facilitate marketing and promotion of the course because the title is more reflective and descriptive of the actual course content and activities.

Catalog Description Change: A minor change to the catalog description to delete the words “in written form” (and the addition of “oral presentation” as an example is requested to broaden the option for the presentation of research to include other forms such as oral presentation.

CURRENT:

FDNT 660 Seminar in Food and Nutrition II 1.5c-01-1.5sh
 Addresses the depth and breadth of nutrition/dietetics as a field of inquiry and provides an understanding of the elements of the research process. The student will identify a research problem/question, design and conduct either a comprehensive literature review or small-scale research project, and analyze/interpret the information/data collected. A formal presentation of research will be professionally presented in written (e.g., poster presentation, article formatted for publication, grant proposal) form. Prerequisite: FDNT 650 or by permission.

PROPOSED:

FDNT 660 Applying Research Methods in Food and Nutrition 1.5c-01-1.5sh
 Addresses the depth and breadth of nutrition/dietetics as a field of inquiry and provides an understanding of the elements of the research process. The student will identify a research problem/question, design and conduct either a comprehensive literature review or small-scale research project, and analyze/interpret the information/data collected. A formal presentation of research will be professionally presented (e.g., poster presentation, article formatted for publication, grant proposal, oral presentation). Prerequisite: FDNT 650 or by permission.

Course Objectives Change: The rationale for updating the objectives is so that they are stated more clearly and more accurately reflect the competencies that students should expect to develop from the course. In the current syllabus of record there are 5 objectives. The proposed, new course syllabus will include 6 objectives.

Current Syllabus of Record	Proposed New Course Syllabus
1. Based on a review of literature, develop a research question or hypothesis applicable to a current issue in food/nutrition/dietetics.	1. Evaluate a question or hypothesis applicable to a current issue in food/nutrition/ dietetics based on a review of literature.
2. Describe the importance of the Institutional Review Board (IRB) in the research process.	2. Assess ethical considerations in the conduct of a research study.
3. Prepare and deliver in written form a professional communication piece (e.g., IRB proposal, poster presentation using an existing data set or pilot study, grant proposal, manuscript/scientific writing piece or article suitable for publication) using appropriate theory and techniques related to a research problem in food and nutrition.	3. Develop a plan for data collection and management.
4. Analyze and interpret a sample data set using	4. Analyze data using commonly employed statistical

commonly employed statistical procedures in the nutrition field.	procedures in the nutrition field.
5. Differentiate the significance of the results (e.g., statistical, practical, clinical significance) to nutrition/dietetic practice.	5. Interpret research outcomes and the significance of results (e.g., statistical, practical, clinical significance) to nutrition/dietetic practice.
	6. Prepare a professional communication piece (e.g., IRB proposal, poster presentation using an existing data set or pilot study, grant proposal, manuscript/scientific writing piece or article suitable for publication) using appropriate theory and techniques related to a research problem in food and nutrition.

4. Course Revision

APPROVED

Department: Music

Course: MUSC 631: Administration and Advocacy in Music Education

Catalog Start Date: Fall 2013

Rationale:

This is a major course revision of an existing course that is being undertaken for two reasons: 1. This course is presently in our catalog, but has not been taught in recent memory. This revision updates the course so it can be included among our graduate course offerings. 2. This revision is being undertaken in conjunction with a move to make our MA in Music Education a “low residency/online” program. It is our hope to make this course an integral part of a combination of online and summer-only offerings that will be attractive to practicing music teachers who live far beyond commuting distance from IUP. A request for distance education approval for this course is being sent concurrent with this revision, and the syllabus of record is intended primarily for online delivery.

Catalog description:

MUSC 631 ADMINISTRATION AND ADVOCACY IN MUSIC EDUCATION (2c-0l-2cr)

Prerequisites: Graduate status in music.

New catalog description:

Reviews current conventional and historical administrative organization of music education in public schools. Considerations include problems of scheduling, program funding, and program evaluation. Examines current issues in music education and public education in general, including standards-based curriculum development.

Old catalog description:

Review of conventional administrative organization of music education in

public schools. Role of music director, music specialist, consultant, and music resources teacher will be carefully defined. Consideration of problems of scheduling in public school. Current issues concerned with music education and public education in general will be considered, including curriculum development.

5. Department of Music – Course Revision

APPROVED

MUSC 636: Advanced Technology in Music Education

Catalog Start Date: Fall 2013

Summary

With the rapid changes in technology over the last few years, the previous course description is now out of date, and includes some aspects no longer taught in the course. This is a minor course revision to update the catalog description. This course will become part of the music education core in our upcoming revision of our MA in Music Education.

Catalog Description

Current: 2c-0l-2cr
Examination and application of modern communications media and their role in music education. Development of an experimental sound lab and use of electronic devices, synthesizers, and computers. Application of systems approach and programmed learning to music education.

Revised: 2c-0l-2cr
Examination and application of current communications media and their role in music education. Advances proficiency in the use of software applications useful in music education for both teaching and learning and develops the ability to choose and/or adapt applications for use in the K-12 music classroom.

6. Department of Music – New Course

APPROVED

MUHI 521: Topics in American Music

Catalog start date: Fall 2013

Rationale:

Revisions to our Master's program and our undergraduate degrees have made it desirable to revise this course. With the new liberal studies revisions, some undergraduates may have time to add an elective music history course to their schedule. On the graduate side, we have placed the M.A. in Music History-Literature and the M.A. in Composition in moratorium, and are revising the M.A. in Music Education to become a low-residency/online degree. In these new programs, this course will become one of the music history electives. It has not been updated in more than a decade (possibly several decades), and there was no graduate section of the course. We want to make the course more flexible to focus on topics of more interest to contemporary students, and we want to be able to deliver it online. It may also be taught in the classroom, however, so we are seeking approval for the classroom version first.

Catalog Description

MUHI 521 Topics in American Music

3c-0l-3cr

A course emphasizing reading, discussion, and writing on specialized topics in the history of American music. The topic varies from semester to semester, and will be announced prior to registration. The course may address such topics as Art Music in American Culture, Music and the Moving Image, Popular Music, Music and Drama, or Virtuoso Performers in America

Prerequisite: Graduate standing in music

7. Course Revision

APPROVED

Department: Educational and School Psychology

Course: EDSP 755: Practicum I

Catalog start date: Summer I, 2013

Summary/Rationale:

Revision of objectives and course content of EDSP 755- Practicum I

EDSP 755 – Practicum I is a required course taken by M.Ed. in Educational Psychology students in their first year of graduate training. Most of these students matriculate into the Certification in School Psychology program in the second year of graduate training. The

proposed Major Course Revision is submitted to better prepare students for matriculation into the Certification in School Psychology program and its core courses.

The proposed changes would remove content from the syllabus of record deemed less important in favor of content that is substantially more important to becoming a school psychologist capable of meeting the assessment demands of school settings. Specifically, the existing syllabus of record indicates a number of observations in various school settings and interviews of educational professionals. While these activities have some merit, the EDSP faculty agreed that this content was not as critical as was the need to provide more exposure to cognitive and academic developmental theory and instruments used to measure these constructs. Without a solid theoretical framework provided in the proposed revision to EDSP 755, our students lack the knowledge of the theoretical underpinnings of the very measures they learn to administer and score in subsequent courses.

The proposed revisions to EDSP 755 would make this course a more typical discussion and lecture-style course for the first half of the semester. During this portion of the course, students would learn the underlying theories of cognitive development and how this construct is measured using standard, individualized instruments of cognitive ability

The second half of the semester would provide EDSP 755 students with practical applications of this knowledge to a school-age child referred to the Child Study Center. This will provide students with opportunities to develop their early assessment skills under direct faculty supervision within the CSC in their first full academic year – nearly one year earlier than what currently occurs.

Current Catalog description:

EDSP 755: Practicum I 3c-0l-3sh

Provides school psychology students with an opportunity to complete a series of structured observations and interviews in school and community settings pertinent to their understanding of the organization of these settings and the functioning of a variety of professionals working in these settings. Acquaints students with diverse types of children and refines their understanding of the critical issues confronting education.
Prerequisite: For approved school psychology candidates or permission of instructor.

Proposed Catalog description:

EDSP 755: Practicum I 3c-0l-3sh

Provides school psychology students with an opportunity to learn contemporary theories of cognitive and academic development and how these constructs are measured in educational settings. Students are directly supervised in onsite practicum experiences as they apply these skills in a highly structured university clinic setting.
Prerequisite: “For approved school psychology candidates or permission of instructor.”

Course Objectives

Current Course Objectives	Proposed Course Objectives
<p>The student will learn:</p> <ol style="list-style-type: none"> 1. Basic elementary, middle, and high school procedures 2. How the typical regular education class is managed 3. How the typical special education class is managed 4. Differences among the various types of special education programs 5. Different instructional and therapeutic programs for students 6. Roles of specific school personnel 7. Role of the school psychologist and how it differs across age groups (preschool, elementary, middle school, high school), settings (urban, suburban, rural; district, intermediate unit, private practice), and populations (ethnicity, culture, disability, language difference) 8. How a school district operates 9. How the role of the school psychologist fits into district operating procedure 10. How the role of the school psychologist is affected by school law and American Psychological Association (APA) and National Association of School Psychologists (NASP) <i>Principles of Professional Ethics and Guidelines for the Provision of School Psychological Services</i> 11. How to access helpful information relevant to the profession of school psychology 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand various theories of cognitive functioning and the empirical evidence used to derive these theories. 2. Understand the theoretical framework behind the major tests of cognitive ability and uses for each. 3. Understand the development of reading, mathematical, and writing skills across the lifespan. 4. Understand the theoretical framework behind the major tests of academic achievement and uses for each. 5. Develop skills in the use of cognitive and academic assessment for intervention planning. 6. Develop an awareness of cultural issues which affect cognitive and academic assessment.

8. Minor Course Revision

APPROVED

Sponsoring Department: Safety Sciences

Course: SAFE 774/874

Catalog Start Date: Fall 2013

Rationale

The purpose of this proposal is to modify the prerequisite courses for SAFE 774/874: Fire Safety in Building Design. Student would already have the appropriate background in fire protection when admitted to the graduate degree program.

Current Catalog Description

SAFE 774/874: Fire Safety in Building Design

3c-01-3cr

Examines the fundamental principles for safe design of buildings from a fire hazard standpoint. Emphasis is given to an understanding of the building codes, fire properties of building materials, building design criteria to limit the spread of fire and smoke, control of ignition sources, storage of combustibles and flammables, life safety, and active fire protection systems.

Prerequisites: SAFE 311 or equivalent or permission of instructor.

Proposed Catalog Description

SAFE 774/874: Fire Safety in Building Design

3c-01-3cr

Examines the fundamental principles for safe design of buildings from a fire hazard standpoint. Emphasis is given to an understanding of the building codes, fire properties of building materials, building design criteria to limit the spread of fire and smoke, control of ignition sources, storage of combustibles and flammables, life safety, and active fire protection systems.

Prerequisites: Must be enrolled as a Graduate Level Safety Sciences Major.

9. Minor Course Revision

APPROVED

Sponsoring Department: Safety Sciences

Course: SAFE 543

Catalog Start Date: Fall, 2013

Rationale

The purpose of this proposal is to modify the prerequisite courses for SAFE 543: Construction Safety. Student would already have the appropriate undergraduate background in construction safety when admitted to the graduate degree program.

Current Catalog Description

SAFE 543: Construction Safety 3c-01-3cr

In-depth coverage of hazard recognition, evaluation, and control principles used for the variety of phases of construction. Information regarding the development of a construction safety program along with extensive coverage of federal standards related to the construction industry is also provided.

Prerequisite: SAFE 211 or permission of the instructor.

Proposed Catalog Description

SAFE 543: Construction Safety 3c-01-3cr

In-depth coverage of hazard recognition, evaluation, and control principles used for the variety of phases of construction. Information regarding the development of a construction safety program along with extensive coverage of federal standards related to the construction industry is also provided.

Prerequisite: Must be enrolled as a Graduate Level Safety Sciences major.

10. Course Deletions

APPROVED

Department: Physics

Rationale:

These courses have not been taught for many years. Each is being deleted as part of consolidation and revision of the Physics department.

PHYS 542: Analytical Mechanics II

PHYS 552: Electricity and Magnetism II

PHYS 501: Special Studies in Physics

FOR INFORMATION:

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

- FDNT 612: Administration of Food Service Systems
- FDNT 660: Applying Research Methods in Food and Nutrition
- NURS 729: Nursing Administration
- NURS/HSAD 730: Financial Management in Health Care
- ~~MUHI 421/521: Topics in American Music~~
- MUSC 636: Advanced Technology in Music Education
- MUHI 521: Topics in American Music
- CRIM 744/PLSC 744: Terrorism
- ~~ACCT 531: Auditing~~

Noncredit Committee (Senator O'Neil)—No Report

Library and Educational Services Committee (Senator Jozefowicz) The next meeting will be held on March 5th at 3:40 in Stabley 101.

Research Committee (Senator Bonach)

The committee met on February 5, 2013. There were 16 USRC Small Grant proposals and the decision was made to fund 11 proposals totaling \$13,501.00. The next meeting will be held on March 5, 2013 at 3:15 pm in Stright 301.

- Dr. Sarah W. Neusius
- Dr. Sanwar Ali
- Dr. Holley A. Belch
- Dr. Robert J. Boldin
- Dr. Arden Hamer
- Dr. Mark R. McGowan
- Dr. John A. Mueller

- Dr. Sarah W. Neusius
- Dr. Carl Rahkonen
- Dr. Margaret Reardon
- Dr. Jennifer V. Rotigel

Student Affairs Committee (Senator Desmond) The next meeting will be March 5th at 3:30 PM in the Monongahela Room.

University Development and Finance Committee (Senator Wick)

The next meeting is March 5th at 3:30 PM.

2013/2014 Construction Plan, visit the Facilities Management website,
<http://www.iup.edu/facilities/default.aspx>

- Presented by Mark Geletka
- 4 Main Projects
 - 11th Street Steam Line Replacement
 - June 2013 – September 2013
 - College of Humanities and Social Sciences Building
 - Project Completion → August 2014
 - About \$30,000,000
 - 6 floors, 120 offices, 7 departments, 31 classrooms, 1 dining facility
 - Crimson Café
 - Project Completion → August 2014
 - 1 floor, 2 micro restaurants, 1 soup place, Starbucks
 - Sprowls/Cogswell Courtyard
 - Start following steam line completion
 - Project Completion → August 2014

Academic Affairs Committee (Senator Dugan) The next meeting is March 5th at 3:30 PM in the Conemaugh Room HUB.

Awards Committee (Senator Wisnieski) The committee is currently reviewing applications.

University Planning Council (Senator Reilly)

The University Planning Council (UPC) met on Monday February 4th at 1:30 in the Crimson Event Center. The following items were addressed:

- Update on the beginning of the search process for the new chancellor. The chancellor starts his new job on March 1. The Board of Governors has put in place a committee that will begin looking for a search firm. They will develop a position profile; will consult broadly across the system, including members from the Council of Presidents, leadership across the various campuses, University Senates, students etc. Peter Garland will be interim chancellor. Jonathan Mack from our Council of Trustees will be on the search committee. Some groups will get input but initially things will be highly confidentially.

Hoping to get someone for the new calendar yet. So when they ask for things, let them know. This will be an opportunity to look for a leader who will be good in that position

- Update was given on the Strategic Initiatives Funding: As you are aware a total of 19 proposals were received for final consideration. Those final 19 requested nearly \$1,360,000 against a total of \$1,180,000. Based on the proposal review process, \$877,000 was awarded to eleven proposals. Ten of them received one-time funding, but two—one that entails the creation of an energy research cluster and the other the creation of a veterans reintegration cluster—will receive permanent funding for new faculty positions beginning in fiscal year 2013–14. In addition, an additional \$205,000 has just been awarded to fund four proposals that that have been reconsidered after further development. They are related to additional support for veterans and to student success programming. As originally planned, some funding has been retained to serve as a buffer in the event of future budget shortfall.
- Performance Funding updates from sub-committee. Each committee charged with various performance funding measures reported on the university's progress so far at reaching that measure and what still needs to be done.
- UPC/UBAC: President Driscoll would like to look at the composition, purpose, goals of these two groups. He would like us to provide input on whether the groups should continue as it or if there should be some reorganization. The group is to think about who should chair this group.

The next meeting is scheduled for April 1st at 1:30 PM

Presidential Athletic Advisory Council (Senator Hinrichsen) The next meeting will be March 12th in Sutton 218.

Academic Computing Policy Advisory Committee (Senator Ford) The next meeting will be March 27th at 3:00 in Stouffer 138.

University Budget Advisory Committee (Senator Soni) The council met on Feb 12th. Dr. Driscoll has already shared many of the issues discussed.

Meeting was adjourned at 4:31 PM

Respectfully Submitted by

Edel Reilly

University Senate Secretary