

**MINUTES OF THE  
IUP UNIVERSITY SENATE**

**February 25, 2003**

Chairperson Smith called the February 25, 2003, meeting of the University Senate to order at 3:20 p.m., in the Alumni Auditorium of the Eberly College of Business.

The following Senators informed the Senate Leadership that they could not attend:

Ault, Bish, Carranza, Carter, E. Goldsmith, H. Goldsmith, Jackson, Jones, Jozefowicz, Klingaman, LaRoche, Mancuso, Receski, Riesenman, Rittenberger, Ruffner, Schwietz, Sitler, Soni, Villalobos-Echeverria.

The following Senators were absent from the meeting:

Barker, Briscoe, Camp, Cercone, Czeck, DiCicco, Eck, Eisenhower, Gasbarro, Horton, Kaniasty, Kelly, Marsden, McClosky, McKee, Nee, Perdue, Ray, Rodger, Scott, Snair, Talwar, Taylor-Davis.

The minutes of the January 28, 2003, meeting were **APPROVED**.

Agenda items for the February 25, 2003, meeting were **APPROVED**.

**REPORTS AND ANNOUNCEMENTS**

**President's Report (Senator Pettit):**

Senator Pettit addressed two issues in his remarks to the Senate: the continuing budget challenges and the upcoming presidential transition.

Sen. Pettit noted that the University—through the efforts of many individuals and groups, such as the University Planning Committee—has been working toward reducing the budget and the overall number of positions. The University is still in the process of capturing \$5.5 million in reductions for next year. Including next year's cuts, over a three-year period the University's reductions include more than \$10 million and 62 faculty positions. He acknowledged that tough choices have been made, and expressed gratitude for the spirit of cooperation manifested during these challenges.

Sen. Pettit cited several factors that have caused the need for reduction. He noted the impact of decreasing state funds, saying that last year, then-Governor Schweiker cut three percent from the state's higher education budget, and that Governor Rendell is expected to be forced to cut all budgets at least 10 percent, and perhaps more. This could translate into as much as \$5 million cuts—above and beyond those already mentioned—for IUP alone.

Notwithstanding these state-wide economic difficulties, Sen. Pettit said that IUP's current budget situation should also be considered within the context of the structural inequities inherent in the state's funding equations, which disadvantage IUP. For example, the current funding equation does not take into account the cost of IUP's doctoral programs. Although in recent years IUP has finally been allocated funding at least for doctoral instruction, the state system's funding equation still does

not acknowledge many of the costs associated with sustaining the culture of a doctoral institution, such as additional library costs, the costs of locating and obtaining research grants, and the costs of providing space and resources for various federally sponsored projects.

Periodically, the funding formula is reexamined to determine the fairness of allocations and, quite often, adjustments are made. When the formula was last evaluated more than three years ago, it was determined that IUP was being shortchanged by about \$1.9 million per year. However, then-Chancellor McCormick decided to postpone making the necessary formula adjustments, promising to make them the following year. Today—three budget cycles later, and entering into a fourth—there still have been no adjustments, resulting in lost revenues for IUP of about \$5.7 million to date. Sen. Pettit said that when considered within this context, the current \$5.5 million shortfall is actually less than the amount that IUP has been shortchanged, and that this demonstrates that IUP has been financially well managed. Because a slow economy has hit universities statewide, a majority of the other SSHE presidents hope to once again put off revision of the funding formula since the current formula advantages their funding. According to Sen. Pettit, Chancellor Hample has promised to fight for more adequate doctoral compensation for IUP as the coming year's budget decisions are made by the Commonwealth.

Given the current economy and the possibility that the funding formula may continue to disadvantage IUP, Sen. Pettit said that the University community should be ready for additional cuts. IUP remains, however, a strong university and a university of quality—and it is particularly important for the IUP community to focus on the University's strengths during this time of transition. A presidential search committee has been empanelled, and Sen. Pettit praised the quality of the committee and said that he is sanguine about the process. The search committee, in conjunction with the Board of Trustees, is empowered to select three finalists, which will then be submitted to the Board of Governors.

### **Provost's Report (Senator Staszkiwicz)**

Today you will once again see more curriculum proposals coming forward through the UWUCC regarding the BOG policy on 120 credits. I certainly realize how difficult this process has been and how controversial it continues to be at IUP as well as across the System. I want to thank our faculty and the entire Senate for working so diligently to bring us into compliance. We have only two more Senate meetings and we still have quite a few programs. I'm confident we'll make it, but it will not be easy.

There have been some rumors floating recently about the status of the BOG 120 policy stemming from conversations the Chancellor has had with the State APSCUF President, Dr. Bill Fulmer. I was in Harrisburg last Thursday and Friday and the Chancellor provided some clarification that I can share with you. One of the rumors is that the Chancellor did not intend for the policy to be a maximum of 120. This is categorically not true. She reinforced the intent of the policy to cap programs at 120 except for approved exceptions. On the issue of exceptions, however, she did indicate a willingness to look at those differently in the future and not immediately. There are several programs that for the next two years can be at 126 credits. During this period of time, the Chancellor is prepared to look at criteria and process related to long-term exceptions. A few of our sister institutions have already reduced all programs to 120 and they have expressed some concern that we not change the rules mid-stream.

A second rumor revolves around what some have labeled "The rule of 12." I have learned that this apparently refers to a belief that the System office intends to eliminate all programs that graduate 12 or fewer students in a given period of time. In earlier System planning documents we were asked to

address low-enrolled programs, those with 12 or fewer graduates, but there is no attempt to close such program and the Chancellor reinforced that to the System provosts last week. We do, of course, need to be careful with our resources, but there is no “rule of 12” to force us to do this in a particular manner.

Again, I want to thank the faculty and all the various curriculum committees for all their hard work.

### **Chair’s Report (Senator Smith):**

This has been probably my most interesting month in my current role of the senate, and not because of what’s happening on this campus. I received quite a few emails from other leaders of different university senates pertaining to the resolution which started from student Senators Collins and Richards. Both Mansfield and Millersville’s senates have endorsed the resolution. I have been in touch quite a number of times with Dr. Joel Piperberg, Faculty Senate Chair from Millersville, and he even received a phone call from Chancellor Hample one day earlier this month. Needless to say, Dr. Piperberg was quite stunned the day he picked up the phone and heard, “hello, Dr. Piperberg, this is Judy Hample,” as I know any of us would be.

This shows that IUP can take the lead and can be a SSHE leader. The best part is that the resolution didn’t come from the President’s office, an administrator, a faculty member, or “Deep Throat, Volume II,” but rather, those at the core of our mission: our students.

Again, as I said last month and I would like to reiterate today: nice job Sam and Mark, and to the IUP senate as a whole.

### **Vice-Chair’s Report (Senator Aion):**

Fellow Senators, I would like to make a motion:  
 whereas I am sick of the snow and cold weather;  
 and whereas cold, damp conditions contribute to negative attitudes of faculty, staff, and students alike;  
 Therefore, let it be resolved that we move the entire town of Indiana, and the campus of IUP to a lovely spot in Florida, right on the beach.

On a slightly more realistic note, I would like to update you as to the progress of Student Congress and the dissent started in the SSHE system by our esteemed members. For those of you who have not yet heard, the faculty senate at Millersville passed the very resolution that we passed here a few weeks ago. A similar resolution, based on our own was introduced into the student senate last week, and despite harsh opposition of their Student body president, who also happens to be a member of the Board of Governors, and will hereby be referred to as “Captain Conflict-of-Interest”, the motion was passed. The unified voice of Millersville University has now been joined with our own. Other universities are slowly following suit. We hope soon to hear good news from Mansfield, Slippery Rock and several others. Plans have been initiated to create a delegation from IUP to speak with schools who have yet to deal with this issue. For example, if any of the SSHE schools in the eastern half of the state have senate meetings next week, Senator Collins and I will be attending to speak on behalf of the resolution. Senators Collins and Richards, as well as myself, would be very happy to hear any suggestions that you may have. Once again I would like to advocate the relocation of this University to the Sunshine State. Thank you, and enjoy your “Spring Break.”

**OLD BUSINESS****FOR ACTION:****PASSED**

The proposed sexual harassment policy for IUP, which had once again been revised to reflect the suggestions of the University community, was submitted to the Senate for consideration and approval. The policy is attached as **APPENDIX A** (pages 7-10).

Senator Wheatley praised the final policy, and noted the hard work and careful consideration that had gone into its wording.

Senator Radell suggested that when the new sexual harassment policy is posted, that it include hyperlinks to the Chancellor's Office policy and the IUP Student Handbook since those two channels are specified for cases in which the alleged offender is either a student, the president, or a member of the Council of Trustees.

**STANDING COMMITTEE REPORTS****Rules Committee Report (Chair Broad):****FOR INFORMATION:**

Senator Broad announced that the week following spring break that each Senator would receive notification regarding the terms of their office. He said that this year's Senate elections would be conducted on-line.

**University Development and Finance Committee (Chair Domaracki)**

No report.

**Academic Committee (Chair Andrew)****FOR ACTION:****PASSED**

Change in wording of Total University Withdrawal Policy

Current language: Total University Withdrawals may be processed between the first day of classes and the end of the tenth week of the semester

New Language: Total University Withdrawals may be processed between the first day of classes and the end of the eleventh week of the semester.

**Awards Committee (Chair Jackson)****FOR INFORMATION:**

Senator Jackson reminded the members of the Awards Committee that evaluation support materials for candidates nominated for the Distinguished Faculty Awards must be completed by the March 11 meeting of the Committee.

#### **University-Wide Undergraduate Curriculum Committee (Co-chairs Sechrist/Numan)**

See **APPENDIX B**, pages 11-37.

#### **Graduate Committee (Co-chairs Kondo/Chambers)**

See **APPENDIX C**, pages 38 – 41.

#### **Library and Educational Services Committee (Chair Johnson)**

Seen **APPENIX D**, pages 42 – 44.

#### **Noncredit Committee (Chair Karimi)**

##### **FOR INFORMATION:**

Dolores Brzycki, Interim Associate Director of the Research Institute, met with the committee to provide an update on progress to establish the Institute. She said that forty-two faculty and staff were interviewed during the development phase. The purpose of the Institute is to provide an efficient and effective system to attract more grants, contracts, and earmarked monies to IUP.

#### **Research Committee (Chair Guth)**

##### **FOR INFORMATION:**

The USRC met on February 4, 2003 and reviewed proposals. The committee awarded \$7,234 in grants to the following individuals:

- Dr. Christopher Janicak received \$1,440 to present his paper, “Preventing Occupational Fatalities in the United States Construction Industry” at the American Society of Safety Engineers-Middle East Chapter Professional Development Conference and Exhibition.
- Dr. James Jozefowicz received \$1,500 for his project, “Innovation Function Estimation with Count Panel Data.”
- Dr. Liliana Elizabet Jurewicz received \$1,294 to present her paper, “Alfonso’s confusion about sexuality in *El desatino* by Griselda Gambaro” at the Second International Conference of Hispanic Literature.
- Dr. Lydia Rodriguez received \$1,500 to present her paper, “The Spider Web of Magical Science and of the Fiction of Realism” at the Second International Conference of Hispanic Literature.

- Dr. John Taylor received \$1,500 for his project, "Lithofacies and fossil succession across the base of the Stairsian Stage in west Texas and southern New Mexico."

**Student Affairs Committee (Chair Hall)**

No report.

**ADJOURNMENT**

With no further business, the meeting was adjourned at 5:02 p.m.

Respectfully submitted,

Gwen Torges  
Secretary, IUP Senate

**APPENDIX A:  
Revised Draft of Proposed IUP Sexual Harassment Policy**

**POLICY**

Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment. Acts of sexual harassment seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment is legally prohibited and will not be tolerated. Sexual harassment is a form of sex discrimination that is prohibited under Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Pennsylvania Human Relations Act. It is imperative that all employees, students and vendors comply with both the spirit and intent of federal, state and local laws, government regulations and court orders which relate to sexual harassment. It is the purpose of this policy to define prohibited conduct and provide guidance on the procedures for addressing complaints.

All students, managers, administrators, faculty, staff and vendors have a responsibility to adhere to the contents of this policy. Members of the university community are encouraged to report complaints of sexual harassment promptly in accordance with the Sexual Harassment Complaint Procedures set forth below. Any persons found to be in violation of this policy will be subject to disciplinary action up to and including expulsion for students and termination for employees.

IUP prohibits retaliatory action against persons filing an informal or formal complaint of sexual harassment or any person cooperating in the investigation of such a charge, as a complainant, respondent, witness or other participant. Nor will the university tolerate knowingly false charges of sexual harassment. Acts of retaliation or knowingly false charges shall constitute misconduct subject to disciplinary action up to and including expulsion for students and termination for employees.

To the extent possible, all complaints of sexual harassment shall be considered confidential and only those persons who are necessary for the investigation and resolution of the complaints will be given information regarding the matter. As much as possible consistent with the University's legal obligations to protect the rights and security of its employees and students, the university will respect the confidentiality of both the complainant and the accused.

**Questions about the Sexual Harassment Policy should be referred to the Assistant to the President for Social Equity, G-2A Sutton Hall at 724-357-4874.**

**DEFINITION**

**Sexual harassment consists of:**

- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is either explicitly or implicitly a term or condition of an individual's employment or education; or
- when submission to, or rejection of that conduct is used as the basis for an employment or academic decision affecting such individuals; or
- such conduct that is sufficiently severe or pervasive as to have the effect of creating an intimidating, hostile, or offensive work or educational environment that substantially interferes with work or educational performance, or negatively affects an individual's employment or educational opportunities.

Sexually harassing conduct may include but is not limited to verbal, physical, written, graphic or pictorial incidents. Not every act that may be offensive to an individual or group constitutes sexual harassment. In determining whether sexual harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be given to the protection of individuals' rights, freedom of speech, academic freedom and advocacy. Sexual harassment complaints will be reviewed from a standard of a "reasonable person" of the same sex of the complainant.

### **SEXUAL HARASSMENT COMPLAINT PROCEDURES**

Sexual harassment concerns can often be resolved by the person who feels he or she is being harassed by informing the alleged offender of such harassment that the conduct is unwelcome and must stop. The complainant should do so as soon as possible after the incident occurs. As time passes, it may become more difficult to investigate and resolve complaints. In addition, because there are time limitations for filing external complaints with state and federal agencies, prompt action by the complainant is important.

In some circumstances, however, this course of action may not be feasible, may be unsuccessful, or the complainant may be unwilling to deal with the matter in this manner. To encourage persons experiencing alleged sexual harassment to come forward, the University provides both informal and formal complaint resolution procedures. *Questions about the Sexual Harassment complaint procedures involving employees or vendors should be referred to the Assistant to the President for Social Equity, G-2A Sutton Hall at 724-357-4874.*

The procedures for processing a sexual harassment complaint against a student (student to student or allegations where the alleged offender is a student) are described in and governed by the IUP Student Handbook, Student Behavior section. *To report a sexual harassment complaint against a student and discuss options, contact the Office of Student Conduct, 401 Sutton Hall, at 724-357-1264.*

Reports of sexual assault and other crimes should be directed to the Office of Public Safety regardless of whether the matter is also reported as sexual harassment. To report sexual assault, contact the Office of Public Safety, Administrative Annex, at 724-357-2141.

#### **Informal Complaint Resolution Procedure**

If the complainant is unwilling to inform the alleged offender that the behavior is unwelcome, the informal complaint resolution procedure requires the complainant to report the complaint, either verbally or in writing, to one of the following: the complainant's immediate management supervisor or academic dean (hereafter referred to collectively as "informal investigator"); the alleged offender's management supervisor or academic dean, (hereafter referred to collectively as "informal investigator"); the Associate Vice President for Human Resources; or the Assistant to the President for Social Equity (APSE). The informal investigator receiving the complaint must report it immediately to the APSE who will work with the informal investigator to facilitate a resolution of the sexual harassment complaint. **A complaint against the APSE must be reported to the Associate Vice President for Human Resources, G-1 Sutton Hall, at 724-357-2431.** The informal complaint resolution process provides an opportunity for the sexual harassment complaint to be resolved by mutual agreement between the complainant and the alleged offender of sexual harassment. The implementation of this informal process is the responsibility of the informal investigator. To ensure compliance with the University's legal obligations, and/or as

otherwise determined to be appropriate by the complainant or the APSE, the complainant or the APSE may move a complaint from Informal Complaint Resolution to Formal Complaint Resolution at any time.

The informal investigator is expected to review the complaint expeditiously and explore avenues for informal resolution with the complainant. The university recognizes that it must balance the complainant's right of privacy and the need to be fair to the alleged offender by notifying the alleged offender of the allegation. The written complaint or a summary of the complaint will be provided by the informal investigator to the alleged offender. The informal investigator has the discretion to determine whether the situation warrants a meeting(s), either jointly with the complainant and the alleged offender or separately. Any person involved in the informal resolution discussion may be accompanied by an individual or appropriate union official if he/she so desires. The complainant may not be compelled to meet with the alleged offender. The informal investigator has the discretion to determine whether investigation of the complaint requires interviewing other persons who may have witnessed the alleged behavior or might have information that would be helpful.

Informal investigators should attempt to resolve sexual harassment complaints expeditiously, but in a manner that is consistent with the severity or complexity of the matter. To the extent possible, it is expected that the informal resolution process will be completed in a timely manner. If informal resolution fails to resolve the matter to the complainant's satisfaction, the complainant may file a formal complaint.

At the conclusion of the informal investigation, all records from the informal resolution process will be forwarded to the APSE to be maintained in a confidential file for seven years as advised by legal counsel.

### **Formal Complaint Resolution Procedures**

If the complainant is not satisfied with the outcome of the informal resolution or if the complainant prefers to file his or her complaint directly at the formal complaint level, he or she may do so by filing a written complaint with the APSE or the Associate Vice President for Human Resources (hereafter referred to collectively as "formal investigator"). ***If the complaint is against the APSE, the formal complaint must be filed with the Associate Vice President for Human Resources. If the complaint is against the Associate Vice President for Human Resources, the formal complaint must be filed with the APSE.*** A complaint against the president or a member of the council of trustees may be directed to the Office of the Chancellor or to the APSE who will forward the written complaint to the Office of the Chancellor for investigation. The written complaint describes the incident or incidents as completely as possible. The complainant may seek guidance regarding the formal submission of the complaint from the formal investigator. The formal investigator will conduct the investigation including notifying the alleged offender, providing a copy of the written complaint to the alleged offender, conducting interviews with the complainant and the alleged offender, and with anyone who might have witnessed the behavior or who might have information that would be helpful. Any person involved in the formal resolution discussion may be accompanied by an individual or appropriate union official if he/she so desires. The formal investigator will conduct the investigation expeditiously, but in a manner consistent with the complexity and severity of the matter. At the conclusion of the investigation, the formal investigator will prepare a report of findings and submit the report to the president or his or her designee. The president or designee will determine what appropriate action, if any, will be taken. A pre-disciplinary conference will be held if sufficient evidence is found in the report of findings. If disciplinary action is taken as a result of the pre-disciplinary conference, the alleged offender may appeal the decision as provided in the grievance procedures of their respective collective bargaining agreement or the Management Merit Principles Policy, whichever is applicable.

Once the president or designee has rendered a decision and notified the alleged offender in writing, the formal investigator shall notify the complainant in writing of the results of the investigation and the action

taken by the university to resolve the complaint. At the conclusion of the formal investigation, all records will be maintained by the APSE in a confidential file for seven years as advised by legal counsel.

Records of investigations will not be maintained in personnel files unless formal disciplinary action is taken. Upon filing of a complaint outside the University, information gathered in the course of the investigation may be disclosed to the investigating agency.

### **Responsible Parties**

While it is the responsibility of the University to disseminate this Policy, it is the responsibility of each member of the University community to read the Policy and to become familiar with its provisions. Failure to follow the procedures set forth in this Policy may inhibit or prevent the University from properly investigating an instance of alleged sexual harassment, or from taking appropriate remedial action. Any administrator, supervisor, faculty member, staff member, or student having knowledge of conduct involving sexual harassment or receiving a complaint of sexual harassment that involves a member of the university is urged to take immediate steps to deal with the matter appropriately. These steps are outlined in the Sexual Harassment Complaint Procedures section.

It is imperative to maintain an environment free from sexual harassment. To provide such an environment, the following actions should be taken:

- Deans, directors, department heads and supervisors should inform all employees that sexual harassment is prohibited. The Sexual Harassment Policy should be emphasized by the deans at college meetings and explained by department chairs to academic staff and classified employees. Managers and directors should discuss the issue in staff meetings. Those who have questions about the policy should be referred to the APSE immediately.
- The APSE shall distribute and disseminate pamphlets and educational materials for display in every department and college office.
- The APSE shall ensure the policy is placed in appropriate publications including the undergraduate and graduate catalogs and appropriate university websites.
- The APSE shall be responsible for distributing the Sexual Harassment Policy annually to all employees and for coordinating sexual harassment training for all employees.
- The APSE shall ensure the Sexual Harassment Policy is distributed to appropriate offices that will distribute the policy to outside vendors.
- All resident directors and resident assistants shall display posters, distribute pamphlets and discuss the information with residents in their residence halls.
- Deans, department chairs, directors, managers, and resident directors should be encouraged to invite the APSE to talk to others concerning IUP's Sexual Harassment Policy.

**APPENDIX B****Submitted by the University-Wide Undergraduate Curriculum Committee  
(Co-Chairs Sechrist and Numan)****FOR INFORMATION:****1. Liberal Studies Committee Report:**

Approved Liberal Studies revisions for the following programs:

B.S. – General Studies; B.A. – Psychology; B.A. – Psychology/Applied Psychology Track; B.S. – Mathematics; B.S. – Applied Mathematics; B.A. – English; B.S. Education – Early Childhood Education; B.S. Education – Elementary Education; B.S.

Biochemistry, B.A.—Physics; B.S.—Physics; B.S.—Applied Physics; B.S.—Finance  
Approved SCI 201 Great Ideas in Science as a Non-lab Science course.

**2. Honors College Report**

SCI 201 Great Ideas in Science has been approved for Honors credit.

**3. The following course has been approved to be offered as a distance education course:**

COMM 103 Digital Instructional Technology, Dr. James Lenze

**4. The prefix changes from LRNC to LRNG reported in the December 2002 Senate minutes have been withdrawn by the Learning Enhancement Center.****FOR ACTION:****PASSED****1. Department of Psychology—Program Revisions (120)****BA—Psychology****Current Program:**

**Liberal Studies:** 54-55

**Mathematics:** MATH 217

**Natural Science:** BIOL 103-104  
recommended

**Social Science:** PSYC 101

**Liberal Studies Electives:**  
BTED/COSC/IFMG 101, no courses  
with PSYC prefix

**Major:** 34-39

**Other Requirements:** 15-21

**Free Electives:** 9-21

**Total Degree Requirements:** 124

**Proposed Program:**

**Liberal Studies:** 48

**Mathematics:** MATH 217

**Natural Science:** BIOL 103-104  
recommended

**Social Science:** PSYC 101

**Liberal Studies Electives:** 3cr,  
no courses with PSYC prefix

**Major:** 34-39

**Other Requirements:** 15-21

**Free Electives:** enough credits  
beyond those listed above to total  
120 credits.

**Total Degree Requirements:** 120

Footnote: The Free Electives are now 12-23.

**BA—Psychology/Applied Psychology Track**

**Current Program:**

**Liberal Studies:** 54-55  
**Mathematics:** MATH 217  
**Natural Science:** BIOL 103-104 recommended  
**Social Science:** ECON 121, PSYC 101  
**Liberal Studies Electives:** BTED/COSC/IFMG 101, no courses with PSYC prefix

**Major:** 38-41  
**Other Requirements:** 15-21  
**Free Electives:** 7-17

**Total Degree Requirements:** 124

**Proposed Program:**

**Liberal Studies:** 48  
**Mathematics:** MATH 217  
**Natural Science:** BIOL 103-104 recommended  
**Social Science:** ECON 121, PSYC 101  
**Liberal Studies Electives:** 3cr, no course with PSYC prefix

**Major:** 38-41  
**Other Requirements:** 15-21  
**Free Electives:** enough credits beyond those listed above to total 120 credits.

**Total Degree Requirements:** 120

Footnote: The Free Electives are now 10-19.

**2. Department of Mathematics—Program Revisions (120)**

**PASSED**

**BS—Applied Mathematics**

**Current Program:**

**Liberal Studies:** 50-52  
**Mathematics:** included in major  
**Liberal Studies Electives:** no courses with MATH prefix

**Major:** 40-41

**Other Requirements:** 6-12

**Free Electives:** 19-28

**Total Degree Requirements:** 124

**Proposed Program:**

**Liberal Studies:** 54  
**Mathematics:** MATH 123  
**Liberal Studies Electives:** 9cr, no courses with MATH prefix

**Major:** 36-37

**Other Requirements:** 6-12

**Free Electives:** enough credits beyond those listed above to total 120 credits.

**Total Degree Requirements:** 120

Please note that the “major” credit hours have decreased because MATH 123 was counted in the major but is now counted in Liberal Studies. The number of free electives is now 17-24.

**BS—Mathematics****Current Program:**

**Liberal Studies:** As outlined in the 50-52 Liberal Studies section with the following specifications:  
**Mathematics:** included in major  
**Liberal Studies Electives:** no courses with MATH prefix

**Major:** 40-41

**Other Requirements:** 3-9

**Free Electives:** 22-31

**Total Degree Requirements:** 124

**Proposed Program:**

**Liberal Studies:** As outlined in the 54 Liberal Studies section with the following specifications:  
**Mathematics:** MATH 123  
**Liberal Studies Electives:** 9cr, no courses with MATH prefix

**Major:** 36-37

**Other Requirements:** 3-9

**Free Electives:** enough credits beyond those listed above to total 120 credits.

**Total Degree Requirements:** 120

Please note that the “major” credit hours have decreased because MATH 123 was counted in the major but is now counted in Liberal Studies. The number of free electives is now 20-27.

**3. Department of Physics—Program Revision (120)****PASSED****BS—Physics****Current Program:**

**Liberal Studies:** 56-57  
**Mathematics:** MATH 123  
**Liberal Studies Electives:** MATH 124, no courses with PHYS prefix

**Major:** 37

**Other Requirements:** 13-19

**Free Electives:** 11-18

**Total Degree Requirements:** 124

**Proposed Program:**

**Liberal Studies:** 50  
**Mathematics:** MATH 123  
**Liberal Studies Electives:** 4cr, MATH 124

**Major:** 37

**Other Requirements:** 13-19

**Free Electives:** enough credits beyond those listed above to total 120 credits.

**Total Degree Requirements:** 120

Footnote: The Free Electives are now 14-20.

**BA--Physics****Current Program:**

<b>Liberal Studies:</b>	<b>56-57</b>
<b>Mathematics:</b> MATH 123	
<b>Liberal Studies Electives:</b> MATH 124, no courses with PHYS prefix	
<b>Major:</b>	<b>28</b>
<b>Other Requirements:</b>	<b>22-28</b>
<b>Free Electives:</b>	<b>11-18</b>
<b>Total Degree Requirements:</b>	<b>124</b>

**Proposed Program:**

<b>Liberal Studies:</b>	<b>50</b>
<b>Mathematics:</b> MATH 123	
<b>Liberal Studies Electives:</b> 4cr, MATH 124	
<b>Major:</b>	<b>28</b>
<b>Other Requirements:</b>	<b>22-28</b>
<b>Free Electives:</b> enough credits beyond those listed above to total 120 credits.	
<b>Total Degree Requirements:</b>	<b>120</b>

Footnote: The Free Electives are now 14-20.

**BS--Applied Physics****Current Program:**

<b>Liberal Studies:</b>	<b>56-57</b>
<b>Mathematics:</b> MATH 123	
<b>Liberal Studies Electives:</b> MATH 124, no courses with PHYS prefix	
<b>Major:</b>	<b>28</b>
<b>Other Requirements:</b>	<b>9-15</b>
<b>Controlled Electives:</b>	<b>23-27</b>
<b>Free Electives:</b>	<b>3-8</b>
<b>Total Degree Requirements:</b>	<b>124</b>

**Proposed Program:**

<b>Liberal Studies:</b>	<b>50</b>
<b>Mathematics:</b> MATH 123	
<b>Liberal Studies Electives:</b> 4cr, MATH 124	
<b>Major:</b>	<b>28</b>
<b>Other Requirements:</b>	<b>9-15</b>
<b>Controlled Electives:</b>	<b>23-27</b>
<b>Free Electives:</b> enough credits beyond those listed above to total 120 credits.	
<b>Total Degree Requirements:</b>	<b>120</b>

Footnote: The Free Electives are now 0-10.

**4. Departments of Biology and Chemistry—Program Revision (120)**

**PASSED**

**B.S.—Biochemistry**

**Current Program:**

**Liberal Studies: 56-59**

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

**Mathematics:** MATH 123

**Natural Sciences:** PHYS131-141 and 132-142

**Liberal Studies Electives:** MATH 124, no courses with BIOC prefix; one course must be 200-level or higher.

**Major: 51**

**Controlled Electives: 6-7**

**Foreign Language Intermediate Level: 0-6**

**Free Electives: 7-11**

**Total Degree Requirements: 124**

(2) Intermediate-level foreign language may be included in Liberal Studies Electives.

**Proposed Program:**

**Liberal Studies: 50**

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

**Mathematics:** MATH 123

**Natural Sciences:** PHYS131-141 and 132-142

**Liberal Studies Electives:** 4cr, MATH 124

**Major: 51**

**Controlled Electives: 6-7**

**Foreign Language Intermediate Level: 0-6**

**Free Electives: enough credits beyond those listed above to total 120 credits.**

**Total Degree Requirements: 120**

**Rationale:** Because the Liberal Studies Electives are being reduced the current footnote (2) should be eliminated. Free Electives will now be 6-13.

**5. Department of Biology—New Courses**

**PASSED**

**A. SCI 201 Great Ideas in Science 3c-0l-3cr**

**Prerequisites:** No majors in Physics, Chemistry, Geoscience, Biology, Biochemistry or Natural Science

Introduces students to the great ideas in the fields of Physics, Chemistry, Geoscience, and Biology at a level designed to deepen their understanding of the natural world around them and allow them to address intelligently those public issues that are based on science.

**Rationale:** This course is intended as an Honors Course for inclusion in the Liberal Studies program as an elective especially for those Honors College students choosing Option II (one laboratory plus two nonlaboratory courses). It will be the only course in

the college providing students with an overview of all of the natural sciences. Although written as an Honors Course, with the addition of the new Science Core to the Honors College curriculum Great Ideas in Science may also be offered as a conventional non-laboratory Liberal Studies science course.

**B. BIOL 460 Fundamentals of Environmental Epidemiology 3c-0l-3cr**

**Prerequisites:** BIOL 104 or 112; MATH 216 or 217; or permission of instructor  
 Study of the health consequences of involuntary exposure to harmful chemical and biological agents in the general environment. Disease etiology, occurrence, and intervention in human populations will be examined through epidemiologic study using analytical methods and applications.

**Rationale:** This course will be a core requirement for the revised B.S. Environmental Health Science degree, a requirement for the newly proposed Minor in Environmental Health Science degree, a biology elective for Biology majors, and an introductory graduate level course.

**6. Department of Diversity Studies and Women’s Studies—New Course PASSED**

**WMST 430 Gender, Sexuality and Sport: A Feminist Perspective 3c-0l-3cr**

Analysis of the complex interaction of race, class, sexuality, and gender within sport throughout the 20<sup>th</sup> century. The course offers a lens through which to understand both the complicated gender dynamics of sport and the social experience of women athletes, gay and straight, as well as provides a critical insight into the history of gender relations in American society. The life and legend of Babe Didrikson Zakarias will be examined. Students cannot receive duplicate credit for LBST 499 Sport: Gender, Race, Class and Sexuality.

**Rationale:** This course will be used for a minor in Women’s Studies or as a free elective.

**7. Department of Finance and Legal Studies—Program Revision (120) PASSED**

**B.S.–Finance**

**Current Program:**

**Liberal Studies: 54-56**  
**Mathematics:** MATH 115  
**Social Science:** ECON 121, PSYC 101  
**Liberal Studies Electives:**  
 BTED/COSC/IFMG 101, ECON 122,  
 MATH 214, no courses with FIN  
 prefix  
**Business Core 33**

**Proposed Program:**

**Liberal Studies: 55**  
**Mathematics:** MATH 115  
**Social Science:** ECON 121, PSYC 101  
**Liberal Studies Electives:** 9cr,  
 BTED/COSC/IFMG 101, ECON 122,  
 MATH 214, no courses with FIN  
 prefix  
**Business Core 33**

**Major: Finance** 27  
**Free Electives:** 8-10(\*)  
**Total Degree Requirements:** 124

(\*) Distribution Requirements: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 63cr) in non-business coursework.

**Major : Finance** 27  
**Free Electives: enough credits beyond those listed above to total 120 credits.**

**Total Degree Requirements: 120**

(\*) Distribution Requirements: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 60cr) in non-business coursework.

Footnote: The free electives are now 5.

## 8. Department of Human Development and Environmental Studies—Course Revision

**PASSED**

### Current Catalog Description:

**FSMR 314 Textiles** 2c-2l-3sh

**Prerequisite:** CHEM 102 or permission

Analyses of textile components of fiber, yarn, fabrication, finishes, and color with emphasis upon consumer acquisition, use, and satisfaction.

### Proposed Catalog Description:

**FSMR 314 Textiles** 3c-0l-3cr

**Prerequisites:** CHEM 101 and CHEM 102 or SCI 105 and SCI 106

Interpretation of basic textile knowledge with emphasis on fiber, yarn, fabric structure, coloration, and fabric finishes. Discussions include importance of factors related to consumer information, protection, and satisfaction.

**Rationale:** Originally the chemical testing laboratory component was done using the Weyandt chemistry laboratory facilities. Ackerman does not have the physical facilities for chemical testing. A lecture-type course would better utilize both student and instructor resources. FSMR 314 is a required course for Interior Design, whose science requirement is SCI 105 and SCI 106. The prerequisite change will simplify the registration procedure. The description, objectives, and outline are being changed to be in the accepted format and to better reflect the current course content and format.

## 9. Department of English—New Courses and Program Revision

### SENT BACK TO COMMITTEE

Senator Broad asked for clarification of the definition of “global literature,” noting that the description left ambiguity over whether it was meant to refer to texts written in English by authors residing outside of the U.S. or England, or if it meant texts written in other languages by authors residing outside the U.S. or England and then translated into English. In the case of the latter example, Senator Broad argued that such courses ought to be taught by individuals trained in the language of the text before translation.

A motion to return the English department’s new courses and program revisions to the University-Wide Undergraduate Committee for clarification.

### A. New Courses

#### **ENGL 397 Global Literature**

**3c-0l-3cr**

**Prerequisite:** ENGL 202

Examines major works in English of a particular topic in global literature, by focusing on the transnational contexts of history and culture surrounding the production and reception of literature. Topic of global literature to be announced in advance.

#### **ENGL 398 Global Genres**

**3c-0l-3cr**

**Prerequisite:** ENGL 202

Focuses on a specific literary genre (including but not limited to poetry, drama, film, the short story or the novel) as it has been developed and transformed in global contexts beyond the typical domains of the British or American literary traditions. Situates the use of a genre within transnational literary and historical developments. The global genre studied in a particular semester to be announced in advance.

#### **ENGL 399 Major Global Authors**

**3c-0l-3cr**

**Prerequisite:** ENGL 202

Examines major works in English of a single major global author not included in the British or American literary traditions. Situates the author within major transnational literary and historical developments. Major author to be studied in particular semester to be announced in advance.

**Rationale:** English is becoming a world language with multiple literatures, with substantial and growing literatures in Africa, Asia, the Middle East and the Caribbean, which are not currently assigned designated courses in any other department at IUP, and they are unlikely to become so given that IUP does not have language programs in these areas. Even if a language department offered such courses, they would not include global literatures written in English. These literatures are increasingly taught at other universities in English Departments under rubrics such as “postcolonial” or “multicultural world literatures,” or “global literatures in English.”

These courses are intended for B.A. English Majors. They will be in Category D, International Literatures. The purpose of these courses is to examine a specific topic (397) genre (398) or the work of a single global author not included in the British or American literary traditions (399). These courses are currently not being proposed as a Liberal Studies electives. The program is meeting the 120 mandate by cutting free electives.

## B. Program Revision

### *Current BA Program in English Requirements*

**Liberal Studies:** as outlined in Liberal Studies Section with the following specifications: **53-55**

**Humanities Literature:** ENGL 122  
**Liberal Studies Electives:** no courses with ENGL prefix:

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

**Major:** **36**  
**Required Courses:**  
 ENGL 210 British Literature to 1660 3sh  
 ENGL 211 British Literature 1660-1900 3sh  
 ENGL 212 American Literature Beginning to 1900 3sh  
 ENGL 213 British and American Literature Since 1900 3sh  
**Controlled Electives:** (2) (3) 24sh  
 One course from Category A (Period): ENGL 301, 303, 304, 305, 306, 307, 316, 317, 319  
 One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338  
 One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396  
 One course from Category D (The European Tradition): ENGL 349, 354, 387, 391, 393, 394, 395  
 One course from Category E (Major Authors): ENGL 430, 432, 434, 436  
 One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 410, 422  
 Two courses from Category G: Any combination of 6sh from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F

**Other Requirements:** **0**

**Free Electives: (3)** **27-35**

**Total Degree Requirements:** **124**

- (1) Intermediate-level Foreign Language may be in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6sh toward the major, makes the B.A. degree recipient much employable by providing job experience. Students should see the English B.A. Program Internship Director for advice about available openings.

### *Proposed BA Program in English Requirements*

**Liberal Studies:** as outlined in Liberal Studies Section with the following specifications: **53**

**Mathematics:** 3sh  
**Humanities Literature:** ENGL 122  
**Liberal Studies Electives:** 9sh, no courses with ENGL prefix:

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

**Major:** **36**  
**Required Courses:**  
 ENGL 210 British Literature to 1660 3sh  
 ENGL 211 British Literature 1660-1900 3sh  
 ENGL 212 American Literature Beginning to 1990 3sh  
 ENGL 213 British and American Literature Since 1900 3sh  
**Controlled Electives:** (2) (3) 24sh  
 One course from Category A (Period): ENGL 301, 303, 304, 305, 306, 307, 316, 317, 319  
 One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338  
 One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396  
 One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399  
 One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436  
 One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 410, 422  
 Two courses from Category G: Any combination of 6sh from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F

**Other Requirements:** **0**

**Free Electives: (3)** **25-31**

**Total Degree Requirements:** **120**

- (1) Intermediate-level Foreign Language may be in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6sh toward the major, makes the B.A. degree recipient much employable by providing job experience. Students should see the English B.A. Program Internship Director for advice about available openings.

**10. Department of Professional Studies in Education – Program Revisions (120)**

**A. Bachelor of Science in Education – Early Childhood Education (\*)**

**PASSED**

**Current Program:**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **56**  
**Mathematics:** MATH 151  
**Natural Sciences:** SCI 101, 102, 103, and 104  
**Social Science:** GEOG 101, 102 or 104; PSYC 101  
**Liberal Studies Electives:** no courses with ECED prefix; not to include CDFR 218

**College:**

**Professional Education Sequence:** **27**  
 COMM 103 Digital Instructional Technology 3sh  
 EDSP 102 Educational Psychology 3sh  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3sh  
 EDUC 242 Pre-student Teaching Clinical Experience I 1sh  
 EDUC 342 Pre-student Teaching Clinical Experience II 1sh  
 EDUC 441 Student Teaching 12sh  
 EDUC 442 School Law 1sh  
 FDED 102 American Education in Theory and Practice 3sh

**Major:**

**Required Courses: (1)** **43**  
 CDFR 426 Techniques of Parent Education 3sh  
 ECED 200 Introduction to Early Childhood Education 3sh  
 ECED 220 Language Development and Children’s Literature 3sh  
 ECED 310 Integrated Curriculum I (Math, Science) 3sh  
 ECED 311 Integrated Curriculum II (Social Science) 3sh  
 ECED 312 Aesthetic Experiences for Young Children 3sh  
 ECED 315 Development and Learning Through Play 3sh  
 ECED 451 Teaching Primary Reading 2sh  
 EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms 3sh  
 EDEX 415 Preschool Education for Children with Disabilities 2sh  
 EDUC 499 Multicultural/Multiethnic Education 3sh  
 ELED 215 Child Development 3sh  
 ELED 257 Pedagogy I 3sh  
 ELED 357 Pedagogy II 3sh  
 MATH 320 Mathematics for Early Childhood 3sh

**Free Electives:**

**Total Degree Requirements:** **129**

**Proposed Program:**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **53**  
**Mathematics:** MATH 151  
**Natural Sciences:** SCI 101, 102, 103, and 104  
**Social Science:** GEOG 101, 102 or 104; PSYC 101  
**Liberal Studies Electives:** 6cr, no courses with ECED prefix; not to include HMEC 218; must include MATH 152.

**College:**

**Professional Education Sequence:** **24**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr

**Major:**

**Required Courses: (1)** **43**  
 CDFR 426 Techniques of Parent Education 3cr  
 ECED 200 Introduction to Early Childhood Education 3cr  
 ECED 220 Language Development and Children’s Literature 3cr  
 ECED 310 Integrated Curriculum I (Math, Science) 3cr  
 ECED 311 Integrated Curriculum II (Social Science) 3cr  
 ECED 312 Aesthetic Experiences for Young Children 3cr  
 ECED 315 Development and Learning Through Play 3cr  
 ECED 451 Teaching Primary Reading 2cr  
 EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms 3cr  
 EDEX 415 Preschool Education for Children with Disabilities 2cr  
 EDUC 499 Multicultural/Multiethnic Education 3cr  
 ELED 215 Child Development 3cr  
 ELED 257 Pedagogy I 3cr  
 ELED 357 Pedagogy II 3cr  
 MATH 320 Mathematics for Early Childhood 3cr

**Total Degree Requirements:** **120**

(\*) See requirements leading to teacher certification, titled “Admission to Teacher Education,” in the

(\*) See requirements leading to teacher certification, titled “Admission to Teacher Education,” in the College of Education and Educational Technology

College of Education and Educational Technology section of this catalog.

section of this catalog.

(1) A 2.6 cumulative GPA is required to register for major courses.

(1) A 3.0 cumulative GPA is required to register for major courses.

**Rationale:** To meet the 120 credit mandate we are deleting 3 credits free electives, 3 credits of Liberal Studies Electives, and FDED 102 American Education in Theory and Practice (3 credits) the total credits required are reduced from 129 to 120.

**B. Bachelor of Science in Education – Elementary Education (\*)** **PASSED**  
**Current Program:** **Proposed Program:**

<p><b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:  <b>Mathematics:</b> MATH 151  <b>Natural Sciences:</b> SCI 101, 102, 103, and 104 (1)  <b>Social Science:</b> GEOG 101, 102 or 104; PSYC 101  <b>Fine Arts:</b> THTR 101  <b>Liberal Studies Electives:</b> MATH 152 (2); no courses with ELED prefix; not to include CDFR 218</p>	<p><b>56-57</b></p>	<p><b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:  <b>Mathematics:</b> MATH 151  <b>Natural Sciences:</b> SCI 101, 102, 103, and 104 (1)  <b>Social Science:</b> GEOG 101, 102 or 104; PSYC 101  <b>Fine Arts:</b> THTR 101  <b>Liberal Studies Electives:</b> 6cr, MATH 152 (2); no courses with ELED prefix; not to include CDFR 218</p>	<p><b>53</b></p>
<p><b>College:</b>  <b>Professional Education Sequence:</b>            COMM 103 Digital Instructional Technology            EDSP 102 Educational Psychology            EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures            EDUC 242 Pre-student Teaching Clinical Experience I            EDUC 342 Pre-student Teaching Clinical Experience II            EDUC 441 Student Teaching            EDUC 442 School Law            FDED 102 American Education in Theory and Practice</p>	<p><b>27</b></p>	<p><b>College:</b>  <b>Professional Education Sequence:</b>            COMM 103 Digital Instructional Technology            EDSP 102 Educational Psychology            EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures            EDUC 242 Pre-student Teaching Clinical Experience I            EDUC 342 Pre-student Teaching Clinical Experience II            EDUC 441 Student Teaching            EDUC 442 School Law</p>	<p><b>24</b></p>
<p><b>Major:</b>  <b>Required Courses:</b>            ELED 211 Music for the Elementary Grades            ELED 213 Art for the Elementary Grades            ELED 215 Child Development            ELED 221 Children’s Literature            ELED 222 Reading for the Elementary Grades            ELED 257 Pedagogy I            ELED 312 Teaching of Elementary Science            ELED 313 Teaching of Mathematics in the Elementary School            ELED 314 Teaching of Health and Physical Education            ELED 357 Pedagogy II            ELED 411 Teaching of Social Studies            ELED 425 Language Arts Across the Curriculum</p>	<p><b>36</b></p>	<p><b>Major:</b>  <b>Required Courses:</b>            ELED 211 Music for the Elementary Grades            ELED 213 Art for the Elementary Grades            ELED 215 Child Development            ELED 221 Children’s Literature            ELED 222 Reading for the Elementary Grades            ELED 257 Pedagogy I            ELED 312 Teaching of Elementary Science            ELED 313 Teaching of Mathematics in the Elementary School            ELED 314 Teaching of Health and Physical Education            ELED 357 Pedagogy II            ELED 411 Teaching of Social Studies            ELED 425 Language Arts Across the Curriculum</p>	<p><b>36</b></p>

EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms 2sh  
 EDUC 499 Multicultural/Multiethnic Education 2sh

**Other Requirements:** 6  
 Special electives from a defined discipline (3)

**Total Degree Requirements:** 125-126

(\*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.

- (1) This sequence of 10sh fulfills the Liberal Studies natural science requirements.
- (2) For students who test out of MATH 152, consult your advisor for suggested math courses.
- (3) More than twenty options are available for groupings in specific departments or cross-departmental areas. This requirement is also fulfilled by completion of an approved specialty such as FLISET, math, or reading.
  - FLISET: see requirements in this catalog
  - Mathematics: MATH 317, 420, 456, 458, 459, 471, 483 (math concentration requires 15sh to include MATH 151, 152)
  - Reading: ECED 220 or 451, EDUC 408, ELED 422, (reading concentration requires 15sh to include ELED 221, 222, 425)

Students may select a set of special electives from the list of Liberal Studies electives or non-Western courses that have not been used previously in their program. With permission of the chairperson of Professional Studies in Education and a specific department, a student may be allowed to create an area of specialty other than those listed. See department office for full listing; check prerequisites carefully. Submit plan to advisor for approval.

EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms 2cr  
 EDUC 499 Multicultural/Multiethnic Education 2cr

**Other Requirements:** 6  
 Special electives from a defined discipline (3)

**Free Electives:** 1

**Total Degree Requirements:** 120

(\*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.

- (1) This sequence of 10cr fulfills the Liberal Studies natural science requirements
- (2) For students who test out of MATH 152, consult your advisor for suggested math courses.
- (3) More than twenty options are available for groupings in specific departments or cross-departmental areas. This requirement is also fulfilled by completion of an approved specialty such as FLISET, math, or reading.
  - FLISET: see requirements in this catalog
  - Mathematics: MATH 317, 420, 456, 458, 459, 471, 483 (math concentration requires 15cr to include MATH 151, 152)
  - Reading: ECED 220 or 451, EDUC 408, ELED 422, (reading concentration requires 15cr to include ELED 221, 222, 425)

Students may select a set of special electives from the list of Liberal Studies electives or non-Western courses that have not been used previously in their program. With permission of the chairperson of Professional Studies in Education and a specific department, a student may be allowed to create an area of specialty other than those listed. See department office for full listing; check prerequisites carefully. Submit plan to advisor for approval.

**Rationale:** To meet the 120 credit mandate we are deleting 3 credits of liberal studies electives and FDED 102 American Education in Theory and Practice (3 credits). The total degree requirement is reduced from 125-126 to 120.

**11. Department of Safety Sciences—Course Revisions and Program Revision (120)****PASSED****A. SAFE 101**

Current Catalog Description:

**Introduction to Occupational Safety and Health** **3c-01-3sh**

Covers the theory and history of occupational hazard control, effects of hazards and failures on organizational control and productivity, safety and health legislation, and accident causation. The course also previews aspects of recognizing, evaluating, and understanding control of safety and health hazards, acquiring hazard data and hazard analytical tools. Communication techniques in safety and health management are stressed along with the development of safety and health program.

Proposed Catalog Description:

**SAFE 101 Introduction to Occupational Safety and Health** **3c-01-3cr**

Designed to introduce the student to the evolution of the safety profession through study of historical events and the changes that resulted. Students gain an understanding of the key components of the profession such as OSHA and workers' compensation, accident investigation, occupational health hazards, emergency response, product liability, ergonomics, fleet safety, ethics and measuring safety program success. Case studies and small group activities prepare students for further in-depth study of these topics and to fulfill their roles as professionals.

**B. SAFE 211**

Current Catalog Description:

**Principles of Industrial Safety II** **3c-31-4sh****Prerequisite:** SAFE 111

Stresses and understanding of the complexity of the industrial hazard control problem by thoroughly examining elements of safety and health enumerated in the OSHA promulgated standards and various consensus standards. An emphasis is placed on personal protective equipment, welding and cutting, walking and working surfaces, materials handling and storage, electrical safe work practices, and construction safety. Application of hazard control strategies is accomplished in laboratory sessions.

Proposed Catalog Description:

**Principles of Industrial Safety II** **3c-31-4cr****Prerequisite:** SAFE 111

Stresses an understanding of the complexity of industrial hazard control by thoroughly examining elements of safety and health enumerated in the Occupational Safety and Health Administration promulgated standards and in various consensus standards. Emphasis is placed on welding and cutting, walking and working surfaces, materials handling and storage, electrical safe work practices, construction safety and personal protective equipment. Application of hazard control strategies is accomplished in laboratory sessions.

**Rationale:** These are major revisions to existing courses. Changes reflect the resolutions made at a day-long faculty retreat held in May 2002, based on results of alumni surveys which identified short-comings in the existing course content. These major changes will not require changes in the content or descriptions of other existing courses in the B.S. Program in Safety Sciences.

### C. SAFE 311

Current Catalog Description:

**Industrial Fire Protection**

**3c-0l-3sh**

**Prerequisites:** MATH 217, PHYS 112, SAFE 211

Introduces fundamental concepts in protection of industrial workers and property from fire and explosion. Fire chemistry, control of ignition sources in industry, and properties of combustible materials are discussed. Fire detection and extinguishment are covered along with building construction for fire prevention, life safety, fire codes, and related topics.

Proposed Catalog Description:

**Fire Protection**

**2c-3l-3cr**

**Prerequisites:** CHEM 102, PHYS 112

Explores the principles involved in the protection of people and property from fire and explosion. Basic fire safety terminology, fire chemistry and extinguishment, fire safety references and standards and fire program management are discussed along with the properties of hazardous materials. The class will also discuss control measures for common fire and explosion hazards, and the design of buildings in terms of life safety and fire suppression systems. Development of programs in fire safety as well as the evaluation and control of fire and explosion hazards will be studied in laboratory sessions. Practical application of fire principles will be completed in laboratory sessions.

**Rationale:** In general, these revisions were necessary to update the teaching of new material in the area of "Hazardous Materials" and to allow the students hands-on exercises in a laboratory setting. Coverage of "Hazardous Materials" was necessary to better meet the needs of students in their role as safety and health professionals, as well as the requirements of our accrediting agency, the Applied Science Commission of the Accrediting Board for Engineering and Technology. The hands-on exercises in the laboratories will increase student learning of the concepts taught in the lecture portion of the class.

### D. SAFE 345

Current Catalog Description:

**Systems Safety Analysis**

**2c-3l-3sh**

**Prerequisites:** MATH 217, SAFE 211

Focuses on the evaluation of system designs using detailed system analysis techniques. Topics covered include system definition, economics of systems safety, systems safety methodology, mathematics of system analysis including statistical methods, Boolean Algebra, and reliability. Skills gained include the fault tree analysis, and exercises in the

application of fault tree analysis to hardware and man/machine systems. Practical analysis work is accomplished in laboratory sessions.

Proposed Catalog Description:

**Systems Safety Analysis**

**2c-3l-3cr**

**Prerequisites:** MATH 217, SAFE 211

Focuses on the evaluation of system designs using detailed system analysis techniques. Topics covered include system definition, economics of systems safety, systems safety methodology, mathematics of systems analysis including statistical methods, Boolean Algebra, and reliability. Skills gained include the ability to perform system hazard analyses and operating and support hazard analyses. Techniques include failure mode and effect analysis, fault tree analysis and technique for human error rate prediction. Practical analysis work is accomplished in laboratory sessions.

**Rationale:** At one time students were required to take either SAFE 345 Systems Safety Analysis or SAFE 347 Ergonomics. Department Faculty felt it was important for students to have an introduction to both of these topics so content in Ergonomics was added to Systems and vice versa. In 1998, Department Faculty realized the current coverage of systems was not adequate so we changed our program and the student are now required to take systems. Therefore, the overlap that existed between these courses was no longer necessary and we needed to change the syllabus to remove this overlap in content. The other changes in laboratories and course objectives were the result of recommendations and discussions from our Advisory Committee and from a department wide curriculum meeting in the Spring of 2002.

**E. SAFE 347**

Current Catalog Description:

**Ergonomics**

**2c-3l-3sh**

**Prerequisites:** BIOL 155, SAFE 301

An exploration of the principles which control human performance and its effect upon the safety and reliability of systems. Engineering anthropometry, human perception, biomechanics of motion and work posture, work physiology, and human performance measurement are covered in the context of their application in workplace design. Students will be instructed in methodologies for analysis of tasks and human performance requirements. Important human limitations and ergonomic hazard evaluations, such as lifting and repetitive motion tasks, are studied in laboratory sessions.

Proposed Catalog Description:

**Ergonomics**

**2c-31-3cr**

**Prerequisites:** BIOL 155 and SAFE 301

Explores the principles which control human performance and its effect upon the safety and reliability of systems. Engineering anthropometrics, human perception, biomechanics of motion and work posture, work physiology and human performance measurement are taught in the context of their application in workplace design. Students are instructed in methodologies for analysis of tasks and human performance requirements. Important human limitations and ergonomic hazard evaluations, such as lifting and repetitive motion tasks, are studied in laboratory sessions.

**Rationale:** The purpose of this revision is to incorporate into this course some aspects of ergonomics and job evaluations which have become important in reducing occupational injuries and illnesses in the workplace. The new material presented in the course lectures has also been incorporated into the laboratory exercises. In addition to the course outline changes, over the past year, ergonomic evaluation equipment has been purchased and incorporated into the laboratory exercises. The changes to the laboratory exercises reflect the use of this new equipment.

**F. SAFE 412**

Current Catalog Description:

**Hazard Prevention Management**

**3c-31-4sh**

**Prerequisites:** MATH 217, MGMT 311, Jr Standing

Teaches various safety management techniques to identify and prevent the occurrence of hazardous behavior and conditions. Devices methods capable of extracting accurate, meaningful data, methods of collecting, codifying and processing hazard and loss incident information, and utilizing data retrieval systems to be used in cost/benefit decision-making for hazard prevention, safety program and performance evaluation, and risk management.

Proposed Catalog Description:

**Hazard Prevention Management**

**3c-31-4cr**

**Prerequisites:** MATH 217 and MGMT 311

Examine various safety management techniques to identify and prevent the occurrence of hazardous behavior and conditions. Develop methods capable of extracting accurate, meaningful data, methods of collecting, codifying and processing hazard and loss incident information, and utilizing data retrieval systems to be used in cost/benefit decision-making for hazard prevention, safety program and performance evaluation.

**Rationale:** The above changes were based on recommendations from the department's advisory committee meeting and the Department Curriculum Committee review meeting on May 3, 2002. During this meeting the syllabus of SAFE 412 was reviewed as well as course objectives and outcomes. Based on this review an action plan was created to make the above content changes to the course.

**B. Program Revision for Major:**

**PASSED**

**Current Program:**

**Proposed Program:**

**B.S.— Safety Sciences**

**Liberal Studies:** As outlined in Liberal Studies section with following specifications: **55-56**  
**Mathematics:** MATH 121  
**Natural Sciences:** CHEM 101 and 102  
**Social Science:** PSYC 101, SOC 151, non-western culture required  
**Liberal Studies Electives:** BTED/COSC/IHMG 101, ECON 122, and MATH 217, no course with SAFE prefix

**Major:** **41**

**Required Courses:**

SAFE 101 Intro to Occupational Safety and Health 3sh  
 SAFE 111 Principles of Industrial Safety I 3sh  
 SAFE 210 Environmental Safety and Health Regulations 3sh  
 SAFE k211 Principles of Industrial Safety II 4sh  
 SAFE 301 Health Hazard Identification 3sh  
 SAFE 303 Control of Health Hazards 3sh  
 SAFE 311 Industrial Fire Protection 3sh  
 SAFE 345 Systems Safety Analysis 3sh  
 SAFE 347 Ergonomics 3sh  
 SAFE 402 Health Hazard Evaluation 3sh  
 SAFE 412 Hazard Prevention Management 4sh  
 SAFE 488/493 Safety Internship 6sh

**Other Requirements:** **28**

**Additional Sciences and Mathematics:**

BIOL 155 Human Physiology and Anatomy 4sh  
 PHYS 111 Physics I Lecture 3sh  
 PHYS 112 Physics II Lecture 3sh  
 PHYS 121 Physics I Lab 1sh  
 PHYS 122 Physics II Lab 1sh

**Professional Courses:**

BTST 231 Speech Communication for Professionals 1sh  
 BTST 321 Business and Interpersonal Communications 3sh  
 MGMT 311 Human Behavior in Organizations 3sh  
 Three professional courses approved by student's advisor 9sh

**Total Degree Requirements:** **124-125**

**B.S.— Safety Sciences**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **52**  
**Mathematics:** MATH 217  
**Natural Sciences:** CHEM 101 and 102  
**Social Science:** PSYC 101, SOC 151, non-western culture required  
**Liberal Studies Electives:** 7cr, ECON 122, MATH 121, no courses with SAFE prefix

**Major:** **41**

**Required Courses:**

SAFE 101 Intro to Occupational Safety and Health 3cr  
 SAFE 111 Principles of Industrial Safety I 3cr  
 SAFE 210 Environmental Safety and Health Regulations 3cr  
 SAFE 211 Principles of Industrial Safety II 4cr  
 SAFE 301 Health Hazard Identification 3cr  
 SAFE 303 Control of Health Hazards 3cr  
 SAFE 311 Industrial Fire Protection 3cr  
 SAFE 345 Systems Safety Analysis 3cr  
 SAFE 347 Ergonomics 3cr  
 SAFE 402 Health Hazard Evaluation 3cr  
 SAFE 412 Hazard Prevention Management 4cr  
 SAFE 488/493 Safety Internship 6cr

**Other Requirements:** **27**

**Additional Sciences and Mathematics:**

BIOL 155 Human Physiology and Anatomy 4cr  
 PHYS 111 Physics I Lecture 3cr  
 PHYS 112 Physics II Lecture 3cr  
 PHYS 121 Physics I Lab 1cr  
 PHYS 122 Physics II Lab 1cr

**Professional Courses:**

BTST 321 Business and Interpersonal Communications 3cr  
 MGMT 311 Human Behavior in Organizations 3cr  
 Three courses that form a concentration in a professional area. 9cr

**Total Degree Requirements:** **120**

## C. Program Revision of Minor

### Current Program:

#### Minor—Safety Sciences 18

##### Required Courses:

SAFE 101	Intro to Occupational Safety and Health	3sh
SAFE 111	Principles of Industrial Safety I	3sh
SAFE 301	Health Hazard Identification	3sh

##### Controlled Electives:

Three SAFE courses approved by the department chair	9sh
---	-----

### Proposed Program:

#### Minor—Safety Sciences 18

The minor in Safety Sciences consists of 18 credit hours in Safety Sciences courses as identified below. The minor in Safety Sciences has improved job opportunities for students in Environmental Health, Environmental Geoscience, Criminology, Human Resource Management, International Business and Management.

##### Required Courses

SAFE 101	Intro to Occupational Safety and Health	3cr
SAFE 111	Principles of Industrial Safety I	3cr
SAFE 301	Health Hazard Identification	3cr

##### Controlled Electives

Three SAFE courses approved by department chair	9cr
---	-----

**Rationale:** BTST 231 Speech Communications is being removed from the curriculum. It was added to the SAFE curriculum in 1999 because at that time our accreditation organization required a course in Speech Communications. Therefore, BTST 231 Speech Communications was specifically created by the BTST Department for our students with the hopes that students from other majors would also be interested in taking the course. Unfortunately, there has been insufficient enrollment the last two years to offer the course. In addition the accrediting agency has shifted to an “outcomes” based criteria rather than course based.

Students will now be required to take three courses to form a concentration in a professional area because the role of the safety professional has expanded into areas not even considered in the 1980’s. Some of these new areas include: workplace violence, risk management and insurance, ethics, disaster preparedness, training, and human behavior. A “concentration” will be a set of three courses in a professional area that a student and faculty advisor agree will enhance the student’s performance as a safety professional.

Lastly to meet the 120 credit mandate the department removed COSC/IFMG/BEDU 101 as a Liberal Studies Elective requirement in our program. Department Faculty believed many of our incoming high school students already had adequate computer skills.

**12. Department of Special Education and Clinical Services****A. New Courses****PASSED****1. EDHL 216 Intermediate American Sign Language II** **1c-1l-1cr****Prerequisites:** EDHL 115, 215, 3.0 GPA

Development of expressive and receptive skills in American Sign Language, focusing on idiom-like expressions, number systems, rules, grammar, and conversational language. Total immersion approach is used.

**2. EDHL 315 Manually Coded English** **1c-1l-1cr****Prerequisites:** EDHL 114, 115, 215, 3.0 GPA

Provides students with the basics of using Manually Coded English (MCE) as an instructional tool. Rationale for MCE is emphasized with special consideration of reasons for appropriateness of approach. Sign systems used with deaf and hard of hearing persons as well as other exceptional individuals are included with emphasis on signing according to acceptable syntactical English structure.

**3. EDHL 316 Interpreting for Teachers** **1c-1l-1cr****Prerequisites:** EDHL 115, 215, 315

Provides future teachers of deaf and hard-of-hearing students with basic competency in interpreting from spoken English to sign language and from sign language to spoken English. Includes ethics of interpreting, the role of an interpreter, and basic interpreting principles. Extensive practice is required.

**4. EDHL 361 General Methodology for Education of Deaf and Hard of Hearing Persons II** **2c-0l-2cr****Prerequisites:** EDHL 114, 115, 215, 216, 3.0 GPA

Provides a systematic coverage of the basic procedures for teaching curriculum subjects to deaf or hard of hearing students. Included is the technology-enhanced development of lesson plans and unit plans as well as adaptive methods of instruction for teaching language arts (reading-writing-listening-speaking/signing), social studies/deaf studies, and health. The Pennsylvania K–12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in the education of deaf or hard of hearing students. This is the second half of a two-part general methods course sequence.

**B. Course Changes****PASSED****1. Course Title and Catalog Description Changes & Course Revision**

Current Catalog Description:

**EDHL 114 Introduction to Persons with Hearing Loss** **3c-0l-3sh****Prerequisites:** Advisor permission, EDHL majors only

Deals with the different approaches used in teaching the hearing impaired—manual language, oral language, and total communication. The historical background of each approach is presented with its strengths and weaknesses. Criteria for the use of each

approach established in consideration of degree of loss exhibited by the pupil, the age of onset, and the social and psychological implications.

Proposed Catalog Description:

**EDHL 114 Introduction to Deaf and Hard of Hearing Persons** **3c-01-3cr**

**Prerequisites: EDHH majors only**

Deals with the different approaches used in teaching students who are deaf or hard of hearing-manual language, oral language, and total communication. The historical background of each approach is presented with its strengths and weaknesses. Criteria for the use of each approach established in consideration of degree of loss exhibited by the pupil, the age of onset, and the social and psychological implications.

## 2. Course Title and Catalog Description Changes

Current Catalog Description:

**EDHL 115 Introduction to Sign Language** **1c-01-1sh**

Development of manual dexterity and fluency using fingerspelling. Acquisition of basic sign vocabulary. Practice in acquiring general information from a signed message and conversing informally on commonly used topics.

Proposed Catalog Description:

**EDHL 115 Introduction to American Sign Language** **1c-11-1cr**

Development of manual dexterity and fluency using fingerspelling. Acquisition of basic American Sign Language syntax, semantics, vocabulary, and pragmatics. Practice in acquiring general information from a signed message and conversing informally on commonly used topics.

## 3. Course Title and Number Changes and Course Revision

Current Catalog Description:

**EDHL 244 Intermediate Sign Language** **1c-01-1sh**

**Prerequisites: EDHL 115**

The emphasis will be on comprehension of signed information and on developing fluency in conveying a message in American Sign Language. Modification of signs and individualization of techniques for instruction/communication with learning-impaired or multihandicapped deaf learners.

Proposed Catalog Description:

**EDHL 215 Intermediate American Sign Language I** **1c-11-1cr**

**Prerequisites: EDHL 115, 3.0 GPA**

Emphasis on comprehension of signed information and on developing fluency in conveying a message in American Sign Language. Modification of signs and individualization of techniques for instruction/ communication with learning-impaired or multihandicapped deaf learners.

**4. Course Title Change and Course Revision**

Current Catalog Description:

**EDHL 307 Speech for Persons with Hearing Loss** **3c-0l-3sh**

**Prerequisites:** EDHL 114, SPLP 242, 2.5 GPA

Techniques for developing, diagnosing, analyzing, and correcting the speech and voice problems of hearing-impaired individuals. Lecture, demonstration, and special projects.

Proposed Catalog Description:

**EDHL 307 Speech for Deaf and Hard of Hearing Persons** **3c-0l-3cr**

**Prerequisites:** EDHL 114, 3.0 GPA

Techniques for developing, diagnosing, analyzing, and correcting the speech and voice problems of persons who are deaf or hard of hearing. Lecture, demonstration, and special projects.

**5. Course Title Change and Course Revision**

Current Catalog Description:

**EDHL 308 Language for Persons with Hearing Loss** **3c-0l-3sh**

**Prerequisites:** EDHL 114, SPLP 334, 2.5 GPA

Development and remediation of language of the hearing impaired. Language sampling and diagnostics, sentence patterning, and analytic vs. natural teaching methods. Structuring a communicative environment.

Proposed Catalog Description:

**EDHL 308 Language for Deaf and Hard of Hearing Persons** **3c-0l-3cr**

**Prerequisites:** EDHL 114, 3.0 GPA

Development and remediation of language of the hearing impaired. Language sampling and diagnostics, sentence patterning, and analytic vs. natural teaching methods. Structuring a communicative environment.

**6. Course Title and Catalog Description Changes and Course Revision**

Current Catalog Description:

**EDHL 329 Hearing Practicum I** **var-1sh**

**Prerequisites:** EDHL 114, 115, 2.5 GPA

Provides the student with actual contact with individuals with hearing loss. Practica will be set up in appropriate school programs and/or clinics for the hearing impaired, in hearing itinerant programs, or in clinical settings where hearing-impaired individuals are receiving therapy or are being tested. Techniques of observing and evaluating behavior are presented initially to prepare the student to profit maximally from the observation experiences. Written reports of the practica are submitted and discussed, and each student is encouraged to gain experience in as many different settings as available.

Proposed Catalog Description:

**EDHL 329 Teaching - Collaborative Practicum I** **var-1cr**

**Prerequisites:** EDHL 114, 115, 215, 216, 360, 3.0 GPA

Provides the students with actual contact with children who are deaf or hard of hearing. Practica will be set up in appropriate school/clinic/itinerant programs where the academic needs of students who are deaf or hard of hearing are being addressed. Behavioral observation and collaboration skills are developed initially to prepare students to work in instructional pairs. Guidance in the development and execution of lesson plans is provided. Instructional collaboration is emphasized. Written reports of the practica are submitted and discussed.

## 7. Course Title and Catalog Description Changes and Course Revision

Current Catalog Description:

**EDHL 330 Hearing Practicum II** **var-1sh**

**Prerequisites:** EDHL 329, 2.5 GPA

Provides students with actual contact with individuals with hearing loss. Practica will be set up in appropriate school programs and/or clinics for the hearing impaired, in hearing itinerant programs, or in clinical settings where hearing-impaired individuals are receiving therapy or are being tested. Techniques of observing and evaluating behavior are presented initially to prepare the student to profit maximally from the observation experiences. Written reports of the practica are submitted and discussed, and each student is encouraged to gain experience in as many different settings as available. This is a continuation of EDHL 329: Hearing Practicum I and includes support and supervision of students in EDHL 329.

Proposed Catalog Description:

**EDHL 330 Teaching - Collaborative Practicum II** **var-1cr**

**Prerequisites:** EDHL 329, 3.0 GPA

Provides the students with actual contact with children who are deaf or hard of hearing. Practica will be set up in appropriate school/clinic/itinerant programs where the academic needs of students who are deaf or hard of hearing are being addressed. Behavioral observation and collaboration skills are developed initially to prepare students to work in instructional pairs. Guidance in the development and execution of lesson plans is provided. Instructional collaboration is emphasized. Written reports of the practica are submitted and discussed. This is a continuation of EDHL 329: Teaching – Collaborative Practicum I and includes peer support and supervision of students in EDHL 329.

## 8. Course Title and Catalog Description Changes and Course Revision

Current Catalog Description:

**EDHL 360 General Methodology for Education of Persons with Hearing Loss**

**3c-0l-3sh**

**Prerequisites:** EDHL 114, 307, 308, 2.5 GPA

Provides a systematic coverage of the basic procedures for teaching curriculum subjects. Included are adaptive methods of instruction for teaching mathematics; science as it relates to the child and the curriculum; content, objectives, and resource materials for social studies; creative experiences in the field of language arts, rhythmic, and physical education and health.

Proposed Catalog Description:

**EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons I**  
**2c-0l-2cr**

**Prerequisites:** EDHL 114, 115, 215, 3.0 GPA

Provides a systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan, and adaptive methods of instruction for teaching mathematics and science. The Pennsylvania K – 12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education.

**9. Course Number, Title and Catalog Description Changes and Course Revision**

Current Catalog Description:

**EDHL 331 Advanced Sign Language** **1c-0l-1sh**

**Prerequisites:** EDHL 115, 244, 2.5 GPA

Studies the evolution of signs; dialectical sign systems. Analysis and comparison of the linguistic similarities/ differences of various sign languages. Direct translation of written or spoken information on specific topics using American Sign Language or Signed English. Practice using conversation on both a social and academic level.

Proposed Catalog Description:

**EDHL 415 ASL Pedagogy** **1c-1l-1cr**

**Prerequisites:** EDHL 114, 115, 215, 216, 315, 316, 3.0 GPA

Studies the evolution of signs; dialectical sign systems. Analysis and comparison of the linguistic similarities/ differences of various sign languages. Direct translation of written or spoken information on specific topics using American Sign Language or Signed English. Practice using conversation on both a social and academic level.

**10. Course Number, Title and Catalog Description Changes and Course Revision**

Current Catalog Description:

**EDHL 351 Teaching Reading to Persons with Hearing Loss** **3c-0l-3sh**

**Prerequisites:** EDHL 308, 2.5 GPA

Presents basic concepts of developmental reading instruction and systematic coverage of the methods of teaching reading to students with hearing loss from readiness stages through upper school.

Proposed Catalog Description:

**EDHL 451 Teaching Reading to Deaf and Hard of Hearing Persons** **3c-0l-3cr**

**Prerequisites:** EDHL 308, 3.0 GPA

Presents basic concepts of developmental reading instruction and systematic coverage of the methods of teaching reading to students who are deaf or hard of hearing from readiness stages through upper school.

## 11. Course Number, Title and Catalog Description Changes and Course Revision

Current Catalog Description:

**EDHL 365 Parent-Preschool Programs for Persons with Hearing Loss 3c-0l-3sh**

**Prerequisites:** EDEX 112, EDHL 307, EDHL 308, EDHL 114, SPLP 334, 2.5 GPA

Developing home/clinic programs for parents and hearing-impaired infants (0-3 years). Teaching speech, language, speechreading, use of residual hearing, and developing readiness skills at preschool level.

Proposed New Catalog Description:

**EDHL 465 Parent-Preschool Programs for Deaf and Hard of Hearing Persons  
3c-0l-3cr**

**Prerequisites:** EDEX 112, EDHL 307, EDHL 308, EDHL 114, SPLP 334, 3.0 GPA

Developing home/preschool programs for parents and infants who are deaf or hard of hearing (0 – 3 years). Teaching speech, language, speechreading, use of residual hearing, and developing readiness skills at the preschool level.

### C. Program Catalog Description Change

**PASSED**

#### **Current Catalog Description:**

Completion of the sequence of courses in Education of Persons with Hearing Loss leads to a Bachelor of Science degree in Education and Pennsylvania Department of Education certification as a “Teacher of the Hearing Impaired, K-12.” Students are provided with the basic skills to teach in special classes for hard-of-hearing or deaf individuals.

Students enrolled in this sequence of study are prepared to assume positions as itinerant hearing therapists and classroom teachers for individuals ranging from preschoolers to adults. Work settings may include public schools, continuing education programs, and home training situations.

Observations, clinical experience, and practicum are required prior to placement in a school environment for the student teaching experience. The student will complete the following 50 hours of observation through enrollment in EDUC 242.

- A. 25 hours of observation of itinerant and self-contained classrooms for the hearing impaired.
- B. 10 hours of observation in regular education classrooms.
- C. 10 hours of observation in special education classrooms.
- D. 5 hours of observation in a noneducational setting.

The student will complete 30 hours of individual clinical experience through enrollment in EDHL 329 and 330 and 25 hours of school-based practicum through enrollment in EDUC 342.

#### **Proposed Catalog Description:**

Completion of the sequence of courses in Education of Deaf and Hard of Hearing Persons leads to a Bachelor of Science degree in Education and Pennsylvania Department of Education certification as a “Teacher of the Hearing Impaired, K-12.” Students are provided with the basic skills to teach in special classes for hard-of-hearing or deaf individuals.

Students enrolled in this sequence of study are prepared to assume positions as itinerant hearing therapists and classroom teachers for individuals ranging from preschoolers to adults. Work settings may include public schools, continuing education programs, and home training situations.

Observations, clinical experience, and practicum are required prior to placement in a school environment for the student teaching experience. The student will complete the following 50 hours of observation through enrollment in EDUC 242.

- A. 25 hours of observation of itinerant and self-contained classrooms for the hearing impaired.
- B. 10 hours of observation in regular education classrooms.
- C. 10 hours of observation in special education classrooms.
- D. 5 hours of observation in a noneducational setting.

The student will complete 30 hours of individual clinical experience through enrollment in EDHL 329 and 330 and 35 hours of school-based practicum through enrollment in EDUC 342.

**D. Program Revisions: next page**

**Current Program:****Liberal Studies: 54-55**

As outlined in Liberal Studies section with the following specifications:

**Mathematics:** MATH 151 (1)

**Social Science:** PSYC 101

**Natural Science:** laboratory science sequence required (2)

**Liberal Studies Electives:** no courses with EDHL prefix

**College: 30****Professional Education Sequence:**

COMM 103	Digital Instructional Technology	3sh
EDHL 360	General Methodology for Education of Persons with Hearing Loss	3sh
EDSP 102	Educational Psychology	3sh
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3sh (2)
EDUC 242	Pre-student Teaching Clinical Exp I	1sh
EDUC 342	Pre-student Teaching Clinical Exp II	1sh
EDUC 421	Student Teaching-Hearing Impaired (Pri-Elem)	6sh
EDUC 441	Student Teaching-Hearing Impaired (Jr-Sr H.S.)	6sh
EDUC 442	School Law	1sh
FDED 102	American Ed in Theory and Practice	3sh

**Major: 38****Required Courses:**

EDEX 111	Introduction to Exceptional Persons	3sh
EDHL 114	Intro to Persons with Hearing Loss	3sh
EDHL 115	Introduction to Sign Language	1sh
EDHL 244	Intermediate Sign Language	1sh
EDHL 307	Speech for Persons with Hearing Loss	3sh(3)
EDHL 308	Language for Persons with Hearing Loss	3sh
EDHL 329	Hearing Practicum I	1sh
EDHL 330	Hearing Practicum II	1sh
EDHL 331	Advanced Sign Language	1sh
EDHL 351	Teaching Reading to Persons with Hearing Loss	3sh
EDHL 365	Parent-Preschool Programs for Persons with Hearing Loss	3sh
SPLP 222	Introduction to Audiology	3sh
SPLP 242	Speech Science I	3sh
SPLP 311	Aural Rehabilitation	3sh (3)
SPLP 334	Language Development	3sh (3)

**Controlled Elective:**

One course from: EDEX 112, ELED 215, HMEC 218 3sh

**Free Electives: 1-2****Total Degree Requirements: 124**

(\*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.

- (1) Program revision in process: 3 additional sh of math will be required by the Pennsylvania Department of Education.
- (2) MATH 217 may substitute for EDSP 477 but may not replace MATH 151.
- (3) A minimum cumulative GPA of 2.6 is required to enroll in all 300- and 400-level major courses.

**Proposed Program:****Liberal Studies: 54**

As outlined in Liberal Studies section with the following specifications:

**Mathematics:** MATH 151, MATH (1)

**Social Science:** PSYC 101

**Liberal Studies Electives:** 6cr, no courses with EDHL prefix

**College: 28****Professional Education Sequence:**

COMM 103	Digital Instructional Technology	3cr
EDHL 360	General Methodology for Education of Deaf/Hard of Hearing Persons I	2cr
EDHL 361	General Methodology for Education of Deaf/Hard of Hearing Persons II	2cr
EDSP 102	Educational Psychology	3cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-student Teaching Clinical Exp I	1cr
EDUC 342	Pre-student Teaching Clinical Exp II	1cr
EDUC 421	Student Teaching-Hearing Impaired (Pri-Elem)	6cr
EDUC 441	Student Teaching-Hearing Impaired (Jr-Sr H.S.)	6cr
EDUC 442	School Law	1cr

**Major: 38****Required Courses:**

EDEX 111	Introduction to Exceptional Persons	3cr
EDHL 114	Intro to Deaf/Hard of Hearing Persons	3cr
EDHL 115	Introduction to American Sign Language	1cr
EDHL 215	Intermediate American Sign Language I	1cr
EDHL 216	Intermediate ASL II	1cr
EDHL 307	Speech for Deaf/Hard of Hearing Persons	3cr
EDHL 308	Language for Deaf/Hard of Hearing Persons	3cr
EDHL 329	Teaching-Collaborative Practicum I	1cr
EDHL 330	Teaching-Collaborative Practicum II	1cr
EDHL 315	Manually Coded English	1cr
EDHL 316	Interpreting for Teachers	1cr
EDHL 415	ASL Pedagogy	1cr
EDHL 451	Teaching Reading to Deaf/Hard of Hearing Persons	3cr
EDHL 465	Parent-Preschool Programs for Deaf/Hard of Hearing Persons	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 334	Language Development	3cr

**Controlled Elective:**

One course from: EDEX 112, HMEC 218 3cr

**(#)Total Degree Requirements: 120**

A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400- level major courses.

(1) Pennsylvania State Department of Education requires two college level (6 credits) math courses. Students may take any Liberal Studies Math course to fulfill this requirement.

(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

**Rationale: Program Name Change:** Education of deaf and hard of hearing persons is a constantly changing field. One of the most important changes that occur with regularity is the ‘politically correct’ name of this group of individuals. The current practice is to identify persons who have hearing loss as Deaf or Hard of Hearing. It is important for the IUP program to reflect this change out of respect for deaf and hard of hearing individuals as well as to be considered current professionally in the field.

**Course Deletions:** The SPLP 242 Speech Science course was deleted from the list of required major EDHL courses because the advanced nature of the information provided in this course is not appropriate for EDHL majors. The elements of speech science that are important for EDHL students are already presented in the EDHL 307 Teaching Speech to Deaf/Hard of Hearing Persons course. FDED 102 American Education in Theory and Practice was deleted from the education core to be consistent with the new college core.

**Course Additions:** One of the major perceived weaknesses of the current program is the relatively low number of Sign Language Courses offered. To enhance and improve the sign language skills of the program graduates, it is important for them to use American Sign Language every semester that they are enrolled in the program. To accomplish this, three new 1-credit sign language classes were added to the curriculum.

Another weakness noted by alumni and faculty was the heavy concentration of material that needed to be covered in a single 3-credit General Methods course. To alleviate this problem and to provide the time and opportunity for more thorough coverage and application of the required materials, the EDHL 360 course was reduced to 2-credits and a 2-credit EDHL 361 General Methodology for Teaching Deaf/Hard of Hearing Persons II course was added.

**Number and Name Changes:** Several courses were renumbered to more appropriately reflect the instructional level. All courses that previously had “Persons with Hearing Loss” in the title were changed to “Deaf/Hard of Hearing Persons.” The name of EDHL 329-330 Hearing Clinic I and II was changed to EDHL 329-330 Teaching-Collaborative Practicum I and II because it more clearly reflects the course content and purpose. The same is true for EDHL 331 Advanced Sign Language course was changed to EDHL 415 ASL Pedagogy.

**Prerequisite Changes:** The Pennsylvania Department of Education mandates that all students in teacher preparation programs maintain a minimum GPA of 3.0 overall and in their major. All prerequisites were changed to reflect this requirement. Additionally specific course prerequisites were modified to reflect the new sequence of sign language and general methods courses.

**APPENDIX C:**  
**Submitted by the University-Wide Graduate Committee**  
**(Co-chairpersons Kondo and Chambers)**

**FOR INFORMATION:**

On February 11, 2003 the UWGC **APPROVED** unanimously a motion that “no action on the GSR Reorganization Plan be taken until the UWGC has had an opportunity to see budget and personnel plans as it does with all other proposals.”

The UWGC also awaits reports from the Rules Committee and the Finance Committee, as per the following motions approved at the December 2, 2002 Senate meeting:

“1) The findings and endorsements of the Graduate Committee regarding the reorganization of the Graduate School and Research be submitted to the Rules Committee to determine if the items should be presented ‘For Information’ or ‘For Action’; and

2) The proposed position of a Vice President for Research and Graduate Studies be referred to the Finance Committee for cost analysis.”

Further the Committee encourages the Provost to continue to honor his November 5, 2002 University Senate commitment to the University community, “That (the) proposal will be shared with the Senate and others before being finalized by me (Staszkiwicz) as a recommendation to President Pettit.”

**FOR ACTION:**

**PASSED**

**1. Policy Change**

**From:**

**Continuous Dissertation**

For all doctoral students admitted or commencing course work during the Fall 1990 semester and thereafter, the following policy is binding. Following completion of all course, language and skill requirements and of the comprehensive examination requirement, doctoral students must enroll for at least one credit of dissertation or continuous dissertation both semesters (Fall and Spring) annually through the defense of the dissertation. For this period, the student will be considered a full-time doctoral student. The University will provide a one dissertation credit for each semester beyond the required dissertation credit hours, until the student graduates or the time limit is exceeded (see “Time Limitation for Doctoral Students” policy). Students must pay mandatory University fees (equal to the part-time mandatory fees), and may choose to pay Student Health and Activity Fees if the associated services will be used. Until the dissertation is successfully defended, a grade of “R” will be assigned to each registered credit. Upon successful completion of the dissertation, the grade assigned by the dissertation director will apply to all registered dissertation credits.

**To:**

**Continuous Dissertation**

For all doctoral students admitted or commencing course work during the Fall 1990 semester and thereafter, the following policy is binding. Following completion of all course, language and skill requirements and of the comprehensive examination requirement, doctoral students must enroll for at least one credit of dissertation or continuous dissertation both semesters (Fall and Spring) annually through the ~~defense of the~~

~~dissertation~~ **graduation of the student.** For this period, the student will be considered a full-time doctoral student. The University will provide a one dissertation credit for each semester beyond the required dissertation credit hours, until the student graduates or the time limit is exceeded (see “Time Limitation for Doctoral Students” policy). Students must pay mandatory University fees (equal to the part-time mandatory fees), and may choose to pay Student Health and Activity Fees if the associated services will be used. Until the dissertation is successfully defended, a grade of “R” will be assigned to each registered credit. Upon successful completion of the dissertation, the grade assigned by the dissertation director will apply to all registered dissertation credits.

**Rationale:** Following the “defense of a dissertation,” students continue to make use of university services, faculty, particularly the dissertation advisor, and the Graduate School and Research staff who continue to provide assistance to the student until the student graduates.

## **2. Variability in Delivery (Start Date Fall 2003)**

**PASSED**

### **M.S. in Safety Sciences**

#### **Offer more than 33% of degree program via distance education.**

Over 80% of the current graduate Safety Science students are full-time working professionals and they do not have the flexibility in their work schedule to take classes at local universities. These students will now be able to take courses from the convenience of their work or home when the course is web based rather than drive to IUP or to an off campus location. From a marketing perspective this will allow the department to offer graduate courses to students beyond our typical catchment area of Western and Central Pennsylvania.

Students taking courses via distance education will have access to the IUP library via the web to electronic reserves which are specific references placed on line for the individual courses. Select reference sources are also available on-line as well. Therefore, current resources, including computers, software, and other consumable goods, library materials and travel funds, are adequate.

When the courses are offered via distance education they will follow the same format as courses based at IUP with the content being covered over a 14 week semester. When courses are offered using distance education technologies, they will be Internet based (WebCT) and will include the use of interactive modes such as videoconferencing, videotape, CD-ROM, slides, etc. The department has developed a template to assist faculty in the design of distance education courses. This template encourages the following to achieve the best balance for web based learning:

- Constructive activities embedded within the course notes.
- Student participation in on-line discussions which include groups assigned to work on collaborative projects.
- Provide several on-going opportunities for the student to interact with the instructor. These include interaction through the use of a course bulletin board, email, chat room, and telephone contacts. Many of the assignments require student interaction with both the instructor and fellow students.
- Multiple assessment techniques to evaluate student achievement. Examples include: timed tests using Web CT with password protection, weekly assignments posted to the bulletin board, comprehensive collaborative projects, individual projects assigned to students and submitted via email, chat room contributions by students, chapter summaries and synthesizing of content, posted to the database.

The degree program outcomes will be evaluated annually as part of the accreditation assessment plan required by our accrediting body, the Applied Science Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The criteria established by ABET is outcomes based and the department must collect assessment data that shows where we are in relation to established goals for each of the outcomes developed. Once every five years a formal site visit is made by ABET to evaluate our outcomes assessment plan and the other processes in place to ensure continuous improvement in the program.

### **3. Variability in Delivery (Start Date Fall 2003)**

**PASSED**

#### **M.S. in Safety Sciences**

#### **Proposal to Modify Graduate Course Delivery**

##### **Introduction**

The Safety Sciences Department is notifying the University Wide Graduate Curriculum Committee of our intent to “Modify Graduate Course Delivery” of our MS Program in Safety Sciences. Department Faculty want to offer the M.S. Program in Safety Sciences at the NASA Goddard Space Center in Washington D.C. Specifically, the department wants to offer the Management Track of this program to the center through a “Cohort Model” over a 2 ½ year time period. IUP will make no commitment beyond this initial cohort and will reevaluate the potential for another cohort at the end of the time period. The program will not be offered if the minimum number of students is not achieved.

The offering of courses at the Goddard Space Center will have no impact on faculty complement. This will be accomplished by closing our offerings of M.S. Courses at the Dixon Center in Harrisburg starting with the Fall 2003 semester. Currently we offer one lecture based course at the Dixon Center and one distance education offering. The complement for these two courses will be transferred to the Goddard Space Center. Enrollments have been struggling for years at the Dixon Center and for the past five years we have averaged less than eight students per class. As of the Fall 2002 semester, we have not accepted any new students to this program and there are eight students currently taking classes with four of these students graduating in May of 2003. Of the four students remaining only two will have core courses remaining after the spring 2003 semester. The department will offer Independent Study to cover these core courses or another possible option for these students is to travel to the Goddard Space Center to take the courses.

##### Facilities

Goddard has an entire building dedicated as a training complex with numerous training rooms available. These training rooms are modern facilities that include tables, chairs, screens, overhead projectors, chalk boards, and portable computer and video projection systems. Many of the rooms also have video conferencing capabilities.

##### Learning Resources/Equipment

Students taking courses as the Goddard Space Center and via distance education will have access to the IUP library via the web to electronic reserves which are specific references placed on line for the individual courses. Select reference sources are also available on-line as well. Therefore, current resources, including computers, software, and other consumable goods, library materials and travel funds, are adequate.

##### Course Schedule

The plan is to offer two courses each semester, one will be lecture based at Goddard the other will be a distance education offering. One summer course will also be offered as a lecture based course at Goddard.

When the courses are offered at the Goddard Space Center they will follow the same format as courses based at IUP with the content being covered over a 14 week semester. Specifically, the classes will be taught on a weeknight from 6:00 PM to 8:30 PM. For the Distance Education courses, some professors will require the students to attend a weekly chatroom which is placed on the schedule so the students know the dedicated time for the chatroom.

### **Memorandum of Understanding**

#### **A cooperative agreement between Indiana University of Pennsylvania (IUP) and NASA Goddard Space Flight Center Fall 2003 through Fall 2005**

Indiana University of Pennsylvania (IUP) and the NASA Goddard Space Flight Center agree to cooperate in order to bring the M.S. in Safety Sciences Degree Program to the premises of the Center. This arrangement will allow IUP to serve the needs of its alumni, other professionals employed at the Center, or those in the nearby community. The Goddard Space Flight Center will benefit from the professional development of its employees as well as contractual employees assigned to the Center.

#### Responsibilities of IUP

1. Assuming a sufficient number of professionals who qualify for graduate admission plan to enroll, IUP will offer one cycle of the M.S. in Safety Sciences on the premises of the NASA Goddard Space Flight Center beginning Fall 2003.
2. At least six of the graduate courses will be taught on site by IUP faculty members. The remaining six graduate courses will be delivered via distance education technologies by IUP faculty members.
3. Invoices for tuition and fees will be mailed to individual students prior to the beginning of class. The current 2002/2003 rate for non-Pennsylvania residents is \$467.00 per semester hour for classroom courses and \$298.00 per semester hour for courses delivered via distance education technologies. Fees for two courses are \$172.20 per semester. Tuition and fees are subject to change without notice.
4. Library resources will be provided via Internet and mail delivery.
5. Assistance with marketing will be provided via preparation of information packets and attendance at an "Open House."

#### NASA Goddard Space Flight Center Responsibilities

1. Access to the classroom and the on-site library at GSFC will be permitted to professionals outside of NASA who are enrolled in the courses.
2. Audio visual equipment (overhead projector, data/video projector, etc.) will be provided.
3. A GSFC employee will be present during class hours to summon assistance if needed.
4. Parking near the classroom will be provided free of charge.

**APPENDIX D:  
Submitted by the Library and Educational Services Committee  
(Chair Johnson)**

**FOR INFORMATION:**

The LESC met on February 4, 2003. The following items were discussed:

- The LESC endorsed the IUP Information Literacy Competency Standards and anticipates that the Liberal Studies Committee, the Undergraduate Curriculum Committee, and the Library will design appropriate means to implement the Standards into curricular offerings. The LESC urges faculty to attend an Information Literacy Workshop, as advertised by the library.
- The renovation of the Stabley portion of the library has been moved down on IUP construction schedule.
- The LESC anticipates that its student members will forward library-related questions/issues from the Student Congress.
- The LESC approved two computing policy changes and forwards them to the University Senate for approval. The first policy is a revision and the second is a new policy. The LESC appreciates the assistance of Mr. Rick McFerron in developing these.

**FOR ACTION:**

**PASSED**

**University Computing Resources Policy**

**Current Policy:**

University resources are limited, and the right to use computing resources in the iup.edu domain does not extend to activities which unfairly deprive other potential users of access to computing resources, or which impose an unnecessary burden upon the university. All users have an obligation to use resources responsibly, aware that their use does cost the university, the Commonwealth of Pennsylvania and its citizens real money to provide. Computing administration has an obligation to suspend activities which they deem to pose a clear and present threat to the efficient operation of and equitable access to university computing resources. Such suspension should whenever practical, be accompanied by warning and a clear explanation of the inappropriate activity. The user has the right to appeal the suspension through the faculty, employee, or student judicial processes. (approved by the University Senate, 4 May 1999).

**Proposed revised policy:**

University resources are limited, and the right to use computing resources in the iup.edu domain does not extend to activities which unfairly deprive other potential users of access to computing resources, or which impose an unnecessary burden upon the university. **Matters governing the management and security of the information network and associated computer systems shall follow the Information Assurance Guidelines and associated procedures as approved by the Technology Utilities Council.** All users have an obligation to use resources responsibly, aware that their use does cost the university, the Commonwealth of Pennsylvania and its citizens real money to provide. Computing administration has an obligation to suspend activities which they deem to pose a clear and present threat to the efficient operation of and equitable access to university computing resources. Such suspension should whenever practical, be accompanied by

warning and a clear explanation of the inappropriate activity. The user has the right to appeal the suspension through the faculty, employee, or student judicial processes.

---

**Background:**

The revision to the University Computing Resources Policy is required to incorporate a reference to the Information Assurance Guidelines.

In November, 2001, Computer Science and Criminology faculty initiated an application on behalf of the university to become an NSA Center of Academic Excellence for Information Assurance. This application process necessitated that a process be in place for the development of information assurance guidelines. A TUC (Technology Utilities Council) subcommittee with representatives from the technology committees was convened to draft the guidelines. After review of the draft guidelines, the subcommittee was expanded to include representatives from the Council of Deans, APSCUF, and the Senate Library and Educational Services Committee. On 9 September 2002, TUC approved the final draft of the Information Assurance Guidelines and the revision to the University Computing Resources Policy for submission to the Senate Library and Educational Services Committee as endorsed by the subcommittee and ACOC (Administrative Computing Oversight Committee), ACPAC (Academic Computing Policy Advisory Committee), AOG (Academic Technology Operations Group), and the Council of Deans.

**FOR ACTION:**

**PASSED**

**Proposed Wireless Communications Policy**

1. Policies and procedures related to wireless communication shall be developed and endorsed by the Technology Utilities Council (TUC) and forwarded to the president for approval with consideration of recommendations from the Academic Computing Policy Advisory Committee (ACPAC), the Academic Technology Operations Group (AOG), and the Administrative Computing Oversight Committee (ACOC).
2. Existing procedures and policies related to the administration and management of the campus network shall apply to all extensions of that network including wireless components.
3. Existing procedures and policies related to the security and integrity of the campus network apply to wireless communication.
4. In order to facilitate wireless communication, a portion of the radio airspace within and beyond the campus will serve as the network transport medium and be considered the wireless airspace.
5. The shared use of the wireless airspace will not be actively monitored. However, the university may restrict the use of radio devices in university-owned buildings and buildings owned by affiliated entities and all outdoor spaces on IUP property that adversely impacts the integrity of the campus data network.

**Definition:**

**Wireless Airspace:** The airspace addressed by this policy is that defined by the IEEE 802.11 DSSS (Direct Sequence Spread Spectrum) wireless LAN specification. This includes, but is not limited to the FCC unlicensed 2.4 GHz Industrial/Scientific/Medical (ISM) band, the 2.5 GHz band, and the 5 GHz band as defined in the 802.11a and 802.11b specifications.

---

**Background:**

The Wireless Communications Policy is required to administer the use of the wireless airspace and manage the growth of wireless technologies.

At the 10 September 2001 meeting, ACPAC (Academic Computing Policy Advisory Committee) accepted a report from the Wireless Action Team to recommend to TUC (Technology Utilities Council) that a subcommittee be convened to draft wireless communications guidelines and standards to be reviewed by ACOC (Administrative Computing Oversight Committee), ACPAC, AOG (Academic Technology Operations Group), the Council of Deans, and TUC. A subcommittee was convened in November 2001 with representatives from each technology committee. TUC approved a draft wireless policy on 9 February, 2002. After review and endorsement from ACOC, ACPAC, AOG, and the Council of Deans, TUC approved the final draft Wireless Communications Policy for submission to the Senate Library and Educational Services Committee.