

MINUTES OF THE IUP UNIVERSITY SENATE

April 27, 2004

Chairperson Smith called the March 30, 2004, meeting of the University Senate to order at 3:23 p.m., in the Stouffer Auditorium.

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

Appolonia, Bharadwaj, Bieger, Black, Bradwick, Diaz-Martin, Domaracki, Federoff, Green, Hall, Hanrahan, Hemby, Hood, Joseph, Jozefowicz, Kennedy, Matsubara, Norwood, Receski, Riesenman, Rivera, Rubenstein, Ruffner, Schneider, Villalobos-Echeverria, Zanich.

The following Senators were absent from the meeting:

Ali, Ashamalla, Bowers, Camp, Chaudhry, Coulson, Evans, Ezekiel, Hartman, Higgins, Kondo, LaRoche, Leeper, Linzey, Lui, Mancuso, Nee, Orife, Peterson, Powers, Schroeder, Sciulli, Snair, Strittmatter, Sullivan, Taylor, Trenney, Wheatley.

The minutes from the March 2, 2004, meeting were **APPROVED**.

The minutes from the March 30, 2004, meeting were **APPROVED**.

Agenda items for the April 27, 2004, meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report (Senator Reinhard):

Good afternoon, fellow senators! This has been a busy and intense semester at IUP, and I appreciate all of your contributions and hard work. You will soon receive an invitation from my office to attend a reception at the Executive Residence; on that occasion, I hope to thank you more appropriately.

I am pleased to report that the new courses and course revisions approved by the Senate at its March 30, 2004, meeting have been accepted and approved by the President.

The Graduate Student Grade Appeal Policy approved by the Senate followed the model initially utilized in developing the Undergraduate Student Grade Appeal process. The process for the undergraduate policy involved a tripartite agreement of the administration, the Senate, and APSCUF, since the policy involves the potential for changing grades. Because of this, APSCUF has requested an opportunity to review the proposal at its Representative Council. Once the Council informs me of its action, I will be able to communicate with the Senate the final disposition of this recommendation.

The program revisions in Anthropology, Economics, English, French, Philosophy, Religious Studies, Sociology, and Spanish to incorporate an honors track will be submitted, with my approval, to the Council of Trustees at its May meeting.

Also being forwarded to the Council of Trustees, with my approval, will be program revisions for the B.S. in Education in Economics—Social Studies/Economics Track, the B.A.—Geography/Economic Geographer Track, the B.A. in Spanish, the B.A. in Spanish for International Trade, and a minor in Spanish.

Turning to recruitment, I am pleased to report that we have committed over \$100,000 next year to produce a 30-week television advertising campaign on several cable channels. Each of the colleges, along with the graduate school, continuing education, culinary program, and branch campuses will be showcased during this intensive marketing effort.

We have commissioned Brailsford & Dunlavey, a facility planning and project management firm, to complete a marketing and financial plan for the Regional Development Center. As you know, the university is planning to build the facility on the Kovalchick property once that property is acquired by the local community. We understand that this acquisition is imminent. The marketing plan will be of great help as we redesign the facility to meet the \$40 million threshold in dedicated funding for the project.

I am also beginning budget hearings with the vice-presidents to allocate some additional funds for the 2004-05 academic year. Primarily, we will be releasing approximately \$1.5M dollars in performance award money earned by IUP. These dollars will be allocated for a period of one to three years and must be tied to the System's performance matrix and/or initiatives and recommendations arising from the University Planning Council. An evaluation and accountability plan will accompany each funded proposal. At this time, we will not be releasing any additional E & G funds beyond the \$500,000 allocated earlier in the spring. There are several assumptions presently built into our budget model for next year that must be realized if we are to allocate any additional dollars from E & G.

As the semester draws to an end, please remember that our main Commencement ceremony will be held on Saturday, May 8, at 11:00 a.m. in Miller Stadium. Our Commencement speaker is Sally Stroup. Ms. Stroup serves as U.S. assistant secretary for Postsecondary Education and is principal adviser to Secretary of Education Rod Paige on all matters related to postsecondary education. Ms. Stroup graduated from IUP in 1978 with a bachelor's degree in Criminology. She earned a law degree from Loyola University and was also selected this year to receive an IUP Distinguished Alumni Award.

In closing, I thank you for permitting me to share this semester with you. Like you, I have found IUP a stimulating, challenging, and complex environment. As was the case with my former institution, I have also discovered that IUP's personnel can be characterized as kind, caring, and dedicated to our students and to the community in which we live. It is an honor to serve alongside each and every one of you. Have a wonderful, productive, and restful summer.

Provost's Report (Senator Staszkiwicz):

Before coming to IUP I worked at the State University of New York at Oneonta from 1977 to 1981. 1977 was the year that upstate New York, particularly Buffalo, got record snowfalls and it quickly became the year by which all other winters were measured. A year ago, I would have said that 2002-03, when the University and the Senate revised every undergraduate program to get to 120 credits, would be the year by which all other years would be measured in the Senate. As we sit hear at the last meeting of this year's Senate, I'm not so sure. We have had another wild year with a near strike, the change in Presidential leadership in the fall and then again in the spring, the beginning of a 10-year Middle States review, the implementation of a reorganized Graduate School and on and on.

I would like to add my thanks to those of President Reinhard to the leadership of the Senate as well as to all the senators who have made this a successful year. In particular, I'd like to thank Justin Aion and the faithful students who did attend regularly. I know Justin worked diligently to get students active this year. To those of you who did so, I thank you.

All senators need to be congratulated. In addition, APSCUF leadership needs to be publicly recognized for their professionalism during a very difficult year. And, in looking back, it has been a successful year.

I would like to focus my comments on the ongoing issue of liberal studies revision. It's hard to believe that the last overhaul of our liberal studies program occurred in the 1980's. Dr. Mary Sadler continues to lead a team of faculty and one administrator that has been charged with developing a similarly comprehensive review and possible revision. The 124 to 120 curriculum revision and the Middle States self-study were part of the rationale for beginning this process. More importantly, however, is the need to make sure that our curriculum is relevant to the lives of our students and represents the best curriculum we have to offer. The people leading this effort are: Mary Sadler (team leader), Yaw Asamoah, Carmy Carranza, Muhammad Numan, Jack Scandrett, Gail Sechrist, B. Gail Wilson, and Dawn Woodland. As I've shared with the Senate on several occasions, this team developed a six-semester plan for completing this project; this marks the end of the second of those six semesters. During these first two semesters there have been many opportunities to share the vision and to begin building consensus.

We ended last year with the notice that the IUP team had been formed and would be attending the Ashville Institute. We began this year with reminding Senate that the effort was beginning. Throughout the year at Planning meetings or at Middle States meetings we have been reinforcing this process. I cannot over-express the significance of this to IUP as it is one of the most important efforts we have underway and the Ashville group has my full support as well as financial commitment. Next year we will be developing a blueprint and designing a curriculum. Then, in year three, we hope to develop courses and approve the entire package. No easy task, but I'm sure you'll all agree that it is timely and essential.

Once again, thanks to each of you.

Chairperson's Report (Senator Smith):

Senators, as we end there year, I want to thank a few people who have helped me tremendously over the past two years as chair, and two years prior as secretary in no specific order:

John Baker and Susan Wheatley, I can still remember when we were in the library when you said "go for it."

Mark Anthony, Carleen Zoni, Ramesh Soni and Steve Ender, for always lending an ear.

The committee chairs, especially Gail Sechrist.

Our provost, president, the deans and the vice presidents, all of which have always been helpful when I ask (more like beg, but, oh well!).

Finally and most important, Justin Aion, Vice Chair and Gwen Torges, Secretary. We've made a nice trio and to say that I have enjoyed our association over the last two years would be an understatement. Thanks to both of you.

Any questions? Again, thanks to all for your support over the last two academic years.

Vice Chairperson's Report (Senator Aion):

Let me offer a big thank you to all of you for all of your hard work.

This past Sunday, the Graduate Student Assembly's softball team was scheduled to hold its Homerun for Charity event. Although the tournament was cancelled due to rain, they still raised \$400 for charity. Undergraduates, graduates and faculty participated in the event.

In the Student Congress elections, Mark Collins was elected President, and Nicole Norris was elected Vice President.

I'm sad to announce that IUP student Blase Joseph Caranese III, of Greensburg, died Sunday, April 18, 2004 in Westmoreland Regional Hospital, two days shy of his twentieth birthday. A memorial service will be held in his honor this afternoon at 5:00 p.m. in the Neuman Center.

And on a personal note, I'm graduating, and so you will be free of my piercing wit and dashing good looks. I will miss you.

STANDING COMMITTEE REPORTS:

Rules Committee (Chair Broad):

Chair Broad noted that Senate elections are on-going. Among those seats up for election are Senate Chair and Senate Secretary. Senator Smith is running for re-election to the Chair's seat. There are currently no candidates for the Secretary's position.

Research Committee (Chair Guth):

No Report.

Student Affairs Committee (Chair Hall):

At the Committee's last meeting, Rebecca Sterley came and spoke about the new Faculty Advisor Support Center. The center is designed to provide support to faculty in their role as undergraduate advisors. Advising questions can be directed to Ms. Sterley, the Center's director, at 113 Keith Hall, 724-357-3111, rsterley@iup.edu.

University Development and Finance Committee (Chair Domaracki):

See Appendix A, pages 6 – 8.

Academic Committee (Chair Andrew):

See Appendix B, page 9.

Awards Committee (Chair Jackson):

No report.

University-wide Undergraduate Curriculum Committee (Co-chairs Sechrist/Numan):

See Appendix C, pages 10 – 37.

University-wide Graduate Committee (Co-chairs Laporte/Chambers):

See Appendix D, pages 38 – 44.

Library and Educational Services Committee (Chair Johnson):

See Appendix E, page 45.

Noncredit Committee (Chair Karimi):

No report.

Adjournment

With no further business, the meeting was adjourned at 4:40 p.m.

Respectfully submitted,
Gwen Torges
Senate Secretary

**APPENDIX A:
University Development and Finance Committee
(Chair Domaracki)**

FOR INFORMATION:

PARKING REGULATION CHANGES 2004/05

1. Warning letter for unpaid tickets: Also to be placed on the parking ticket.
If the ticket is paid within 5 days, the fine is \$10.00. If ticket is paid after 5 days, the fine will be \$15.00. If the ticket is not paid within 30 days of being issued, the vehicle will be booted.
2. When appealing a parking ticket, the fine must be paid at the time the appeal is made. If the ticket is dismissed, the parking fine money will be returned to the person who appealed the ticket.
3. Three day temporary parking permits for Robertshaw will only be issued to the same person one time each semester.
4. The fee for a lost or stolen parking permit will increase from \$5.00 to \$10.00.
5. The fine for a misuse of a parking permit by theft will increase from the current \$10.00 to \$50.00, the maximum fine permitted in addition to booting and replacement fees. Fines for other types of misuse will remain at \$10.00.
6. Students working at Robertshaw can receive a one semester parking pass. The students must park on the parking lot on the south side of Robertshaw. This will be reviewed after two semesters and determined if it should continue or not.
7. High school students taking classes at IUP. Parking permits will be offered to those students on the same basis as IUP commuter students. Those living inside the boundaries would not be eligible for commuter permits.
8. When coining a meter, the coins must be turned into the meter. The parking officers will not accept the responsibility of turning the coin into the meter.

A note will be placed on the parking permit, and in the regulations, stating that found permits must be turned into the University Police Department.

Original Furn & Equip Stabley		Capital	131/02	10/30/2006	\$727,000	
Original Furn & Equip Wilson Hall		Capital	131/02	10/30/2006	\$275,000	

FOR INFORMATION:

The committee moves the approval of the following project five-year priority order for the FY 2005-2006 Capital Budget Submission:

**Proposed Five-Year Priority Order
FY 2005-2006 Capital Budget Submission**

The following is our proposed five-year priority order of Capital Projects:

Proposed Priority Order 2005-2006

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Renovate Wilson Hall (Reauthorization) 2. Construction of Regional Development Center (DGS-407-66 ReAuthorization) 3. Academic Science Building (Reauthorization - Renovation of Weyandt/Walsh by Replacement) | <ul style="list-style-type: none"> 4. Renovation of Steam Tunnels (Reauthorization) 5. Upgrade of Electrical Distribution System (Reauthorization) 6. Renovation of Boiler Plant (Reauthorization) |
|---|---|

Proposed Priority Order 2006-2007

- 1. Renovation of Pierce Hall
- 2. Renovation of Stright Hall

Proposed Priority Order 2007-2008

- 1. Renovation of Zink Hall

Proposed Priority Order 2008-2009

- 1. Renovation of Robertshaw Complex

Proposed Priority Order 2009-2010

- 1. Renovation of Stadium & Field Areas

Proposed Original Furniture & Equipment FY 2005-2006

- 1. Regional Development Center

**APPENDIX B:
Academic Committee
(Chair Andrew)**

FOR ACTION:

PASSED

DUAL BACCALAUREATE DEGREES

A student who has earned a minimum of 28 undergraduate credits from IUP and who is in good academic standing may apply to pursue a second baccalaureate degree concurrently with the first. This application must be submitted to the Dean of the College in which the major program of study for the second baccalaureate degree is housed. If admitted to a second baccalaureate degree program, the student must designate one of the two degree programs to be primary. To receive both degrees at graduation the student must earn at least 30 credits beyond the requirements of the designated primary program of study. The student must earn a minimum of 150 credits to receive both degrees concurrently. Furthermore:

- a. The student may not be graduated until both the degrees are completed.
- b. All requirements for the curriculum of each degree must be satisfied.
- c. A course required in both degree programs does not have to be repeated for the second degree.
- d. All university requirements such as minimum GPA and number of residency credits taken at IUP in the major must be met for each degree separately.
- e. Should a student elect to discontinue the pursuit of receiving two baccalaureate degrees simultaneously and decide to apply for graduation with one degree, the student will be bound to the Second Baccalaureate Degree requirements if a later return to IUP is desired to pursue another undergraduate degree.

**APPENDIX C:
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Numan**

FOR INFORMATION:

Liberal Studies Report:

Approved Dr. James Lenze, Communications Media Department for Type I writing status - Professor Commitment.

Approved Dr. R. Scott Moore, History Department for Type I writing status -Professor Commitment.

Approved the LS portion of the program revision for BS in Education—Social Studies Education/Economics Track.

The following course was approved by UWUCC to be offered as a Distance Education Course:

LBST 499 The Battle for Perfection, Dr. Susan Dahlheimer

FOR ACTION:

1. College of Humanities and Social Sciences—New Course

PASSED

CHSS 489 Honors Colloquium

3c-0l-3cr

Prerequisites: Admission to a Departmental Honors Program in the College of Humanities and Social Sciences, HNRC 201, or permission of the instructor.

A multi-disciplinary colloquium emphasizing problem-solving, discussion, reading and writing on a topic or theme that will vary from semester to semester according to the expertise of the faculty member(s) teaching the course. The course could focus on an issue that would be explored from a number of multi-disciplinary perspectives, or bring related disciplines together to cover issues that spring from a common methodological technique. Open to all students who have been admitted to the Departmental Honors Program in their major, Robert E. Cook Honors College students who have completed HNRC 201 and, with instructor permission, to other juniors or seniors who have an overall QPA of at least a 3.5.

Rationale: The course will be open to all students who have been admitted to a Departmental Honors Program in their major, Robert E. Cook Honors College students who have completed HNRC 201 and, with instructor permission, to other juniors or seniors who have an overall QPA of at least 3.5. The latter group must have demonstrated comparable abilities and commitment to interactive learning. Majors in the college may count the course toward their required hours in their departmental honors; R.E. Cook Honors students may count the course toward their total of honors hours. This course will be a useful vehicle for departments with small numbers of majors who would not otherwise have the critical mass of students necessary to sustain Honors courses in their department.

2. Department of Spanish—Program Revision

PASSED

Current Program:

BS in Education—Secondary Spanish Education (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **53**

Mathematics: 3cr

Social Science: ANTH 110, PSYC 101

Liberal Studies Electives: 9cr, MATH course (1), no courses with SPAN prefix

College: **29**

Pre-Professional Educational Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Schools 2cr

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching and Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching and Clinical Experience II 1cr

EDUC 441 Student Teaching 12cr

EDUC 442 School Law 1cr

EDUC 453 Teaching of Foreign Languages in the Secondary School 3cr

Major:

Study Abroad (2)

Required Courses:

SPAN 201 Intermediate Spanish or equivalent 4cr

SPAN 221 Intermediate Spanish Conversation 3cr

SPAN 230 Intermediate Spanish Composition 3cr

SPAN 260 Introduction to Hispanic Literature 3cr

SPAN 321 Advanced Spanish Conversation 3cr

SPAN 340 Hispanic Civilization Through the Nineteenth Century 3cr

SPAN 342/ Twentieth-Century Spanish Civilization

SPAN 344 and Culture/Twentieth Century Spanish-American Civilization and Culture 3cr

SPAN 353 Spanish Phonetics and Phonemics 3cr

SPAN 390 Teaching of Elementary Content Through the Spanish Language 3cr

SPAN 404 Advanced Spanish Grammar 3cr

Controlled Electives:

Any other 3cr from SPAN 300 or above 3cr

SPAN 362, 364, or a 400-level literature course 3cr

Free Electives: **1**

Total Degree Requirements: **120**

Proposed Program:

BS in Education—Secondary Spanish Education (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **53**

Mathematics: 3cr

Social Science: ANTH 110, PSYC 101

Liberal Studies Electives: 9cr, MATH course (1), no courses with SPAN prefix

College: **29**

Pre-Professional Educational Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Schools 2cr

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching and Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching and Clinical Experience II 1cr

EDUC 441 Student Teaching 12cr

EDUC 442 School Law 1cr

EDUC 453 Teaching of Foreign Languages in the Secondary School 3cr

Major: **37**

Study Abroad (2)

Required Courses:

SPAN 201 Intermediate Spanish or equivalent 4cr

SPAN 220 Intermediate Spanish Conversation and Grammar 3cr

SPAN 230 Intermediate Spanish Composition 3cr

SPAN 260 Introduction to Hispanic Literature 3cr

SPAN 340 Hispanic Civilization Through the 19th Century 3cr

SPAN 342/ Twentieth-Century Spanish Civilization

SPAN 344 and Culture/Twentieth Century Spanish-American Civilization and Culture 3cr

SPAN 350 Advanced Spanish Conversation 3cr

SPAN 353 Spanish Phonetics and Phonemics 3cr

SPAN 390 Teaching of Elementary Content Through the Spanish Language 3cr

SPAN 404 Advanced Spanish Grammar 3cr

Controlled Electives:

Any other 3cr from SPAN 300 or above 3cr

SPAN 362, 364, or a 400-level literature course 3cr

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) Students who do not wish to select a MATH course under the Liberal Studied Electives must still take a second MATH course in order to fulfill the state requirements
- (2) Students in the B.S. Ed. Secondary Spanish major must successfully complete a program of language study in a Spanish-speaking county. This program must, as a minimum, last four weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with the approval of the advisor.
- (*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) Students who do not wish to select a MATH course under the Liberal Studied Electives must still take a second MATH course in order to fulfill the state requirements
- (2) Students in the B.S. Ed. Secondary Spanish major must successfully complete a program of language study in a Spanish-speaking county. This program must, as a minimum, last four weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with the approval of the advisor.

Rationale: This revision is being submitted to include all of the recent number changes in SPAN courses.

3. Department of Sociology—New courses, Course Deletion, and Program Revisions

A. New Courses

SOC 460 Social Research Methods I

Prerequisites: SOC 320, Junior standing

First course in a two course methods sequence. Examines diverse research designs used in the social sciences, i.e., survey, field study, experiment, documentary, and existing statistical data. Focuses both on logic and practice of social research. Students develop a research design to be implemented in the second course in the research sequence.

PASSED
3c-0l-3cr

SOC 461 Social Research Methods II

Prerequisites: SOC 460, Junior standing

Second course in a two course methods sequence. Students will implement the research project that developed during the first course in this sequence. This course is primarily applied research and students will use the semester to collect and analyze their data and to prepare a final research report on their findings.

3c-0l-3cr

Rationale: These courses will be required of all Sociology majors. They should also attract students from other behavioral science fields, such as criminology and psychology. An external review of Sociology, performed in 1998, recommended the addition of a second methods course for majors. The first course has been reconfigured and a second course has been designed to comply with that recommendation. The courses have been designed to provide students with a stronger background in sociological methods that will strengthen their knowledge of the discipline and that will translate directly into increased marketability. SOC 460 will culminate in the development of a research proposal that will be implemented and analyzed in SOC 461.

B. Course Deletion—Effective Fall 2005

SOC 380 Social Research Methods

PASSED

Rationale: Based on the recommendation that the department have two research methods classes, SOC 380 will be deleted in fall 2005, and in its place SOC 460 and SOC 461 are being proposed.

C. Program Revisions

PASSED

Current Program:

Bachelor of Arts-Sociology/General Sociology Track

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 217 recommended
Social Science: SOC 151
Liberal Studies Electives: 9cr, no courses with SOC prefix

College:
 Foreign Language Intermediate Level (1)

Major:
Required Courses:
 SOC 151 Principles of Sociology *cr (2)
 SOC 320 Sociological Theory 3cr
 SOC 380 Social Research Methods 3cr
 One of the following courses: 3cr
 SOC 361 Social Stratification
 SOC 362 Racial and Ethnic Minorities
 SOC 363 Sociology of Gender
 At least one different course from four of the following substantive areas: 12cr
Social Inequality and Social Change:
 SOC 303, 337, 361, 362, 363, 448, 458
Deviance and Social Problems:
 SOC 231, 333, 335, 427, 428, 452
Individual and Society: SOC 251, 345, 357
Social Organization and Institutions: SOC 286, 336, 339, 340, 341, 342, 348, 352, 421, 458
Comparative Sociology: SOC 233, 271, 272, 273, 286, 303, 314, 337, 342
 Free Sociology Electives: (3) 9cr

Free Electives:

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Credits counted in Liberal Studies, not in the major.
- (3) Internships in Sociology (SOC 493) will not count as part of the required Free Sociology electives and must count as credits beyond the 30cr required for the major (out of Free Electives). The student must write a one-page justification explaining the selection of his/her 9cr of Free Sociology electives as it relates to the internship experience.

Proposed Program:

Bachelor of Arts-Sociology/General Sociology Track

53 Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **53**
Mathematics: MATH 217 recommended
Social Science: SOC 151
Liberal Studies Electives: 9cr, no courses with SOC prefix

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

30 Major: **33**
Required Courses:
 SOC 151 Principles of Sociology *cr (2)
 SOC 320 Sociological Theory 3cr
 SOC 460 Social Research Methods I 3cr
 SOC 461 Social Research Methods II 3cr
 One of the following courses: 3cr
 SOC 361 Social Stratification
 SOC 362 Racial and Ethnic Minorities
 SOC 363 Sociology of Gender
 At least one different course from four of the following substantive areas: 12cr
Social Inequality and Social Change:
 SOC 269, 303, 337, 361, 362, 363, 448, 452, 458
Deviance and Social Problems:
 SOC 231, 269, 333, 335, 427, 428, 452
Individual and Society: SOC 251, 269, 345, 357, 452
Social Organization and Institutions: SOC 286, 336, 340, 341, 342, 348, 352, 421, 458
Comparative Sociology: SOC 233, 271, 272, 273, 286, 303, 314, 337, 342
 Free Sociology Electives: (3) 9cr

31-37 Free Electives: **28-34**

120 Total Degree Requirements: **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Credits counted in Liberal Studies, not in the major.
- (3) Internships in Sociology (SOC 493) will not count as part of the required Free Sociology electives and must count as credits beyond the 30cr required for the major (out of Free Electives). The student must write a one-page justification explaining the selection of his/her 9cr of Free Sociology electives as it relates to the internship experience.

Rationale: SOC 380 is being deleted from the program and replaced with SOC 460 and 461. SOC 452 Disability and Society is being added as a controlled elective to the Social Inequality and Social Change and the Individual and Society substantive areas. Previously SOC 452 was only offered in one substantive area, but its perspectives make it suitable for the other substantive areas, and it will give students a broader selection. SOC

269, a newly created course recently approved by the Senate, is being added to the Social Inequality and Social Change, Deviance and Social Problems, and Individual and Society substantive areas. SOC 339 The Community, an inactive course, is being removed from Social Organization and Institutions substantive areas.

Current Program:

Bachelor of Arts-Sociology/Human Services Track

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

Mathematics: MATH 217 recommended

Social Science: SOC 151 required, ANTH 110 and PSYC 101 recommended

Liberal Studies Electives: 9cr, no courses with SOC prefix

College:

Foreign Language Intermediate Level (1)

Major

Required Courses:

SOC 151 Principles of Sociology *cr (2)
 SOC 301 Foundations of Sociological Practice 3cr
 SOC 302 Clinical Sociological Practice 3cr
 SOC 303 Social and Cultural Change 3cr
 SOC 320 Sociological Theory 3cr
 SOC 380 Social Research Methods 3cr
 SOC 493 Internship in Sociology (3) 12cr

Controlled Electives: One substantive area (4)

Medical Sociology: ANTH 444 or SOC 342, and four courses from the following: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 336, 342, 357, 448, 457

Gerontology: PSYC 378 or SOC 357, and four courses from the following: ANTH 444, ECON 335, PSYC 312, 378, RGPL 350, SOC 231, 251, 336, 342, 352, 357, 448, 457

Juvenile Delinquency: SOC 333, and four courses from the following: CRIM 102, 270, 361, 370, 451, GEOG 432, HIST 374, SOC 231, 333, 335, 336, 345, 361, 362, 428, SOC 448, 457

Interpersonal and Family Sociology: SOC 336 or 345, and four courses from the following: CDFR 218, 224, PSYC 311, PSYC 321, 330, SOC 251, 335, 336, 345, 361, 363, 427, SOC 428, 448, 452, 457

Labor and Industry: SOC 340 or 348, and four courses from the following: ECON 330, 350, 371, 372, 373, HIST 373, ILR 426, 480, PSYC 390, SOC 231, 340, 348, 361, 448, SOC 457, 458

Community Development: SOC 231 and PLSC 354, and three courses from the following: ANTH 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 333, 336, 341, 363, 448, 457

Free Electives:

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Credits counted in Liberal Studies, not in the major.
- (3) SOC 301 and 302 must be taken before SOC 493. Generally, SOC 493 is taken in the summer before the senior year.
- (4) Students may create their own substantive area with the approval of the department chairperson.
- (5) At least three courses in any substantive area must be SOC courses.

Proposed Program:

Bachelor of Arts-Sociology/Human Services Track

53 Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **53**

Mathematics: MATH 217 recommended

Social Science: SOC 151 required, ANTH 110 and PSYC 101 recommended

Liberal Studies Electives: 9cr, no courses with SOC prefix

0-6 College:

Foreign Language Intermediate Level (1)

42 Major:

Required Courses:

SOC 151 Principles of Sociology *cr (2)
 SOC 301 Foundations of Sociological Practice 3cr
 SOC 302 Clinical Sociological Practice 3cr
 SOC 303 Social and Cultural Change 3cr
 SOC 320 Sociological Theory 3cr
 SOC 460 Social Research Methods I 3cr
 SOC 461 Social Research Methods II 3cr
 SOC 493 Internship in Sociology (3) 12cr

Controlled Electives: One substantive area (4)

Medical Sociology: ANTH 444 or SOC 342, and four courses from the following: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 336, 342, 357, 448, 452, 457

Gerontology: PSYC 378 or SOC 357, and four courses from the following: ANTH 444, ECON 335, PSYC 312, 378, RGPL 350, SOC 231, 251, 336, 342, 352, 357, 448, 457

Juvenile Delinquency: SOC 333, and four courses from the following: CRIM 102, 225, 235, 394, GEOG 432, HIST 374, SOC 231, 269, 335, 336, 345, 361, 362, 428, SOC 448, 457

Interpersonal and Family Sociology: SOC 336 or 345, and four courses from the following: CDFR 218, 224, PSYC 311, PSYC 321, 330, SOC 251, 269, 335, 336, 345, 361, 363, SOC 427, 428, 448, 452, 457

Labor and Industry: SOC 340 or 348, and four courses from the following: ECON 330, 350, 371, 372, 373, HIST 373, ILR 426, 480, PSYC 390, SOC 231, 340, 348, 361, 448, SOC 457, 458

Community Development: SOC 231 or SOC 448, and four courses from the following: ANTH/SOC 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 269, 333, 336, 341, 363, 448, 457

19-25 Free Electives:

120 Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Credits counted in Liberal Studies, not in the major.
- (3) SOC 301 and 302 must be taken before SOC 493. Generally, SOC 493 is taken in the summer before the senior year.
- (4) Students may create their own substantive area with the approval of the department chairperson.
- (5) At least three courses in any substantive area must be SOC courses.

0-6

45

15cr (5)

16-22

120

Rationale: SOC 380 is being deleted from the program and replaced with SOC 460 and 461. Prefix changes from HMEC to CDFR are already reflected in the catalog for Interpersonal and Family Sociology substantive area. Changes last year in Criminology require the removal of courses that are no longer being offered in the Juvenile Delinquency substantive area in the Applied Research Track. CRIM 270, 361, 370, 451 are no longer offered and are being removed. The following are being added to that substantive area: CRIM 394 Crime and Delinquency Prevention, CRIM 225 Survey of Corrections, and CRIM 235 Survey of Juvenile Justice and Juvenile Law.

In the Community Development Substantive Area, PLSC 354 Metropolitan Problems has not been offered for quite some time and so SOC 448 Social Policy was selected as an appropriate substitute for students in this substantive area. Also this area lists two required courses with four electives while all of the other five substantive areas require a choice of one of two required courses and four electives so the department wants this area to be made consistent and have one required course and four electives.

SOC 269 Sociology of Deviance, a new course, is being added as an elective in the following substantive areas: Juvenile Delinquency, Community Development, and Interpersonal and Family Sociology. SOC 452 Disability and Society is being added to the Medical Sociology substantive area as an elective.

Current Program:

Bachelor of Arts-Sociology/Applied Social Research Track

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

Mathematics: MATH 217

Social Science: SOC 151 required, ANTH 110 recommended

Liberal Studies Electives: 9cr, COSC 101, no courses with SOC prefix

College:

Foreign Language Intermediate Level (1)

Major

Required Courses:

SOC 151 Principles of Sociology *cr (2)
 SOC 320 Sociological Theory 3cr
 SOC 380 Social Research Methods 3cr
 SOC 456 Field Research Methods 3cr
 SOC 457 Computer Use in Sociology 3cr
 SOC 458 Political Sociology 3cr
 SOC 493 Internship in Sociology (3) 12cr

Controlled Electives: One substantive area (4) 15cr (5)

Medical Sociology: ANTH 444 or SOC 342, and four courses from the following: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 335, 336, 342, 448, 452

Gerontology: PSYC 378 or SOC 357, and four courses from the following: ANTH 444, ECON 335, 360, PSYC 312, 378, RGPL 350, SOC 231, 251, 336, SOC 342, 352, 357, 448

Juvenile Delinquency: SOC 333, and four courses from the following: CRIM 102, 270, 361, 370, 451, GEOG 432, HIST 374, SOC 231, 333, 335, 336, 345, 361, 362, 428

Interpersonal and Family Sociology: SOC 336 or 345, and four courses from the following: CDFR 218, 224, PSYC 311, PSYC 321, 330, SOC 251, 335, 336, 345, 361, 363, 427, SOC 428, 448, 452

Labor and Industry: SOC 340 or 348, and four courses from the following: ECON 330, 350, 371, 372, 373, HIST 373, ILR 426, 480, PSYC 390, SOC 231, 303, 340, 348, 361, SOC 448, 458

Community Development: SOC 231 and PLSC 354, and three

Proposed Program:

Bachelor of Arts-Sociology/Applied Social Research Track

53 Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **53**

Mathematics: MATH 217

Social Science: SOC 151 required, ANTH 110 recommended

Liberal Studies Electives: 9cr, COSC 101, no courses with SOC prefix

0-6

College:

Foreign Language Intermediate Level (1)

0-6

42

Major

Required Courses:

SOC 151 Principles of Sociology *cr (2)
 SOC 320 Sociological Theory 3cr
 SOC 456 Field Research Methods 3cr
 SOC 457 Computer Use in Sociology 3cr
 SOC 458 Political Sociology 3cr
 SOC 460 Social Research Methods I 3cr
 SOC 461 Social Research Methods II 3cr
 SOC 493 Internship in Sociology (3) 12cr

Controlled Electives: One substantive area (4) 15cr (5)

Medical Sociology: ANTH 444 or SOC 342, and four courses from the following: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 335, 336, 342, 357, 448, 452

Gerontology: PSYC 378 or SOC 357, and four courses from the following: ANTH 444, ECON 335, 360, PSYC 312, 378, RGPL 350, SOC 231, 251, 336, SOC 342, 352, 357, 448

Juvenile Delinquency: SOC 333, and four courses from the following: CRIM 102, 225, 235, 394, GEOG 432, HIST 374, SOC 231, 269, 335, 336, 345, 361, 362, SOC 428

Interpersonal and Family Sociology: SOC 336 or 345, and four courses from the following: CDFR 218, 224, PSYC 311, PSYC 321, 330, SOC 251, 269, 335, 336, 345, 361, 363, SOC 427, 428, 448, 452

Labor and Industry: SOC 340 or 348, and four courses from the following: ECON 330, 350, 371, 372, 373, HIST 373, ILR 426, 480, PSYC 390, SOC 231, 303, 340, 348, 361,

courses from the following: ANTH 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 333, 336, 341, 363, 448

SOC 448, 458
Community Development: SOC 231 or 448, and four courses from the following: ANTH/SOC 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 269, 333, 336, 341, 363, 448

Free Electives:	19–25	Free Electives:	16–22
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.		(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.	
(2) Credits counted in Liberal Studies, not in the major.		(2) Credits counted in Liberal Studies, not in the major.	
(3) SOC 380, 456, and 457 must be taken before taking SOC 493. Generally, SOC 493 is taken in the summer before the senior year.		(3) SOC 380, 456, and 457 must be taken before taking SOC 493. Generally, SOC 493 is taken in the summer before the senior year.	
(4) Students may create their own substantive area with the approval of the department chairperson.		(4) Students may create their own substantive area with the approval of the department chairperson.	
(5) At least three courses in any substantive area must be SOC courses.		(5) At least three courses in any substantive area must be SOC courses.	

Rationale: SOC 380 is being deleted from the program and replaced with SOC 460 and 461. Prefix changes from HMEC to CDFR are already reflected in the catalog for Interpersonal and Family Sociology substantive area. Changes last year in Criminology require the removal of courses that are no longer being offered in the Juvenile Delinquency substantive area. CRIM 270, 361, 370, 451 are no longer offered and are being removed. The following are being added to that substantive area: CRIM 394 Crime and Delinquency Prevention, CRIM 225 Survey of Corrections, and CRIM 235 Survey of Juvenile Justice and Juvenile Law.

In the Community Development Substantive Area, PLSC 354 Metropolitan Problems has not been offered for quite some time and so SOC 448 Social Policy was selected as an appropriate substitute for students in this substantive area. Also this area lists two required courses with four electives while all of the other five substantive areas require a choice of one of two required courses and four electives so the department wants this area to be made consistent and have one required course and four electives.

SOC 269 Sociology of Deviance, a new course, is being added as an elective in the following substantive areas: Juvenile Delinquency, Community Development, and Interpersonal and Family Sociology. SOC 357 Sociology of Aging is being added to the Medical Sociology substantive area.

4. Department of Technology Support and Training—New Course, Course Revision, Number and Catalog Description Change

A. New Course

PASSED

BTED 293 Practicum: Computer and Information Technology (CIT) 3c-01-3cr

Prerequisites: Completion of 45 credits, to include all specialty and business core courses of the CIT major; 2.5 QPA overall and 2.75 QPA in the CIT program; and approvals of the CIT practicum coordinator, department chair, and academic dean.

Serves as a culminating experience for CIT majors. It is a supervised work experience with an approved agency (business, industry, or government) designed to combine classroom theories and skills with job-related experiences. Students work cooperatively with the CIT practicum coordinator and business agency representative to identify the appropriate work site and job responsibilities. A journal of experiences, periodic written reports, and a final report are the expected product.

Rationale: This course will be an elective for the Business, Computer, and Information Technology Associate Degree students. Through the practicum, students gain relevant on-the-job experience as they apply skills and principles taught in the required coursework for the major.

B. Course Revision, Number and Catalog Description Change

PASSED

Current Catalog Description:

BTST 101 Introduction to Business

3c-01-3cr

An overview of the principles, practices, and methods common to most business firms in a private enterprise system. (Not open to juniors and seniors in Business)

Proposed Catalog Description:

BTST 105 Introduction to Business

3c-01-3cr

An introduction to business, emphasizing critical issues impacting the business world, such as globalization, technology, ethics, and diversity. Provides an overview of the various functional areas of business and provides an understanding of the need for integration of those functional areas for success in business. The course stresses experiential learning, develops team building skills, strengthens oral and written communication skills, and provides for personal interaction with university faculty. The course provides an introduction to career opportunities and curriculum choices in business.

Rationale: The course has not been revised or updated in the past ten years. New business terminology, new trends, new endeavors are being introduced; the course content should reflect these changes. In addition, revamping course content will enable the department to meet various accreditation standards. The number change is due to the confusion with BTED 101.

5. Department of Professional Studies in Education—New Track and Addition to Catalog Description

A. Addition to Catalog Description

PASSED

The Urban Track within the Department of Professional Studies in Education prepares students for teaching in urban school districts, especially in low-income communities with high minority enrollments where the need for high-quality teachers is great. Coursework and field experiences emphasize the historical, economic, political, and socio-cultural contexts of urban schools and seek to develop within future teachers the skills, knowledge-base, and sensitivities for working with students whose backgrounds and life experiences often differ in significant ways from their own.

B. New Track

Bachelor of Science in Education – Elementary Education / Urban Track

PASSED

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

Fine Arts: THTR 101
Mathematics: MATH 151
Natural Science: SCI 101, 102, 103, and 104 (1)
Social Science: GEOG 101, 102, or 104, PSYC 101
Liberal Studies Electives: 6cr, MATH 152 (2); no courses with ELED prefix; not to include CDFR 218

College: **24**

Preprofessional Education Sequence:

COMM103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr

Professional Education Sequence:

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 (3)
EDUC 442	School Law	1cr

Major: **36**

Required Courses:

EDEX 300	Education of Students with Disabilities in Inclusive Elementary Classrooms	2cr
EDUC 499	Multicultural/Multiethnic Education	2cr
ELED 211	Music for the Elementary Grades	2cr
ELED 213	Art for the Elementary Grades	2cr
ELED 215	Child Development	3cr
ELED 221	Children's Literature	3cr
ELED 222	Reading for the Elementary School	3cr
ELED 257	Pedagogy I	3cr
ELED 312	Teaching of Elementary Science	2cr
ELED 313	Teaching Mathematics in the Elementary School	3cr
ELED 314	Teaching of Health and Physical Education	2cr
ELED 357	Pedagogy II	3cr
ELED 411	Teaching of Social Studies	3cr
ELED 425	Language Arts Across the Curriculum	3cr

Controlled Requirements: **6**

FDED 440	Orientation to Teaching in Urban Centers	3cr
FDED 441	Field Experiences in Urban Centers	3cr

Free Electives: **1**

Total Degree Requirements: **120**

- (1) This sequence of 10cr fulfills the Liberal Studies natural science requirement.
- (2) For students who test out of MATH 152, consult your advisor for suggested math courses.
- (3) For Option A, student teaching must take place in a designated urban school. For Option B, student teaching must take place in an urban Professional Development School partner site.

Rationale: In recent years, the Department of Professional Studies in Education has been strengthening its programs and presence in the cities of Pittsburgh and Philadelphia due to the critical need for high-quality teachers in urban schools. Because of these programs, more students are showing a strong interest in urban teaching and more are finding employment in city schools. The Department has been making modifications in existing courses and field experiences in order to provide students with the requisite knowledge, attitudes, and skills for addressing the educational challenges that are often unique to urban settings.

The Department's efforts to prepare urban teachers have evolved over the past decade, yet these efforts have often occurred in isolation from each other. In addition, students have derived no special recognition for enrolling in specialized courses and participating in the extended field experiences offered to those who chose urban teaching. The formation of an Urban Track is needed to add coherence to this growing emphasis within our department while at the same time attracting more students to urban teaching by virtue of giving this emphasis a formal designation. The growing numbers of majors who are opting for urban teaching would further benefit in the job market by having a designation of Urban Track on their transcripts. It is also intended that the existence of an Urban Track would help attract and retain minority students from urban areas to IUP who eventually want to return to cities to teach.

6. Department of Special Education and Clinical Services—Course Revisions and Program Revision

A. Course Revisions

PASSED

1) Current Catalog Description:

EDEX 416 Education of Persons with Emotional or Behavioral Disorders 3c-01-3cr

Prerequisites: Junior status or above, 3.0 GPA

Focuses on major theoretical positions regarding etiology of emotional and behavioral disorders, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

Proposed Catalog Description:

EDEX 416 Education of Persons with Emotional or Behavioral Disorders 3c-01-3cr

Prerequisites: Successful completion of Step I of the Three Step Process

Focuses on major theoretical positions regarding etiology of emotional and behavioral disorders, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

2) Current Catalog Description:

EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities 3c-01-3cr

Prerequisites: Junior status or above, 3.0 GPA

Focuses on major theoretical positions regarding etiology of mental retardation and developmental disabilities, including autism. Definition, identification, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

Proposed Catalog Description:**EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities 3c-0l-3cr****Prerequisites:** Successful completion of Step I of the Three Step Process

Focuses on major theoretical positions regarding etiology of mental retardation and developmental disabilities, including autism. Definition, identification, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

3) Current Catalog Description:**EDEX 418 Education of Persons with Physical or Multiple Disabilities****3c-0l-3cr****Prerequisites:** Junior status or above, 3.0 GPA

Focuses on major theoretical positions regarding etiology of a wide and diverse range of physical/multiple disabilities, the definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

Proposed Catalog Description:**EDEX 418 Education of Persons with Physical or Multiple Disabilities****3c-0l-3cr****Prerequisites:** Successful completion of Step I of the Three Step Process

Focuses on major theoretical positions regarding etiology of a wide and diverse range of physical/multiple disabilities, the definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

4) EDEX 419 Education of Persons with Brain Injuries or Learning Disabilities**3c-0l-3cr****Prerequisites:** Junior status or above, 3.0 GPA

Focuses on major theoretical positions regarding etiology of neurological and learning disabilities, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

Proposed Catalog Description:**EDEX 419 Education of Persons with Physical or Multiple Disabilities****3c-0l-3cr****Prerequisites:** Successful completion of Step I of the Three Step Process

Focuses on major theoretical positions regarding etiology of neurological and learning disabilities, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

5) Current Catalog Description:**EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities)****3c-0l-3cr****Prerequisites:** EDEX 221, 222, 231, 321, 340, 3.0 GPA

Provides in-depth examination of assessment methods, strategies, and curricula. Emphasizes assessment methods and strategies used in a variety of service models that serve elementary- and secondary-level students with learning disabilities, behavioral disorders, mild mental retardation, and high-function autism.

Proposed Catalog Description:**EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3c-0l-3cr**

Prerequisites: EDEX 221, 222, 231, 321, 340, Successful completion of Step I of the Three Step Process

Provides in-depth examination of assessment methods, strategies, and curricula. Emphasizes assessment methods and strategies used in a variety of service models that serve elementary- and secondary-level students with learning disabilities, behavioral disorders, mild mental retardation, and high-function autism.

6) Current Catalog Description:**EDEX 435 Methods and Curriculum (Severe-Profound Disabilities) 3c-0l-3cr**

Prerequisites: EDEX 221, 222, 231, 321, 340, 3.0 GPA

Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that prepares students for participation in a wide variety of postschool environments.

Proposed Catalog Description:**EDEX 435 Methods and Curriculum (Severe-Profound Disabilities) 3c-0l-3cr**

Prerequisites: EDEX 221, 222, 231, 321, 340, Successful completion of Step I of the Three Step Process

Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that prepares students for participation in a wide variety of postschool environments.

7) Current Catalog Description:**EDEX 440 Ethical and Professional Behavior 1c-0l-1cr**

Prerequisites: Departmental permission, 3.0 GPA

Emphasizes ethical and professional behavior for student teachers and professional employees. Possibilities for and methods of initiating and profiting from postbaccalaureate study are indicated. Student teachers are required to complete and present a curriculum book regarding each experience.

Proposed Catalog Description:**EDEX 440 Ethical and Professional Behavior 1c-0l-1cr**

Prerequisites: Departmental permission, Successful completion of Step I of the Three Step Process

Emphasizes ethical and professional behavior for student teachers and professional employees. Possibilities for and methods of initiating and profiting from postbaccalaureate study are indicated. Student teachers are required to complete and present a curriculum book regarding each experience.

Rationale: The prerequisites for these courses are being changed from “Junior status or above and a 3.0 GPA” to “Successful completion of Step I of the Three Step Process.” Step I requires a 3.0 GPA, passing PRAXIS I Exam scores, a successful Professional Portfolio Review, and completion of a minimum of 48 credits. This change will make entry into these courses more selective and it will serve as a mid-point evaluation of candidate competence.

B. Program Revision

PASSED

Current Program:

BS in Education—Education of Exceptional Persons (*)

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

Mathematics: MATH 151 and 152

Social Science: PSYC 101

Natural Science: laboratory science sequence required (SCI 105-106 recommended)

Liberal Studies Electives: 0cr

College:

Preprofessional Educational Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching and Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching and Clinical Experience II 1cr

EDUC 421 Student Teaching (Mild/Moderate) 6cr

EDUC 441 Student Teaching (Severe/Profound) 6cr

EDUC 442 School Law 1cr

Major:

EDEX 111 Introduction to Exceptional Persons 3cr

EDEX 112 Typical and Atypical Growth and Development 3cr

EDEX 221 Methods of Teaching Mathematics to Persons with Disabilities 3cr

EDEX 222 Methods of Teaching Reading to Persons with Disabilities 3cr

EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities 3cr

EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities 3cr (1)

EDEX 340 Introduction to Behavior Management in Special Education 3cr

EDEX 416 Education of Persons with Emotional or Behavioral Disorders 3cr

EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities 3cr

EDEX 418 Education of Persons with Physical or Multiple Disabilities 3cr

EDEX 419 Education of Persons with Brain Injury or Learning Disabilities 3cr

EDEX 425 Methods and Curriculum (Mild – Moderate Disabilities) 3cr

Proposed Program:

BS in Education—Education of Exceptional Persons (*)

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

Mathematics: MATH 151 and 152 (1)

Social Science: PSYC 101

Natural Science: laboratory science sequence required (SCI 105-106 recommended)

Liberal Studies Electives: 0cr

College:

Preprofessional Educational Sequence:

COMM 103 Digital Instructional Technology **or** 3cr

EDEX 103 Special Education Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching and Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching and Clinical Experience II 1cr

EDUC 421 Student Teaching (Mild/Moderate) 6cr

EDUC 441 Student Teaching (Severe/Profound) 6cr

EDUC 442 School Law 1cr

Major:

EDEX 111 Introduction to Exceptional Persons 3cr

EDEX 112 Typical and Atypical Growth and Development 3cr

EDEX 221 Methods of Teaching Mathematics to Persons with Disabilities 3cr

EDEX 222 Methods of Teaching Reading to Persons with Disabilities 3cr

EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities 3cr

EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities 3cr

EDEX 340 Introduction to Behavior Management in Special Education 3cr

EDEX 416 Education of Persons with Emotional or Behavioral Disorders 3cr

EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities 3cr

EDEX 418 Education of Persons with Physical or Multiple Disabilities 3cr

EDEX 419 Education of Persons with Brain Injury or Learning Disabilities 3cr

EDEX 425 Methods and Curriculum (Mild – Moderate Disabilities) 3cr

48

48

24

24

43

43

EDEX 435	Methods and Curriculum (Severe – Profound Disabilities)	3cr	EDEX 435	Methods and Curriculum (Severe – Profound Disabilities)	3cr
EDEX 440	Ethical and Professional Behavior	1cr	EDEX 440	Ethical and Professional Behavior	1cr
SPLP 254	Classroom Management of Language Disorders	3cr	SPLP 254	Classroom Management of Language Disorders	3cr
Free Electives:			Free Electives:		
5			5		
Total Degree Requirements:			Total Degree Requirements:		
120			120		
(*) See requirements leading to teacher certification, titled “Admission to Teacher Education” in the College of Education and Educational Technology section of the catalog.			(*) See requirements leading to teacher certification, titled “Admission to Teacher Education” in the College of Education and Educational Technology section of the catalog.		
(1) A minimum cumulative GPA of 3.0 is required to enroll in 300 and 400-level majors courses.			(1) An approved Liberal Studies MATH course may substitute for MATH 152.		

Rationale: The Program has decided to offer a departmental technology course in order to more thoroughly explore the technology needs of professionals in disability related fields. Instructional technology for persons with disabilities differs significantly than the technology used for typical learners. Professionals in the field need to be aware of the many assistive and adaptive hardware and software. As well EDEX 103 will address the core content of COMM 103 as it relates to basic technology skills as well as electronic portfolio development. Students enrolled in the Department of Special Education and Clinical Services program will have the option taking either COMM 103 or EDEX 103. Additionally, in the proposed program, footnote number (1) is deleted because of the prerequisite changes to EDEX 416, EDEX 417, EDEX 418 and EDEX 419, which require completion of Step 1 of the Three Step Process. Step 1 of the Three Step Process requires a 3.0 GPA.

7. Women’s Studies Program—Catalog Description Change and Program Revision

A. Catalog Description Change:

PASSED

Current Catalog Description:

The Women’s Studies minor is designed to examine the status and experiences of women from a multidisciplinary perspective. The courses use a variety of methods and disciplinary perspectives to explore the impact of gender on the experiences of the individual. Women’s contributions to a variety of fields and the historical, literary, and cultural images of women are also addressed. Students are encouraged to challenge traditional theories and research regarding women and to develop a critical, multidisciplinary, multicultural, and gendered view of the world. Courses taught within the minor typically involve the students through innovative, experiential classroom exercises and written assignments. Courses in Women’s Studies address social equity issues and encourage students to perceive themselves as capable of transforming society.

A minor in Women’s Studies indicates to the prospective employer an awareness of and sensitivity to gender issues. This awareness may be needed in the following positions: personnel specialist, affirmative action officer, crisis intervention specialist, family and youth services provider, legal advocate. A minor in Women’s Studies can contribute to success in a variety of fields including communication, counseling, criminology, education, health, journalism, law, politics, psychology, and applied sociology.

Proposed Catalog Description:

The Women’s Studies minor is designed to examine the status and experiences of women from a multidisciplinary perspective. The courses use a variety of methods and disciplinary perspectives to explore the impact of gender on the experiences of the individual. Women’s contributions to a variety of fields and the historical, literary, and cultural images of women are also addressed. Students are encouraged to challenge traditional theories and research regarding women and to develop a critical, multidisciplinary, multicultural, and gendered view of the world. Courses taught within the minor typically involve the students through innovative, experiential classroom exercises and written assignments. Courses in Women’s Studies address social equity issues and encourage students to perceive themselves as capable of transforming society.

A minor in Women’s Studies indicates to the prospective employer an awareness of and sensitivity to gender issues. This awareness may be needed in the following positions: personnel specialist, affirmative action officer, crisis intervention specialist, family and youth services provider, legal advocate. A minor in Women’s Studies can contribute to success in a variety of fields including communication, counseling, criminology, education, health, journalism, law, politics, psychology, and applied sociology.

Students interested in attending graduate school will also find a minor in Women's Studies valuable for a variety of areas, including English, history, studies in the social sciences, and law school.

B. Program Revision:

PASSED

Current Program:

Proposed Program:

Minor–Women’s Studies

15 Minor–Women’s Studies

15

Required Courses: 3

WMST 200 Introduction to Women’s Studies	3cr
Students receive approval for a specified course of study from the following: (1)	12
ANTH 350 Anthropology of Women	3cr
CRIM 450 Women and Crime	3cr
ENGL 225 Introduction to Literature by Women	3cr
ENGL 336 Language, Gender, and Society	3cr
FRNC 301 Portraits of Women in the French Novel	3cr
HIST 369 Women in America	3cr
HIST 390 History of Women–World Cultures	3cr
HPED 430 The American Woman and Sport	3cr
JRNL 250 Women and the Press	3cr
PHIL 232 Philosophical Perspectives on Love, Marriage, and Divorce	3cr
PSYC 379 Psychology of Human Sexuality	3cr
PSYC 411 Psychology of Women	3cr
SOC 363 Sociology of Gender	3cr
SOC 427 Spouse Abuse	3cr
WMST 482 Independent Study	var-1-3cr
XXXX 481 Special Topics (2) (offered within department)	var-1-3cr
XXXX 493 Internship (3)	var-1-3cr

Required Courses: 3

WMST 200 Introduction to Women’s Studies	3cr
Students receive approval for a specified course of study from the following: (1)	12
ANTH 350 Anthropology of Women	3cr
CRIM 450 Women and Crime	3cr
ENGL 225 Introduction to Literature by Women	3cr
ENGL 336 Language, Gender, and Society	3cr
ENGL 385 Advanced Women’s Literature	3cr
FRNC 301 Portraits of Women in the French Novel	3cr
HIST 366 African-American Women	3cr
HIST 369 Women in America	3cr
HIST 390 History of Women–World Cultures	3cr
JRNL 250 Women and the Press	3cr
PHIL 232 Philosophical Perspectives on Love, Marriage, and Divorce	3cr
PSYC 379 Psychology of Human Sexuality	3cr
PSYC 411 Psychology of Women	3cr
RLST 245 Women and Religion	3cr
RLST 345 Women in the Bible	3cr
RLST 485 Selected Topics in Feminist Studies of Religion	3cr
SOC 251 Sociology of Human Sexuality	3cr

- | | | | |
|---|----------|---|-----------|
| | SOC 363 | Sociology of Gender | 3cr |
| | SOC 427 | Spouse Abuse | 3cr |
| (1) Students receive approval for a specified course of study from the above list of courses and, with permission from the director of Women's Studies, from selected women's studies courses that have been recently developed. Please see webpage www.iup.edu/womens for current information. | WMST 430 | Gender, Sexuality and Sport: A Feminist Perspective | 3cr |
| | WMST 482 | Independent Study | var-1-3cr |
| (2) Examples of XXXX 481 offered: ART 481 Maidens to Madonna, BTED 481 Women and Business, RLST Women and Religion, WMST 481 Special Topics in Women's Studies. | XXXX 481 | Special Topics (2)
(offered within department) | var-1-3cr |
| (3) Internships (up to 3cr) may be counted towards the minor. | XXXX 493 | Internship (3) | var-1-3cr |
-
- | | | | |
|---|--|--|--|
| (1) Students receive approval for a specified course of study from the above list of courses and, with permission from the director of Women's Studies, from selected women's studies courses that have been recently developed. Please see webpage www.iup.edu/womens for current information. | | | |
| (2) Examples of XXXX 481 offered: ART 481 Maidens to Madonna, BTED 481 Women and Business, WMST 481 Special Topics in Women's Studies. | | | |
| (3) Internships (up to 3cr) may be counted towards the minor. | | | |

Rationale: HPED430 The American Woman and Sport is being deleted because it has not been taught for more than 5 years and was not approved for the WS minor during the last 5-year program evaluation. It was listed in current catalog in error. The following recently approved courses that meet WS minor requirements are being added: ENGL385 Advanced Women's Literature, RLST 245 Women and Religion, RLST 345 Women in the Bible, RLST485 Selected Topics in Feminist Studies in Religion, SOC 251 Sociology of Sexuality, and WMST 430 Gender, Sport & Sexuality: A Feminist Perspective.

8. Eberly College of Business and Information Technology—Revision of Minor

PASSED

Current Program:

Minor—Business Administration (for nonbusiness majors) 21

Prescribed Liberal Studies:

Mathematics: MATH 214 or 217

Social Science: ECON 121

Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122

Required Business Courses: 15

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
FIN 310	Fundamentals of Finance	3cr
MGMT 310	Principles of Management	3cr
MKTG 320	Principles of Marketing	3cr

Other Requirements: 6

Two of the following courses with advisement:

BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
IFMG 300	Information Systems: Theory and Practice	3cr

Proposed Program:

Minor—Business Administration (for nonbusiness majors) 21

Prescribed Liberal Studies:

Mathematics: MATH 214 or 217

Social Science: ECON 121

Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122

Required Business Courses: 15

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
FIN 310	Fundamentals of Finance	3cr
MGMT 310	Principles of Management	3cr
MKTG 320	Principles of Marketing	3cr

Other Requirements: 6

Two of the following courses with advisement:

BLAW 235	Legal Environment of Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 330	Production and Operations Management	3cr

Rationale: MGMT 330 Productions and Operations Management is being added to the Other Requirements because operations is one of the functional areas for all businesses whether they are manufacturing or service oriented. This is a very important area of study for students and should be included in the business minor since it is the only business functional area that is absent in the current list of required or optional courses.

9. Department of Physics—New courses, New Track and Addition to Catalog Description (one-year provisional approval)

A. New Courses:**PASSED**

NMTT 311 Materials, Safety and Equipment Overview for Nanofabrication 3c-2l-3cr

Corequisite: NMTT 312

Focuses on cleanroom protocol and provides an overview of the materials, safety and equipment issues encountered in the practice of “top down” and “bottom up” nanofabrication.

NMTT 312 Basic Nanofabrication Processes 3c-2l-3cr

Corequisite: NMTT 311

Provides a hands-on introduction to the processing sequences involved in “top down”, “bottom up”, and hybrid nanofabrication. Focuses on a step-by-step description of the processes integration

needed to fabricate devices and structures.

NMTT 313 Thin Films in Nanofabrication

3c-21-3cr

Corequisite: NMTT 311 and 312

Provides a detailed understanding of the use and processing of thin film materials in nanofabrication. Emphasizes the understanding and operation of the state-of-the-art deposition and etching processing equipment in the PSU Nanofabrication Facility cleanrooms.

NMTT 314 Lithography and Patterning Techniques

3c-21-3cr

Corequisite: NMTT 311

Provides knowledge and hands-on treatment to all aspects of advanced lithography and pattern generation processes covering topics from substrate preparation to exposure using pattern transfer equipment such as stamping and embossing; ion and e-beam; and optical contact and stepper

NMTT 315 Materials Modifications in Nanofabrication

3c-21-3cr

Corequisite: NMTT 311

Provides detailed knowledge of the processing steps used in modifying material properties in nanofabrication including molecular functionalization, cross-linking, metal silicidation, material oxidation, material nitridation, barrier materials, alloying, stress control, annealing, and doping.

NMTT 316 Characterization, Packaging, and Testing of Nanofabrication Structures

3c-21-3cr

Corequisite: NMTT 311

Addresses the issues and examines a variety of techniques and measurements essential for testing and controlling the final device fabrication, performance and packaging.

B. Addition to Catalog Description

PASSED

Nanomanufacturing Technology Track (NMT)

The Bachelor of Science Degree in Applied Physics/Nanomanufacturing Technology Track (NMT) will help IUP students to take one semester of experiential learning in the high-tech field of semiconductor device manufacturing at the state-of-the-art facility at Penn State - University Park Campus. Nanofabrication industries using this technology are rapidly growing from biomedical applications to microelectronics. Graduates of the Applied Physics/NMT Track may enter careers in industry and education.

The students enrolled in Applied Physics/NMT Track will spend one semester (16 weeks) (18 cr CAPSTONE) in their Junior/Senior year at Penn State (in the Fall, Spring or Summer (12 weeks)) for hands-on experience in high-tech semiconductor device manufacturing field. Students must earn a GPA of at least 3.0 in the required Science and Mathematics courses to be considered for admission into the CAPSTONE semester at Penn State.

C. New Track

Bachelor of Science—Applied Physics/Nanomanufacturing Technology Track

Liberal Studies: As outlined in Liberal Studies section

50

with the following specifications:

Mathematics: MATH 123

Natural Science: CHEM 111-112

Liberal Studies Electives: 4cr, MATH 124, no courses with PHYS prefix

Major:

28

Required Courses:

PHYS 131	Physics I-C Lecture	3cr
PHYS 132	Physics II-C Lecture	3cr
PHYS 141	Physics I-C Lab	1cr
PHYS 142	Physics II-C Lab	1cr
PHYS 222	Mechanics I	2cr
PHYS 231	Electronics	4cr
PHYS 242	Optics	3cr
PHYS 322	Electricity and Magnetism I	2cr
PHYS 331	Modern Physics	3cr
PHYS 352	Applied Physics Laboratory	3cr
PHYS 355	Computer Interfacing	3cr

Controlled Electives:

24

Nanomanufacturing Technology (NMT) Track (18 cr PSU CAPSTONE)

NMTT 311	Materials, Safety and Equipment Overview for Nanofabrication	3cr
NMTT 312	Basic Nanofabrication Process	3cr
NMTT 313	Thin Films in Nanofabrication	3cr
NMTT 314	Advanced Lithography and Dielectrics for Nanofabrication	3cr
NMTT 315	Materials Modification in Nanofabrication	3cr
NMTT 316	Characterization, Packaging, and Testing of Nanofabricated Structures	3cr
PHYS 475	Physics of Semiconductor Devices I	3cr
PHYS 476	Physics of Semiconductor Devices II	3cr

Other Requirements:

9-15

COSC 110	Problem Solving and Structured Programming	3 cr
COSC 250	Introduction to Numerical Methods	3 cr
MATH 241	Differential Equations	3 cr
	Foreign Language Intermediate Level	0-6cr

Free Electives:

3-9

Total Degree Requirements:

120

Rationale: The program leading to the B.S. – Applied Physics/Nanomanufacturing Technology Track (NMT) in the College of Natural Sciences proposes a new academic track with emphasis in the high-tech semiconductor device manufacturing field. This will provide knowledge base necessary for the manufacture of any micro- and nano-scale product. The goal is to prepare our Applied Physics undergraduate students for a career in industry or academia using nanotechnology. The student will derive this valuable knowledge base from a program composed of safety training, lectures, software based training, fabrication experiments, tool training, processing training, product cost evaluation, independent research, and process integration projects. To facilitate the integration goal, the student will be required to work on a micro- or nano-scale structure at the end of the semester as a group project.

The Physics of Semiconductor has played a major role in the development of modern micro (micro means a millionth 10^{-6}) technology, especially microelectronics, and solid state devices. Since the dimensions of new microelectronic components, e.g., computer chips are reaching to a nanometer range (nano means a billionth 10^{-9}), the research and development in semiconductor physics has been steadily moving from micro-technology to nanotechnology. Nanofabrication is the technology that grew out of making semiconductor chips. Everybody wanted faster computers and faster access to the Internet, which resulted in transistors getting smaller.

In the late 1990s, the World Technology Evaluation Center (WTEC) funded by the National Science Foundation (NSF) and other federal agencies undertook a world-wide study of research and development in the area of nanotechnology innovation. Recommendations made by WTEC and subsequent panels have led to the appropriation of very large levels of funding. This resulted in the establishments of five 'National Nanofabrication User Networks' (NNUN) all over the country with a funding of more than \$100 million dollars from the NSF. One of these networks is at the Research Park of Penn State.

The 23 million dollar Penn State Nanofabrication Facility is meant for the sharing of a Pennsylvania resource by educational institutions across the Commonwealth. The access of this significant resource has given opportunities to students across the state - from the SSHE universities to the community colleges - to get 18 credits of CAPSTONE experience in nanofabrication manufacturing technology (NMT). This program will be extremely valuable for our students to earn a BS degree (Applied Physics/NMT Track) by taking appropriate courses from IUP and taking one-semester (18cr) of capstone, hands-on experience in their junior/senior year from Penn State's Nanofabrication Facility. The 23 million dollar Penn State Nanofabrication Facility is meant for the sharing of a Pennsylvania resource by educational institutions across the Commonwealth. The access of this significant resource has given opportunities to students across the state - from the SSHE universities to the community colleges - to get 18 credits of CAPSTONE experience in nanofabrication manufacturing technology (NMT). This program will be extremely valuable for our students to earn BS degree (Applied Physics/NMT track) by taking appropriate courses (described in 1) from IUP and taking one-semester (18 cr) of capstone, hands-on experience in their junior/senior year from Penn State's Nanofabrication Facility.

10. Department of Nursing and Allied Health—Course Revisions (Prerequisite Changes)

PASSED

1) Current Catalog Description:

NURS 214 Health Assessment

2c-01-2cr

Prerequisites: BIOL 150 or 151, NURS 211, 212

Prerequisites or Corequisites: BIOL 150 or 151, FDNT 212

Corequisite: NURS 213

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

Proposed Catalog Description:**NURS 214 Health Assessment****2c-01-2cr****Prerequisites:** BIOL 150 or 151, NURS 211, or permission**Prerequisite or Corequisite:** BIOL 150 or 151**Corequisites:** NURS 213, 236, or permission

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

2) Current Catalog Description:**NURS 236 Foundations of Nursing****3c-01-3cr****Prerequisites:** Sophomore standing, CHEM 102

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

Proposed Catalog Description:**NURS 236 Foundations of Nursing****3c-01-3cr****Prerequisites:** CHEM 102, NURS 212**Corequisites:** NURS 213, 214

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

3) Current Catalog Description:**NURS 312 Professional Nursing II****2c-01-2cr****Prerequisite:** NURS 212**Corequisites:** NURS 337 or 339 or permission

Provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that govern clinical decisions, determine professional conduct, and guide interactions with clients, families, colleagues, and other health care providers. Students formulate an ethical decision-making framework that, by incorporating personal values, professional values, moral concepts, and legal mandates, serves as a guide to professional practice. Using a problem-based approach, students study legal and ethical frameworks that guide professional practice and relate/apply these to actual clinical situations.

Proposed Catalog Description:**NURS 312 Professional Nursing II****2c-01-2cr**

Prerequisite: NURS 212 or permission

Corequisites: NURS 337 or 339 or permission

Provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that govern clinical decisions, determine professional conduct, and guide interactions with clients, families, colleagues, and other health care providers. Students formulate an ethical decision-making framework that, by incorporating personal values, professional values, moral concepts, and legal mandates, serves as a guide to professional practice. Using a problem-based approach, students study legal and ethical frameworks that guide professional practice and relate/apply these to actual clinical situations.

4) Current Catalog Description:

NURS 316 Research Utilization in Nursing

3c-01-3cr

Prerequisites: NURS 212 and 236 or permission

Prerequisites or Corequisites: ENGL 202, MATH 217

Focuses on understanding and critiquing nursing research. Emphasizes understanding the research process and applying research findings to practice. Students describe the various stages of the research process and apply these steps to evaluate clinical nursing research problems. Focuses on developing the necessary skills to engage in scholarly research writing.

Proposed Catalog Description:

NURS 316 Research Utilization in Nursing

3c-01-3cr

Prerequisite: NURS 236 or permission

Prerequisites or Corequisites: ENGL 202, MATH 217,

Focuses on understanding and critiquing nursing research. Emphasizes understanding the research process and applying research findings to practice. Students describe the various stages of the research process and apply these steps to evaluate clinical nursing research problems. Focuses on developing the necessary skills to engage in scholarly research writing.

5) Current Catalog Description:

NURS 334 Transitions in Professional Nursing

3c-01-3cr

Prerequisite or Corequisite: ENGL 202

Corequisite: Registered Nurse

Explores the dynamic nature of health and its impact on the practice of nursing. Nursing theories, concepts, and issues related to nursing practice are analyzed. Linkages among theory, research, and practice are explored for relevance and utility. Writing-intensive course.

Proposed Catalog Description:

NURS 334 Transitions in Professional Nursing

3c-01-3cr

Prerequisite or Corequisite: ENGL 202

Corequisite: Licensed Practical Nurse or Registered Nurse

Explores the dynamic nature of health and its impact on the practice of nursing. Nursing theories, concepts, and issues related to nursing practice are analyzed. Linkages among theory, research, and practice are explored for relevance and utility. Writing-intensive course.

6) Current Catalog Description:**NURS 336 Adult Health I****4c-01-4cr****Prerequisites:** BIOL 241; NURS 212, 213, 214, 236; PHYS 151-161**Prerequisite or Corequisite:** NURS 316**Corequisite:** NURS 337

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

Proposed Catalog Description:**NURS 336 Adult Health I****4c-01-4cr****Prerequisites:** FDNT 212, NURS 236, or permission**Prerequisite or Corequisite:** NURS 316**Corequisite:** NURS 337

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

7) Current Catalog Description:**NURS 337 Adult Health Clinical I****0c-151-5cr****Prerequisites:** BIOL 241; NURS 212, 213, 214, 236; PHYS 151-161**Prerequisite or Corequisite:** NURS 316**Corequisite:** NURS 336

Students are provided with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify discharge-planning needs, and differentiate between collaborative and independent nursing activities. Service learning is a component of the course.

Proposed Catalog Description:**NURS 337 Adult Health Clinical I****0c-151- 5cr****Prerequisites:** FDNT 212, NURS 236, or permission**Prerequisite or Corequisite:** NURS 316**Corequisite:** NURS 336

Students are provided with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify

discharge-planning needs, and differentiate between collaborative and independent nursing activities. Service learning is a component of the course.

8) Current Catalog Description:

NURS 338 Maternal-Child Health

4c-0l-4cr

Prerequisites: BIOL 241; NURS 213, 214, 236; PHYS 151/161; PSYC 310

Corequisite: NURS 339

Focuses on knowledge essential to provide nursing care for pregnant women and their children within a family context. The first half of the course emphasizes the changes experienced by the woman and family during normal and complicated pregnancy as well as those of the developing fetus and neonate. The second half focuses on acute and chronic health problems of infants, children, and adolescents.

Proposed Catalog Description:

NURS 338 Maternal-Child Health

4c-0l-4cr

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

Prerequisite or Corequisite: NURS 316

Corequisite: NURS 339

Focuses on knowledge essential to provide nursing care for pregnant women and their children within a family context. The first half of the course emphasizes the changes experienced by the woman and family during normal and complicated pregnancy as well as those of the developing fetus and neonate. The second half focuses on acute and chronic health problems of infants, children, and adolescents.

9) Current Catalog Description:

NURS 339 Maternal-Child Health Clinical

0c-15l-5cr

Prerequisites: BIOL 241; NURS 213, 214, 236; PHYS 151-161; PSYC 310

Corequisite: NURS 338

Provides clinical learning experiences designed to enable students to provide nursing care for primary prevention/intervention with child-bearing families and with children and secondary prevention with women, children, and their families. These experiences are planned in a variety of ambulatory, community, and acute care settings to enable the student to develop core values, knowledge, competencies, and skills associated with nursing care of mothers, children, and their families.

Proposed Catalog Description:

NURS 339 Maternal-Child Health Clinical

0c-15l-5cr

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

Prerequisite or Corequisite: NURS 316

Corequisite: NURS 338

Provides clinical learning experiences designed to enable students to provide nursing care for primary prevention/intervention with child-bearing families and with children and secondary prevention with women, children, and their families. These experiences are planned in a variety of ambulatory, community, and acute care settings to enable the student to develop core values, knowledge, competencies, and skills associated with nursing care of mothers, children, and their families.

10) Current Catalog Description:**NURS 412 Professional Nursing III****2c-01-2cr****Prerequisites:** NURS 312, 337, 339 or permission

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

Proposed Catalog Description:**NURS 412 Professional Nursing III****2c-01-2cr****Prerequisites:** NURS 312, 337, 339 or permission**Corequisite:** NURS 432, 434 and 435 or NURS 436 and 437, or permission

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

11) Current Catalog Description:**NURS 436 Adult Health II****4c-01-4cr****Prerequisites:** NURS 336, 337**Prerequisite or Corequisite:** NURS 412**Corequisite:** NURS 437

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

Proposed Catalog Description:**NURS 436 Adult Health II****4c-01-4cr****Prerequisites:** NURS 336, 337, 338, 339 or permission**Prerequisite or Corequisite:** NURS 412**Corequisite:** NURS 437

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

12) Current Catalog Description:**NURS 437 Adult Health Clinical II****0c-151-5cr**

Prerequisites: NURS 336, 337, 338, 339

Corequisite: NURS 436

Prerequisite or Corequisite: NURS 412

Designed to provide opportunities for clinical practice as a provider of care for complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus is on secondary prevention/intervention for long-term critically ill patients. Emphasizes the role of designer/manager/coordinator of care with opportunities to apply management principles and practice leadership skills in the acute care and rehabilitation setting. Opportunities for students to receive preceptoring with a Registered Nurse are an integral component of the course.

Proposed Catalog Description:

NURS 437 Adult Health Clinical II

0c-15l-5cr

Prerequisites: NURS 336, 337, 338, 339, or permission

Corequisite: NURS 436

Prerequisite or Corequisite: NURS 412

Designed to provide opportunities for clinical practice as a provider of care for complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus is on secondary prevention/intervention for long-term critically ill patients. Emphasizes the role of designer/manager/coordinator of care with opportunities to apply management principles and practice leadership skills in the acute care and rehabilitation setting. Opportunities for students to receive preceptoring with a Registered Nurse are an integral component of the course.

13) Current Catalog Description:

NURS 432 Psychiatric/Mental Health

2c-0l-2cr

Prerequisites: NURS 336, 337, 338, 339

Corequisite: NURS 435

Prerequisite or Corequisite: NURS 412

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

Proposed Catalog Description:

NURS 432 Psychiatric/Mental Health

2c-0l-2cr

Prerequisites: NURS 336, 337, 338, 339, or permission

Prerequisite or corequisite: NURS 412, 434, 435

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

14) Current Catalog Description:

NURS 434 Community Health

2c-0l-2cr

Prerequisites: NURS 336, 337, 338 and 339 or permission of instructor

Corequisites: NURS 435 or permission of instructor

Prerequisite or Corequisite: NURS 412

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

Proposed Catalog Description:

NURS 434 Community Health

2c-01-2cr

Prerequisites: NURS 336, 337, 338 and 339 or permission

Pre or Corequisite: NURS 412, 432, 435, or permission

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

15) Current Catalog Description:

NURS 435 Community/Psychiatric/Mental Health Clinical

0c-151-5cr

Prerequisites: NURS 336, 337, 338, 339

Corequisites: NURS 432, 434

Prerequisite or Corequisite: NURS 412

Focuses on community-based and community health nursing experiences to enable students to provide health promotion, risk reduction, and disease prevention in a wide variety of community settings and with diverse populations. Students also have experiences within acute and community based psychiatric care facilities, working as members of a multidisciplinary team to provide primary, secondary and tertiary prevention/intervention. Emphases are also on nursing management and development of nursing strategies to assist at-risk families, aggregates, and groups, while considering health care on a continuum throughout the life span. Opportunities for individual mentoring in a clinical area is an integral part of the course.

Proposed Catalog Description:

NURS 435 Community/Psychiatric/Mental Health Clinical

0c-151-5cr

Prerequisites: NURS 336, 337, 338, 339, or permission

Prerequisite or Corequisite: NURS 412, 432, 434

Focuses on community-based and community health nursing experiences to enable students to provide health promotion, risk reduction, and disease prevention in a wide variety of community settings and with diverse populations. Students also have experiences within acute and community based psychiatric care facilities, working as members of a multidisciplinary team to provide primary, secondary and tertiary prevention/intervention. Emphases are also on nursing management and development of nursing strategies to assist at-risk families, aggregates, and groups, while considering health care on a continuum throughout the life span. Opportunities for individual mentoring in a clinical area is an integral part of the course.

16) Current Catalog Description:

NURS 450 A Cognitive Approach to Clinical Problem Solving

3c-01-3cr

Prerequisites: NURS 412

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

Proposed Catalog Description:

NURS 450 A Cognitive Approach to Clinical Problem Solving

3c-01-3cr

Prerequisite: NURS 435 or 437

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

17) Current Catalog Description:

NURS 493 Internship

var-1-12cr

Prerequisite: NURS 236 or Registered Nurse; 57cr completed; minimum 2.0 GPA

Supervised experience in a practice setting which extends and complements coursework in nursing. The types of practice settings may include acute care hospitals, outpatient health centers, and community agencies.

Proposed Catalog Description:

NURS 493 Internship

var-1-12cr

Prerequisite: NURS 236 or Licensed Practical Nurse or Registered Nurse; 57cr completed; minimum 2.0 GPA

Supervised experience in a practice setting which extends and complements coursework in nursing. The types of practice settings may include acute care hospitals, outpatient health centers, and community agencies.

Rationale: The changes in prerequisites and corequisites are being made for clarity and consistency. Previously, not all course prerequisites and corequisites were cross-listed with their partnered courses. Additionally, progression in the program was not always clearly reflected in the pre-and corequisites. The changes also accommodate the RN-BSN track and the proposed LPN-BSN track, which is only permission has been added to some prerequisites. PHYS 151 and 161 were removed from the Nursing program last year and so they are being removed from the prerequisite list for NURS 336, 337, 338, and 339.

**APPENDIX D:
University-wide Graduate Committee
(Co-chairs LaPorte and Chambers)**

FOR ACTION:

I. New Courses from the Counseling Department

PASSED

COUN 670 Human Sexuality Issues for Counselors

3c-01-3sh

Proposed by the Counseling Department

This course provides an overview of human sexuality issues for counselors and examines the role of sexuality in human adjustment, dynamics of individual/societal sexuality issues, and counseling approaches.

Catalog Start Date Fall 2004

Rationale:

This particular course is designed to help counselors learn more about sexuality issues that they may encounter in their future practice. Accrediting bodies advocate that counselors have awareness, knowledge, and skills in dealing with the broad range of sexuality issues that clients present within counseling. The prerequisite for this course will be COUN 615 – Counseling Across the Lifespan.

COUN 671 Introduction To Diagnostic Issues For Counselors

3c-01-3s

Proposed by the Counseling Department

This course provides an introduction for counseling students on the various mental disorders with a focus on the history of the major classification system, definitions of various disorders, and the corresponding diagnostic criteria. Furthermore, current research on treatment approaches for counseling professionals is examined. Finally, this course is designed to help students view the mental health needs and challenges of clients from a lifespan and multicultural perspective. This course is introductory and is designed for individuals who have little/no experience in diagnostic issues and little/some experience in counseling.

Catalog Start Date Fall 2004

This course proposal is intended to add an elective class into the Counseling programs. According to the main accrediting body in the field, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), counseling programs should include skills that enable students to design intervention strategies; evaluate client outcome; and understand the general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status. Furthermore, due to the recent licensure law for professional counselors in Pennsylvania, a course of this nature can be helpful to those in practice. The prerequisite for this course will be COUN 634: Mental Health Appraisal.

COUN 672 Introduction to Family Issues in Counseling

3c-01-3sh

Proposed by the Counseling Department

This course provides an introductory overview of the major issues, theories, research, and intervention implications for the preparation of counselors to work with families.

Catalog Start Date Fall 2004

Rationale:

The Introduction to Family Issues in Counseling course is designed to help counselors learn more about family theory and current issues that they may encounter in their professional practice. Accrediting bodies (CACREP, PDE) recommend that counselors have knowledge and skills in dealing with family issues that clients present within counseling. The prerequisite for this course will be COUN 617- Basic Counseling Skills and COUN 627- Child Counseling Theory or COUN 637- Counseling Theory (Adolescent/Adult)

COUN 673 Wellness-Based Counseling

3c-01-3sh

Proposed by the Counseling Department

In this course, definitions and models of wellness will be presented. A theoretical model of human change processes will be examined. Using a specific model of wellness in combination with the model of change, students will explore human change and wellness from personal and interpersonal perspectives. Current methods and research on habit change, incorporating concepts of commitment, adherence, and maintenance of change will be considered.

Catalog Start Date Fall 2004

Rationale:

The Wellness-Based Counseling course is designed to help counselors learn more about models of wellness and models of change that they apply in their professional practice. Accrediting bodies (CACREP, PDE) recommend that counselors have knowledge and skills in dealing with issues that pertain to lifestyles, spirituality and promoting optimal human development.

II. Course from the Department of Special Education and Clinical Services

PASSED

EDEX 560 Family Perspectives On Disability—New Course

3cr

Prerequisites: PSYC 101

Intended for any major who will work with families and youth with disabilities. By understanding families as competent and resourceful systems, students will examine critically ways to collaborate effectively with family members. This course will focus on legal and philosophical bases for supporting families in making important decisions affecting the education and care of their children.

Rationale: This course specifically addresses disability issues from the family's perspective. As professionals in training, undergraduate and graduate students in the College of Education are expected to develop skills and competencies in working effectively with families of students or clients with disabilities. Currently, several courses in the college address some issues regarding parent-professional collaboration. No single course in the department, college, or across the university, however, deals specifically with family perspectives on disabilities and methods to enhance parent-professional relationships, particularly throughout a child's school years. The course will be an elective in the program. This course is dual-listed with EDEX 460.

III. Program Revision and new courses from the Nursing Department

1) PROGRAM REVISION

Master of Science Degree in Nursing, Department of Nursing and Allied Health Professions, Program Revision – New Education Track, New Catalog Description, Course and Program Revisions for Administration Track (catalog start term: Fall 2004)

Summary of Revision:

- New track in Nursing Education (36 credits).
- Revision to core requirements – Add:
NURS 619 Leadership Strategies for Nursing
NURS 628 Advanced Professional Role Development
- Course revisions:
NURS 731 Nursing Administration Practicum
- New course offerings:

Core:

NURS 628 Advanced Professional Role Development

Education Track:

NURS 722 Measurement and Evaluation in Nursing Education

NURS 723 Program Development in Nursing Education

NURS 743 Nursing Education Practicum

Administration Track:

NURS 732 Nursing Administration Practicum II

Rationale:

The current graduate program in nursing was designed to prepare registered nurses for practice as nurse administrators or clinical nurse specialists (CNS) within the community. The emphasis on community health has served its purpose over the last five years. Although some nurses are still needed to meet this form of care delivery, enrollment in this track is such that it is no longer cost-effective for the department to continue to offer it as frequently as in the past. In the meantime, an even greater need for graduate nursing education has been created by the nation-wide shortage of registered nurses and nursing faculty. The United States is in the midst of an unprecedented shortage of registered nurses.

A. Catalog Description**Department of Nursing and Allied Health Professions**

The program leading to a Master of Science degree in nursing is fully accredited by the Commission on Collegiate Education (CCNE). It is designed to prepare the graduate for an advanced practice nursing role as a nurse administrator or a nurse educator and serves as a foundation for doctoral study.

Upon completion of the degree the student is prepared to:

- Provide leadership that influences and contributes to the advancement of the nursing profession.
- Synthesize advanced skills and scientific knowledge into advanced nursing practice roles.
- Utilize new knowledge to provide high quality health care, initiate change, and improve the practice of nursing.
- Evaluate the effectiveness of advanced nursing practice initiatives.

Course work builds on the knowledge and skills gained in a basic nursing education program. It provides the theoretical and practical knowledge required for advanced nursing practice in diverse settings within a rapidly changing health care system. Nurse administrators assume leadership roles in planning, organizing, and implementing care across the spectrum of health care settings. Nurse educators assume the responsibility as nurse educator, patient educator or nursing staff development in a variety of academic and health care settings.

Students may choose the 36-credit Nursing Administration or Nursing Education track.

**B. New Track
Proposed Nursing Education Track 36 credits**

Graduate Nursing Core		24 cr
NURS 610	Health Promotion and Social Issues	3 cr
NURS 614	Health Care Organizations and Policy	3 cr
NURS 620	Theoretical Foundations for Nursing	3 cr
NURS 622	The Practice of Nursing Research I	3 cr
NURS 623	The Practice of Nursing Research II	3 cr
NURS 619	Leadership Strategies For Nursing	3 cr
NURS 628	Advanced Professional Role Development	3 cr

**Electives 3 cr

Nursing Education Track Courses		12 cr
NURS 722	Measurement and Evaluation in Nursing Education	3 cr
NURS 723	Program Development in Nursing Education	3 cr
NURS 725	Teaching Strategies for Nursing Curricula	3 cr
NURS 743	Nursing Education Practicum	3 cr

Students in the Education track may choose electives from IUP courses that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices. Three credits of NURS 850 Thesis may be substituted for electives. **Students who choose the thesis option may graduate with more than the required 36 credits.

Rationale for Education Track: Due to the current and predicted shortage of nurse educators it is anticipated that the need for this particular track will increase over the years. Needs assessment data suggest an ongoing interest in this track.

C. Program Revisions – Administration Track

Current Administration Track Program 36 crs

Graduate Nursing Core		21 cr
NURS 610	Health Promotion and Social Issues	3 cr
NURS 614	Health Care Organizations and Policy	3 cr
NURS 620	Theoretical Foundations for Nursing	3 cr
NURS 622	The Practice of Nursing Research I	3 cr
NURS 623	The Practice of Nursing Research II	3 cr
**Electives		6 cr

Administration Courses		15 cr
NURS 619	Leadership Strategies for Nursing	3 cr
NURS 729	Nursing Administration	3 cr
NURS 730	Financial Management in Health Care	3 cr
NURS 731	Nursing Administration Practicum	6 cr

**Students in both tracks may choose electives from

Proposed Administration Track Program 36 crs

Graduate Nursing Core		*24 cr
NURS 610	Health Promotion and Social Issues	3 cr
NURS 614	Health Care Organizations and Policy	3 cr
NURS 620	Theoretical Foundations for Nursing	3 cr
NURS 622	The Practice of Nursing Research I	3 cr
NURS 623	The Practice of Nursing Research II	3 cr
NURS 619	Leadership Strategies For Nursing	3 cr
NURS 628	Advanced Professional Role Development	3 cr
**Electives		*3cr

Administration Track Courses		*12 cr
NURS 729	Nursing Administration	3 cr
NURS 730	Financial Management in Health Care	3 cr
*NURS 731	Nursing Administration	

IUP courses that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices. Six credits of NURS 850 Thesis may be substituted for electives.

	Practicum I	3 cr
NURS 732	Nursing Administration	
	Practicum II	3 cr

Students in the Administration track may choose electives from IUP courses that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices. Three credits of NURS 850 Thesis may be substituted for electives. **Students who choose the thesis option may graduate with more than the required 36 credits.

* = changes in requirement
bold = items that are added

2) Course Revision and Credit Change for Administration Track Course

Current Catalog Description:

NURS 731 Nursing Administration Practicum **6 cr**

Prerequisites: NURS 622, NURS 729, NURS 730

The administrative role of the nurse manager is examined in class and clinical setting. Content focuses on evaluation and quality control within the nursing division. Current issues and problems of concern to nurse managers are addressed. The course consists of two hour seminars each week and a weekly 9 hour practicum. A mentor at a clinical site helps the student synthesize advanced practical knowledge in nursing management.

Proposed Catalog Description:

NURS 731 Nursing Administration Practicum I **2c-1l-3sh**

Prerequisites: NURS 623, NURS 729, NURS 730

The nurse administrator role and their responsibility in health care organization are examined in the class and the clinical setting. Current issues and problems dealing with marketing, recruitment, retention, and quality of care are addressed. Influence of professional and technological factors on the functions of health care and the role of the nurse administrator are explored. This course provides the student with the opportunity to synthesize advanced practical knowledge in nursing administration and develop an administrative project under the guidance of an administrator mentor at an appropriate clinical site.

Rationale: **NURS 731** was originally a 6-credit practicum course; three hours weekly seminar and 9 hours clinical practice. It is being proposed to offer two three-hour practicums in Nursing Administration (NURS 731 and NURS 732). Outcome and evaluation data from students in this program support the need for this change. The rationale for this change is to provide flexibility in meeting students work schedules since the majority of our graduate students are employed full time.

Furthermore, offering this course for two semesters will reflect positively on students learning and knowledge by extending their clinical experience over two semesters rather than one. This will provide the students with the opportunity to implement, complete, and evaluate their practicum project as a capstone activity.

3) New Course for Administration Track

Proposed Catalog Description:

NURS 732 Nursing Administration Practicum II**1c-2l-3sh****Prerequisites:** Completion of all core and nursing administration courses or permission from the instructor.

This course provides the student with an opportunity to work with a nursing administrator in an appropriate health care agency to apply theoretical concepts to the practice of nursing administration. Students will explore the roles and responsibilities of the nurse administrator. Topics will include human resource management, staff development, strategic planning, quality improvement and outcomes measurement and evaluators. Students will implement and evaluate the outcomes of an administration project. This course consists of a bi-weekly two-hour seminar and a weekly practicum of six hours in a clinical setting.

New Course Addition to Core**Proposed Catalog Description:****NURS 628 Advanced Professional Role Development****3c-0l-3sh**

Analysis of the current and changing roles of advanced nursing in the current sociopolitical environment. Provides opportunities for reflection upon personal career development. Emphasis is placed on the development of a variety of professional communication and presentation skills needed for the advanced nursing role. Students will prepare an article appropriate for a professional journal and deliver a professional presentation. Skills in resume/vitae writing and grant writing will also be included. Opportunities will be provided for development of skills that enhance the advanced nurse's ability to work collaboratively with others.

Rationale: NURS 628 will be a required course for all graduate nursing majors and will be part of the core component of the curriculum. This course will further enhance the skills for nurse administrators.

4) New Courses for Education Track:**Proposed Catalog Description:****NURS 722 Measurement and Evaluation in Nursing Education****3c-0l-3sh**

Course Description: This course presents various methods of evaluating program, classroom, and clinical performance in nursing. Students will be assisted in developing classroom and clinical examinations for nursing. Principles of test construction and methods for developing various test items as a mean of measuring critical thinking in nursing students will also be addressed. Social, ethical and legal issues of evaluation are included.

NURS 723 Program Development in Nursing Education**3c-0l-3sh**

Course Description: This course focuses on the process of program development for nursing education in a variety of levels and settings based upon program assessment strategies. The major issues of program development, revision, and evaluation that challenge nurse educators are also addressed. The role of accreditation agencies in program development and evaluation is also studied. Students are given opportunities to plan a curricular program that addresses future education needs of the nursing profession.

NURS 743 Nursing Education Practicum**3c-0l-3sh**

Course Description: This course provides opportunities for students to synthesize and integrate educational theories, research, and curriculum planning and evaluation into the role of nurse educator. Students will work with a nurse educator in an area of interest (hospital, staff development, schools of nursing). As the capstone course of the nursing education track, students are expected to develop an appropriate project in that setting. Responsibilities of the nurse educator as a teacher, mentor, role model, advisor, and scholar will be addressed. This course consists of a weekly one-hour seminar and a weekly practicum of six hours.

FOR ACTION:

At the March 30, 2004, Senate meeting, a motion was made to table the Continuous Dissertation proposal. At the April 27, 2004, meeting, a motion was made and approved to put the proposal back on the table.

Continuous Dissertation (Marked up to highlight the changes)**PASSED**

~~For all doctoral students admitted or commencing course work during the Fall 1990 semester and thereafter, the following policy is binding.~~ **Beginning with the fall 2004 term, this policy is binding for all doctoral students.** 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 **one credit** of continuous dissertation ~~both semesters~~ **each semester** (Fall and Spring) annually through the graduation of the student, **or until the time limit is exceeded (See "Time Limitation for Doctoral Students" policy).** 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 tuition and 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. **Students must pay tuition and 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.**

Justification:

1. Continuous dissertation registration is essential for: a) tracking and monitoring the progress of our doctoral students, and b) achieving a mechanism that would allow these students to be recognized as full-time.
2. IUP has been unusual in not requiring students to pay continuous dissertation registration as compared to our peer institutions. Additionally, the use of University funds for this purpose is not sustainable.

Continuous Dissertation (New Policy without any markups)

Beginning with the fall 2004 term, this policy is binding for all doctoral students. 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 one credit of continuous dissertation each semester (Fall and Spring) annually through the graduation of the student, or until the time limit is exceeded (See "Time Limitation for Doctoral Students" policy). For this period, the student will be considered a full-time doctoral student. 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. Students must pay tuition and 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.

**APPENDIX E:
Library and Educational Services Committee
Chair Johnson**

FOR INFORMATION:

The Library and Educational Services Committee met on April 13, 2004 where the following occurred:

- Received an update about the LIBQUAL Survey, library marketing strategies, and library development.
- Received a review of completed and ongoing projects from the Technology Utilities Committee.
- Received a report on the Laser Printing Cost Recovery System. This is the cost of laser printing to students in the four University Computer Labs and at 14 other printers across campus. The LESC is responsible for annually reviewing this system annually. For the time period of April 1, 2003 until March 31, 2004 there was revenue of \$32,743.04. After expenditures were subtracted, the net was \$387.60.

Therefore, there is no request for an increase in laser printing for the 2004/2005 academic year. The revenue and expenditure table will be submitted to the Senate Secretary so that it can be printed in the minutes of this meeting. Any Senator can contact me for a copy of the full report.

The following table summarizes the Laser Printing Cost Recovery System for the last year:

	For the time period 1 Apr 03 to 31 Mar 04
Revenue generated	\$32,743.04
Number of prints @\$.04 each	818,576
Paper consumption (reams)—2% waste	1,670
Cost of paper @\$1.99/ream	\$ 3,323.30
Toner consumption (cartridges)	81
Cost of toner @\$185.00/cartridge	\$14,985.00
Printer maintenance	\$ 7,500.00
Card reader repair (past year)	\$247.14
Software maintenance	\$ 6,300.00
Net	\$ 387.60

Provided by J. R. McFerron, Director Academic Technology Services, to the LESC.

The LESC has completed its business for the academic year.

Submitted by
Rita M. Johnson
Chair, LESC