

**UNIVERSITY SENATE AGENDA**  
**EBERLY AUDITORIUM**

March 22, 2011  
3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes of the meeting of February 22, 2010
- B. Approval of current agenda items and order

**Reports and Announcements**

- A. President Werner
- B. Provost Intemann
- C. Chairperson Broad
- D. Vice Chairperson Longacre

**Standing Committee Reports**

	<b>Chairperson</b>	<b>Appendix</b>	<b>Page(s)</b>
A. Rules Committee	Korns	A	2
B. University-Wide Undergraduate Curriculum Committee	Sechrist/McCombie	B	3-23
C. University-Wide Graduate Committee	Piper/Baumer	C	24-28
D. Research Committee	Bonach	D	29
E. Student Affairs Committee	Colen	E	30
F. University Development and Finance Committee	Domaracki	F	31-32
G. Academic Affairs Committee	Dugan/Perdue	G	33-36
H. Awards Committee	Wisnieski		
I. Noncredit Committee	Pike		
J. Library and Educational Services Committee	Jozefowicz		

**Senate Representative Reports**

	<b>Representative</b>
A. University Planning Council	Reilly
B. Presidential Athletic Advisory Council	Hinrichsen
C. Academic Computing Policy Advisory Committee	McGowan
D. University Budget Advisory Committee	Radell

**New Business**

**Adjournment**

**APPENDIX A  
Rules Committee  
Chair Korn**

The Rules committee has determined that there was a clerical error in the approved minutes of the 3-23-2010 Senate meeting as well as a procedural error. On page 18 of the minutes under the heading A. English Composition II, the minutes reflect that a motion to "table" all liberal studies was approved. However, the minutes should have stated that the motion was "postponed" rather than "tabled" since that is the proper terminology for what occurred, and that the motion to postpone occurred following approval of the English Composition II proposal.

The revised minutes will reflect that the motion to postpone was approved prior to heading B. Oral or Technical Communication on page 20 but after approval of English Composition II. Per Roberts Rules, a previously approved document can be amended by a simple majority of a body if they are provided notification.

**Appendix B**  
**University-Wide Undergraduate Curriculum Committee**  
**Co-Chairs Sechrist and McCombie**

**FOR INFORMATION:**

**1 Distance Learning:**

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

- **JRNL 250 Women and the Press**
- **COMM 330 Instructional Design for Training and Development**
- **LBST 499 The Atomic Bomb and Its Impact**
- **JRNL 243 History of the American Press**
- **FSMR 281 Fashion Brand Merchandising**
- **COMM 271 Beginning Photography**
- **CRIM 410 Race, Ethnicity, Social Structure, and Crime**

**FOR ACTION:**

**2 Physics Department – Correction of Minutes**

**EOPT 126 Electronics II** **2c-3l-3cr**

**EOPT 150 Fundamentals of Photonics and Laser Safety** **2c-3l-3cr**

Both were mistakenly approved as 2c-1l-3cr on December 7<sup>th</sup>.

**3 Eberly College of Business and Information Technology, College of Health and Human Services, and College of Humanities and Social Sciences – Program Revision**

**Pre-Law Interdisciplinary Minor**

Seven courses, including at least one from each of the seven areas

(no courses with student’s major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235

*Criminology:* CRIM 210, 215, 225

*Economics:* ECON 121, 122, 332

*English:* ENGL 212, 220, 310

*History:* HIST 320, 321, 346

*Philosophy:* PHIL 101, 222, 450

*Political Science:* PLSC 358, 359, 361

**21 Pre-Law Interdisciplinary Minor**

**21**

Seven courses, including at least one from each of the seven areas

(no courses with student’s major prefix):

*Business:* ACCT 201, ACCT 202, BLAW 235

*Criminology:* CRIM 210, 215, 225

*Economics:* ECON 121, 122, 332

*English:* ENGL 212, 265, 310, 321

*History:* HIST 320, 321, 346

*Philosophy:* PHIL 101, 110, 222, 450

*Political Science:* PLSC 358, 359, 361

**Rationale:** ENGL 321 Persuasive Speech and Writing, a new course, fits particularly well within the goals of the Interdisciplinary Pre-Law Minor. Adding ENGL 321 to the options here is especially important, too, in that ENGL 310 Public Speaking will not be offered as often as it has in the past. ENGL 321 will fulfill the vital need for students to study and practice persuasive speech. Finally, since ENGL 321 is an advanced writing course, it allows

us to omit ENGL 220 from the minor options, which in turn will free up sections of that course, which is in high demand for English majors. Additionally, PHIL110 Reasoning and the Law, a newer course, is added to the minor.

**4 Department of Mathematics – Program Deletion, New Track, Program Revision, and Program Catalog Description Change**

**a Program Deletion:**

**Bachelor of Science–Applied Mathematics**

**Rationale:** The Mathematics Department is deleting the Bachelor of Science – Applied Mathematics degree and is replacing it with an Applied Mathematics Track for the Bachelor of Science in Mathematics. Both the Mathematics and Applied Mathematics majors share a common core. The Applied Mathematics major was originally created as a recruiting tool, but that has not proven necessary. Students enter as math majors unsure of the difference and often declare an applied mathematics major after taking several courses. The proposed track is essential in that it provides a detailed outline for those students who wish to pursue graduate school in Applied Mathematics and to those who will pursue employment in industry. The proposed track makes the Bachelor of Science – Applied Mathematics degree unnecessary.

**b New Track:**

**Bachelor of Science–Mathematics/Applied Mathematics Track**

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

**Mathematics:** MATH 125

**Liberal Studies Electives:** 9cr, no courses with MATH prefix (Foreign Language is included)

**Major:** 42

**Required Courses:**

MATH 126	Calculus II for Physics, Chemistry, and Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Sciences	3cr
MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr
MATH 241	Differential Equations	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 363	Mathematical Statistics I	3cr
MATH 447	Modeling and Simulation	3cr
MATH 450	Topics in Applied Computational Mathematics	3cr

**Controlled Electives: (1)**

One course from the following: 3cr

MATH 371, 421, 423, 427, 476

One course from the following: 3cr

MATH 445 or 446

One course from the following: 3cr

MATH 480 or 493 (2)

One more course from the following: 3cr

342, 364, 445, 446

<b>Other Requirements:</b>	21
<b>Computer Science:</b>	
COSC 110 Problem Solving and Structured Programming	3cr
COSC/MATH 250 Introduction to Numerical Methods	3cr
Foreign Language Intermediate Level (3)	
Minor or Planned Program in Complementary Field (requires advisor approval) with at least 6cr in 300/400-level courses	15cr
<b>Free Electives:</b>	4
<b>Total Degree Requirements:</b>	120
(1) A student may select courses for a specialized area. <i>Statistics/ Actuarial Science:</i> MATH 363, 364, 371, 446 Additionally, a student should minor in Applied Statistics <i>Math Analysis/Engineering:</i> MATH 342/447, MATH 371, 423 <i>Operations Research:</i> MATH 371, 421, 445/446, 447	
(2) 3 credits of internship will be applied to the major. Additional credits may count as free electives.	
(3) Intermediate-level Foreign Language is included in Liberal Studies electives.	

**c Program Revision:**

**Current Program:**

**Proposed Program:**

**Bachelor of Science – Mathematics**

**Bachelor of Science – Mathematics**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 125  
**Liberal Studies Electives:** 9cr, no courses with MATH prefix

53 **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 125  
**Liberal Studies Electives:** 9cr, no courses with MATH prefix

**Major:** 37-38  
**Required Courses:**  
MATH 126 Calculus II for Physics, Chemistry, and Mathematics 3cr  
MATH 171 Introduction to Linear Algebra 3cr  
MATH 216 Probability and Statistics for Natural Sciences 3cr  
MATH 225 Calculus III for Physics, Chemistry, Mathematics 3cr  
MATH 241 Differential Equations 3cr  
MATH 271 Introduction to Mathematical Proofs I 3cr  
MATH 272 Introduction to Mathematical Proofs II 3cr  
MATH 480 Senior Seminar 1cr

**Major:** 39-40  
**Required Courses:**  
MATH 126 Calculus II for Physics, Chemistry, and Mathematics 3cr  
MATH 171 Introduction to Linear Algebra 3cr  
MATH 216 Probability and Statistics for Natural Sciences 3cr  
MATH 225 Calculus III for Physics, Chemistry, Mathematics 3cr  
MATH 241 Differential Equations 3cr  
MATH 271 Introduction to Mathematical Proofs I 3cr  
MATH 272 Introduction to Mathematical Proofs II 3cr  
MATH 480 Senior Seminar 3cr

**Controlled Electives:**  
Four courses from the following: 12cr  
MATH 371, 421, 422, 423, 427, 476, 477  
A minimum of 3 additional cr from the list above or the following: MATH 342, 350, 353, 355, 363, 364, 445, 446, 447, 465, 481 3-4cr

**Controlled Electives:**  
Four courses from the following: 12cr  
MATH 371, 421, 422, 423, 427, 476, 477  
A minimum of 3 additional cr from the list above or the following: MATH 342, 350, 353, 355, 363, 364, 445, 446, 447, 465, 481 3-4cr

**Other Requirements:** 3-9  
**Computer Science:**  
COSC 110 Problem Solving and Structured Programming 3cr  
Foreign Language Intermediate Level (1) 0-6cr

**Other Requirements:** 3cr  
**Computer Science:**  
COSC 110 Problem Solving and Structured Programming 3cr  
Foreign Language Intermediate Level (1)

**Free Electives:** 20-27

**Free Electives:** 24-25

**Total Degree Requirements:** 120

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(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

(1) Intermediate-level Foreign Language is included in Liberal Studies electives.

**Rationale:** MATH 480 Senior Seminar is changing from a 1 credit course to a 3 credit course because it will serve as our capstone experience. This change will allow students to research, develop, and present an independent project.

#### **d Program Catalog Description Change:**

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

The Department of Mathematics prepares students for work in industry, graduate school mathematics, and teaching. Degrees offered by the department are the Bachelor of Science degree with a major in Mathematics, the Bachelor of Science degree with a major in Applied Mathematics, the Bachelor of Arts degree with a major in Economics/Mathematics, and the Bachelor of Science in Education degree with a major in Mathematics Education. The first two degree programs are offered within the College of Natural Sciences and Mathematics, the third is shared with the Economics Department, and the fourth is in conjunction with the College of Education and Educational Technology. The department also offers a minor in Mathematics, a minor in Applied Statistics, and a concentration in Mathematics for Elementary Education majors.

The program for a mathematics major in the College of Natural Sciences and Mathematics is two phased. A student may pursue a degree in Applied Mathematics or Mathematics. Those completing a degree in Mathematics will be prepared to continue their studies in mathematics in graduate school, though some may enter business, industry, or government service. Students receiving a degree in Applied Mathematics will be primarily prepared to enter business, industry, or government service in an area where mathematics or computer science is used or to continue their studies in applied mathematics or computer science in graduate school. This student would not be expected to continue graduate studies in pure mathematics.

The department shares in a joint degree with the Economics Department. Students with ability and interest in economics discover that a solid background in mathematics is an essential prerequisite for advanced theoretical and applied work in the discipline. Similarly, students with talent and interest in mathematics find economics an excellent field in which to employ their skills and knowledge. The B.A. degree with a major in Economics/ Mathematics allows students to combine these complementary subjects in a joint degree program administered cooperatively by the departments of Mathematics and Economics. Enrolled students will be assigned an advisor in each department.

Those completing the program will have an exceptional background for graduate study in economics and such related fields as business, public policy, or operations research. They also will be ideally prepared to fill a wide variety of technical and quantitative positions in both government and private industry.

The program leading to the B.S.Ed. with a major in Mathematics Education prepares the student for teaching mathematics in Grades 7-12. Many graduates, however, continue their formal education in mathematics at the graduate level or work in government or industry.

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

The Department of Mathematics prepares students for work in industry, graduate school mathematics, and teaching. Degrees offered by the department are the Bachelor of Science degree with a major in Mathematics and the Bachelor of Science in Education degree with a major in Mathematics Education. The first degree program is offered within the College of Natural Sciences and Mathematics and the second is in conjunction with the College of Education and Educational Technology. The department also offers a minor in Mathematics, a minor in Applied Statistics, and a concentration in Mathematics for Elementary Education majors.

The program for a mathematics major in the College of Natural Sciences and Mathematics is two phased. A student may pursue a degree in Mathematics or a degree in Mathematics with a concentration in Applied Mathematics. Those completing a degree in Mathematics will be prepared to continue their studies in mathematics in graduate school, though some may enter business, industry, or government service. Students receiving a Mathematics degree with a concentration in Applied Mathematics will be primarily prepared to enter business, industry, or government service in an area where mathematics or computer science is used or to continue their studies in applied mathematics or computer science in graduate school. This student would not be expected to continue graduate studies in pure mathematics.

The program leading to the B.S.Ed. with a major in Mathematics Education prepares the student for teaching mathematics in Grades 7-12. Many graduates, however, continue their formal education in mathematics at the graduate level or work in government or industry.

Elementary Education majors may elect to take a concentration of at least 15 credits in mathematics. The program of courses for this concentration is as follows: in addition to MATH 151 and 152, select 9 credits from the following courses: MATH 317, 420, 456, 457, 458, 459, 471, or 481.

Elementary Education majors may elect to take a concentration of at least 15 credits in mathematics. The program of courses for this concentration is as follows: in addition to MATH 151 and 152, select 9 credits from the following courses: MATH 317, 420, 456, 457, 458, 459, 471, or 481.

**Rationale:** The program description has been changed to reflect the new tracks.

**5 Liberal Studies Committee and University-Wide Undergraduate Curriculum Committee – Compromise Curriculum Revision**

**a Liberal Studies Framework:**

**Liberal Studies Requirements:**

All students must fulfill the requirements of the university's Liberal Studies program. This involves a minimum of 43 credits among Learning Skills, Knowledge Areas and Liberal Studies electives. The number of credits may rise slightly depending on student choices. Different colleges and sometimes departments within colleges may have specific variations as to how these Liberal Studies requirements are to be met.

**LEARNING SKILLS: 12-13cr**

<b>English Composition I and II</b>	6cr
<b>Mathematics</b>	3-4cr
<b>Dimensions of Wellness</b>	3cr

**KNOWLEDGE AREAS: 28-29cr**

<b>Humanities:</b> One course in history, one in literature and one in philosophy or religious studies.	9cr
<b>Fine Arts:</b> One Course from List	3cr
<b>Natural Science:</b> Choose 1 Option	7-8cr
Option I (8 credits): Natural Science Laboratory Courses: Any two courses with laboratories (4cr each) from the natural science laboratory course list.	
Option II (7 credits): One Laboratory Course plus One Non-laboratory Course: One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science non-laboratory course list.	
<b>Social Science:</b> Three Courses from List	9cr

**LIBERAL STUDIES ELECTIVES 3-9cr**

**Liberal Studies Electives:** syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.

**TOTAL 43-51cr**

**NOTES**

1. Global and Multicultural Awareness: One course from List

Students must fulfill this requirement by completing one course from the list; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department.

2. Writing Across the Curriculum: Minimum of Two "W" Courses

All students must include among the total courses required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal Studies, college or major requirements, or free electives. Such courses, which involve extensive use of writing as part of the learning experience, are identified with a "W" as part of the section number in each semester's schedule of classes listing on URSA.

<b>Compromise curriculum framework - side-by-side comparison</b>					
<b>Senate Approved Curriculum Framework Spring 2009</b>	<b>Crs</b>	<b>Compromise Curriculum Framework Spring 2011</b>	<b>Crs</b>	<b>Changes from Current Catalog Curriculum</b>	<b>Crs</b>
<i>Learning Skills</i>		<i>Learning Skills</i>			
First Year Seminar	3				
English Composition I and II	6	<b>English Composition I and II</b>	<b>6</b>	English Composition I and II	7
Mathematics	3-4	<b>Mathematics</b>	<b>3-4</b>		
Dimensions of Wellness	3	<b>Dimensions of Wellness</b>	<b>3</b>	Health and Wellness	
Global and Multicultural Awareness	3	<b>Global and Multicultural Awareness*</b>		Non-Western Culture Course	
Oral or Technical Communication	3				
<i>Knowledge Areas</i>		<i>Knowledge Areas</i>			
Humanities: 3 Courses	9	<b>Humanities: 3 Courses</b>	<b>9</b>		
Fine Arts: 1 Course	3	<b>Fine Arts: 1 Course</b>	<b>3</b>		
Natural Science Option I and II	7-8	<b>Natural Science Option I and II</b>	<b>7-8</b>	Natural Science Option I and II	8-10
Social Science: 3 Courses	9	<b>Social Science: 3 Courses</b>	<b>9</b>		
Capstone	0-3				
<i>Across the Curriculum</i>		<i>Across the Curriculum</i>			
Global Citizenship: 1 Course		<b>Liberal Studies Electives**</b>	<b>3-9</b>	Liberal Studies Electives	0-9
Informational Literacy: 1 Course					
Oral Communication: 1 Course					
Quantitative Reasoning: 1 Course					
Scientific Literacy: 1 Course					
Written Communication: 2 Courses		<b>Written Communication: 2 Courses***</b>			
				Synthesis – deleted	3
<b>Total</b>	<b>49-54</b>	<b>Total</b>	<b>43-51</b>	<b>Total</b>	<b>48-56</b>



\*Global and Multicultural Awareness: One course from List

Students must fulfill this requirement by completing one course from the list; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department.

\*\*Liberal Studies Electives - syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.

\*\*\*Writing Across the Curriculum: Minimum of Two "W" Courses

All students must include among the total courses required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal studies, college or major requirements, or free electives. Such courses, which involve extensive use of writing as part of the learning experience, are identified with a "W" as part of the section number in each semester's schedule of classes listing on URSA.

**Overview and Rationale of the compromise curriculum revision proposal:** The following is an overview of the compromise curriculum revision that has been approved by the University Wide Undergraduate Curriculum Committee (UWUCC) and the Liberal Studies Committee (LSC). The request for this revision came from Dr. Werner. The revision changes the Liberal Studies course requirements to 43-51. The reduction of Liberal Studies hours from 48-56 (current) to 43-51 (proposed) comes from the elimination of the synthesis (LBST 499) course (3 credits) and the reduction of English I to three credits and Natural Sciences to 7-8 credits (one credit reduction from each). Rationales for the various changes are briefly outlined below.

**Reason for action:**

- A Dr. Werner asked to meet with the co-chairs of the UWUCC, Senate chair, Provost, Liberal Studies director, and one member of the LSC to find a way to move forward with the curriculum revision (October 15, 2010).
- B It was agreed by all at the meeting that the best way to move forward was to have the LSC work with the UWUCC to create a compromise proposal.
- C The UWUCC and the LSC are seeking a workable compromise that takes into account budget concerns and the fact that the original revision did not have greater faculty support.

**New information to consider since the last revision:**

- A Board of Governors changed the minimum number of Liberal Studies (general education) hours needed to graduate from 48 to 40.
- B Budget crises and issues of very limited resources.
- C Middle States Issues of Assessment – for example on p. 88 of the 2005 Middle States Report it states "By contrast, a majority of respondents from all three groups uniformly characterized the Liberal Studies goals as a mere catalog of courses rather than a coherent set of objectives that aim at student learning and development. Similarly, the survey respondents were skeptical that the program was coherent."
- D Expected Undergraduate Student Learning Outcomes – approved 2 May, 2006 by University Senate. All Liberal Studies courses will have to be updated to meet these outcomes. Ultimately, it will also allow for better assessment of the Liberal Studies Program by aligning the approved Expected Undergraduate Student Learning Outcomes with the criteria to teach the courses.

**Why 43-51 credits for Liberal Studies:**

- A Many tracks require more than 48 credits of Liberal Studies. In the Undergraduate Catalog there are approximately 42 tracks that require 48 hours of Liberal Studies credits while there are approximately 106 tracks that require more than 48 of Liberal Studies credits.
- B Many accredited programs will benefit by a reduction of total hours.
- C Many programs would not have to do any program revisions.

**Specifics of the revised curriculum:**

**A Health and Wellness vs. Dimensions of Wellness**

Dimensions of Wellness provide a broader interpretation of the category. It also recognizes that wellness is more than just physical wellness. This type of course allows for more flexibility as to who will offer these courses, provides for active learning experiences, and addresses more than one area of wellness.

- 1 Updates our curriculum to reflect a more modern definition of wellness.
- 2 Provides more wellness options to help students deal with their first year of college (emotional, physical etc.).

**B Non-western vs. Global and Multicultural Awareness**

Change title of the Non-Western Cultures category to Global and Multicultural Awareness.

- 1 Provides for a broader range of courses to meet this requirement.
- 2 Addresses specific issues raised by Middle States about the lack of global citizenship in our current curriculum.
  - a Specifically, on p. 89 of the Middle States Report of 2005 it states: "Further evidence of the extent to which values, ethics, diverse perspectives, and global citizenship are incorporated in Liberal Studies courses is offered by a review of sample syllabi (n=25), which revealed that 96 percent of Liberal Studies courses address values, 70 percent address ethics, and 92 percent include diverse perspectives, while only 52 percent address global citizenship (Appendix 12.16)."
  - b In addition, on p. 5 of the Strategic Plan AY 2010-2014 it states that one part of the plan "Reflects a commitment to international and global awareness."
  - c Data from the last three years of assessment of the Liberal Studies Program indicate that the weakest area of the Expected Undergraduate Student Learning Outcomes is the Respect for Identities, Histories, and Cultures of Others. This will help to strengthen this area.
- 3 Helps to gives Liberal Studies courses in general a purpose rather than being a "mere catalog of courses" (p. 88 of Middle States Report 2005).

- 4 The current non-western courses would fulfill this category initially so there is no immediate need for new courses.

### **C Liberal Studies Electives and Across the Curriculum Courses (categories)**

Integrate Across-the Curriculum categories (except for Writing) into the Liberal Studies Electives category.

- 1 Liberal Studies Electives must address at least one of the following areas: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy or technological literacy.
- 2 Addresses specific issues raised by Middle States, e.g. this category would now have a specific purpose or goal.

### **D Writing intensive courses**

Why leave the category as it is in our current curriculum?

- 1 Middle States Assessment requires assessment of the Liberal Studies Program. We have been using senior level writing course assignments to do this the past two years. The assessment of those areas (application and/or synthesis, critical thinking, and communication) indicates that we are doing a good job.
- 2 The writing intensive courses with at least one in the major appear to be supplying our students with the tools necessary to be at comparable levels to other target universities in this category.

### **E Eliminate Synthesis, First Year Seminar, Oral and Technical Communication Requirement**

- 1 Why eliminate synthesis?  
Budget issues –saves faculty resources for other areas of the curriculum.
- 2 Why eliminate First Year Seminar and Oral and Technical Communication?  
Budget issues – no new courses added to the compromise curriculum, especially ones with smaller class sizes.

### **b Liberal Studies Criteria**

Introduction to Liberal Studies
---------------------------------

The contents of this Liberal Studies Curriculum Handbook are intended to serve as a guide for faculty and departments in their efforts to develop courses for the Liberal Studies curriculum. It is necessary for this program to meet the goals of the University and to provide a comprehensive curriculum that will provide all IUP students the opportunity to meet the Expected Undergraduate Student Learning Outcomes. This is the objective of the Liberal Studies program as a whole but not the responsibility of individual courses. No one course or program is expected to meet all of the Student Learning Outcomes.

When developing curriculum proposals, individual faculty and departments should review the Expected Undergraduate Student Learning Outcomes and define them as appropriate to their courses and departmental goals. Specific terms included in the outcomes should be defined as appropriate to the course content or disciplinary area. This is particularly important in cases where multiple sections of a course are offered and being taught by different faculty members. These instructors will need to agree on how these student learning outcomes are defined within their courses.

Proposals will need to include a justification for the exclusion of an Expected Undergraduate Student Learning Outcome (in whole or in part) that has been designated as “required” in a particular course or curricular category.

## I. Guidelines for Liberal Studies Course Proposals

### A. Course Proposal Content Guidelines

Wherever appropriate to the course content, courses in the Liberal Studies curriculum should:

- provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women
- address critical-thinking and scholarly discourse
- require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles

Additionally, all courses in the Liberal Studies Curriculum must:

- be distinguished from technical courses designed primarily for majors
- be distinguished from professional or pre-professional courses
- be distinguished from courses that are designed primarily for the needs of beginning majors and which presume the taking of additional course work in that discipline
- be distinguished from remedial courses
- address (for multiple sections of the same course) how a basic equivalency will be achieved to enable all sections to meet common student learning outcomes and course content

### B. Faculty and Department Commitment to Liberal Studies

Individual faculty and academic departments offering courses in IUP’s Liberal Studies program must commit to the following:

- sustaining the course content set out in the original course proposal in such a way that the course will continue to meet the course outcomes outlined in the approved course syllabus and the primary Expected Student Learning Outcomes set forth in the course criteria
- participating in the Liberal Studies Committee’s periodic review of Liberal Studies courses
- addressing the teaching of Liberal Studies courses in departmental five-year

reviews

## II. Liberal Studies Proposal Submission Guidelines

All curriculum proposals for Liberal Studies follow the procedures outlined in the University-Wide Undergraduate Curriculum Committee (UWUCC) curriculum handbook. New and revised Liberal Studies courses and revisions to the Liberal Studies portion of any program also come to the Liberal Studies Committee for review, are forwarded for action to the UWUCC and University Senate.

New and Revised Course Proposals submit:

- One copy of the course syllabus (in UWUCC Syllabus of Record Format), with signed cover sheet attached to the Liberal Studies Office
- One copy of the Expected Undergraduate Student Learning Outcomes Chart identifying the primary outcomes for the course as outlined in the course or category criteria
- Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

Individuals proposing courses that fulfill only part of a credit requirement for a given course or category must address how students will be able to meet the remainder of the requirement. For example if a one-credit course is designed to fulfill one-third of a three-credit Liberal Studies requirement proposers will need to address the availability of other one- or two-credit courses to fulfill the remainder of the requirement

Program Proposals

- Proposals for new programs or revisions to the Liberal Studies portion of an existing program will submit one copy of the proposal, following the UWUCC guidelines, with signed cover sheet attached, to the Liberal Studies Office.
- Syllabi for new or revised courses that are part of the program revision must also be included.

## *Dimensions of Wellness*

Students are required to complete three (3) credits in the Dimensions of Wellness category. The primary focus of this course requirement is upon one of the following dimensions of wellness: emotional, financial, intellectual, occupational, physical, social or spiritual. Because wellness is a multi-dimensional concept, each course must clearly demonstrate how the dimension of primary focus relates to at least one of the other dimensions. All Dimensions of Wellness courses must require students to participate in active learning or experiential activities designed to enhance personal well-being.

Dimensions of Wellness Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Dimensions of Wellness requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- the ability to transform information into knowledge and knowledge into judgment and action
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world

Dimensions of Wellness Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Dimensions of Wellness requirement must include:

- clearly identified active learning or experiential activities that require students to apply course content
- self-reflective activities that provide insight into personal wellness
- an assessment of personal strengths and challenges within the dimension of primary focus
- development of an improvement plan to address the challenges identified in the assessment exercises
- a culminating self-evaluation of the student's progress toward improvement
- use of the Internet as a means to gather accurate information relevant to the topic of primary focus; it is expected that the Internet will be where students and their families will seek wellness information

Individuals proposing courses designed to fulfill the Liberal Studies Dimension of Wellness requirement are encouraged to include:

- activities that promote development of oral and/or written communication
- activities that encourage service learning opportunities
- approximately 30 percent of the class time devoted to active learning or experiential activities

Dimensions of Wellness Common Learning Objectives

All courses meeting the Liberal Studies Dimensions of Wellness requirement will establish common course objectives stating:

At the conclusion of the course the student should be able to:

- describe the factors within the course's primary focus that influence wellness
- understand how to apply the skills learned in this course throughout his or her life
- use information literacy skills to seek and evaluate wellness-related information
- identify the benefits of a wellness-oriented lifestyle and consequences of a wellness-neglected lifestyle

Literature

Students are required to complete three (3) credits from an approved menu of literature course options. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 35 students to allow an appropriate level of group-work and class interaction.

Literature Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Literature requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

*As Informed Learners* students will demonstrate knowledge and understanding of:

- the aesthetic facets of human experience
- the human imagination, expression and traditions of many cultures

*As Empowered Learners* students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas
- ease with textual, visual and/or electronically-mediated literacies

*As Responsible Learners* students will demonstrate:

- an understanding of themselves and a respect for the identities, histories, and cultures of others

Literature Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Literature requirement must include:

- works of imaginative literature, both poetry and fiction (whether novel, short story,

or dramatic text); works that introduce students to a mixture of literary genres and are not limited to a single genre or form

- works by ethnic and racial minorities and women
- techniques that foster students' ability to sustain engagement with a variety of literary works
- techniques that foster students' ability to analyze and interpret literature independently and collaboratively

Individuals or departments proposing courses designed to fulfill any Liberal Studies Literature course are encouraged to include content from both English-language literatures and as relevant, literatures in translation and content that will:

- focus on literatures from around the world
- focus on a particular theme
- include works of creative non-fiction
- include a mix of historical periods and historical cultures

Literature Common Learning Objectives

All courses meeting the Liberal Studies literature requirement will establish the following common learning objectives:

At the conclusion of the course the student should be able to:

Understand aesthetic and imaginative facets of human experience by being able to:

- discuss the purposes and functions of literature within society
- recognize the power of finely controlled language beyond its informational dimension, such as its auditory, imagistic, affective, symbolic, and hermeneutic possibilities
- appreciate the ways in which one text can form the basis for multiple, sometimes competing, interpretations

Demonstrate critical and reflective thinking skills by being able to:

- articulate and effectively communicate how a text has become meaningful
- formulate questions appropriate to the understanding of literary texts
- develop interpretations of literary texts that are grounded in careful reading strategies and in any of many literary or theoretical approaches
- understand literature as a reflection of or challenge to the culture and time in which it was produced

Association of Departments of English. (Winter-Spring 2009). "ADE Guidelines for Class Size and Workload for College and University Teachers of English," Retrieved November 9, 2009 from [www.ade.org/bulletin/frames\\_browse.htm](http://www.ade.org/bulletin/frames_browse.htm)

National Council of Teachers of English. (1999). "NCTE Position on Class Size and Teacher Workload, Kindergarten to College." Retrieved November 9, 2009 from: <http://www.ncte.org/about/policy/guidelines/107620.htm>



*Global and Multicultural Awareness*

Global and Multicultural Awareness courses are designed to provide students with the opportunity to learn more about the world and its diverse peoples and to promote a better understanding of other cultures. Students should gain an understanding of global events and how these events affect their lives as well as creating possibilities to address them.

A Global and Multicultural Awareness course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context. Although a Global and Multicultural Awareness course may deal with a single culture, comparative courses addressing relationships among cultures are encouraged.

Students must fulfill this requirement by completing one course from the list of approved courses; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department.

*Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes*

Syllabi for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

As *Empowered Learners* students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate

- an understanding of themselves and a respect for the identities, histories, and cultures of others

*Global and Multicultural Awareness Required Course Content*

Proposals for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must include:

- the interrelationships within and across cultures and global communities
- development of students' understanding of cultures that differ from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia. However, courses on minority cultures from within these countries, e.g., aboriginal Australians, Native Americans in Canada or the United States, or North Africans in Western Europe, may be seen as global.
- presentation of cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture; those dimensions may include religion,

economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu

*Liberal Studies Electives*

*Liberal Studies Electives Expected Undergraduate Student Learning Outcomes*

Syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.

Global Citizenship

Liberal Studies Elective courses designed to address global citizenship take students beyond the concept of cultural appreciation and are designed to help students see themselves as citizens of the world and to develop among them an awareness of the problems of social justice and equity. Syllabi for courses must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

*As Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

*As Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

*As Responsible Learners* students will demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Proposals for courses designed to address global citizenship must include:

- an emphasis on understanding global communities, including the relationships within and between cultures
- an examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics or the arts; environmental sustainability, social responsibility in global business or inequities in education or global literacy)

- content that increases students' awareness of the problems of social justice and equity
- at least 50% of the course grade based on assignments related to Global Citizenship

Proposals for courses designed to address global citizenship are encouraged to include:

- an examination of the ways differing cultures establish and rely on systems of values, norms and ideals
- content that enables students to gain knowledge of the past and present and interrelations among communities from historical, philosophical, scientific or social perspectives
- content that examines problems of environmental sustainability (or lack thereof) and how those problems relate to social issues
- an exploration of the ethical and behavioral consequences of decisions and actions on individuals, society and the physical world

### Information Literacy

Liberal Studies elective courses designed to address information literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Proposals for courses designed to address information literacy must include: standards

- course pedagogy and assignments that address a minimum of three of the five from the IUP Information Literacy Competency Standards (see Appendix I)
- assignments that require students to use a variety of print and non-print resources (including, but not limited to, books, newspaper articles, journal articles, on-line periodical databases, government documents, web pages, etc.)
- course content that addresses the legal and ethical use of information

### Oral Communication

Liberal Studies elective courses designed to address oral communication must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the

course content.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- information literacy skills including the ability to access, evaluate, interpret, and use information from a variety of sources
- reflective thinking and the ability to synthesize information and ideas

Proposals for courses designed to address oral communication must include:

- oral communication activities that are integrated into the course content
- guidance for students on researching and organizing the content of oral communication activities

### Quantitative Reasoning

Liberal Studies elective courses designed to address quantitative reasoning must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds

As *Empowered Learners* students will demonstrate:

- problem solving skills using a variety of methods and tools
- critical thinking skills including analysis, application and evaluation

Proposals for courses designed to address quantitative reasoning must:

- engage students in the interpretation, analysis and use of numerical and graphical data
- apply quantitative techniques to address problems within a specific discipline
- develop logical and deductive reasoning

### Scientific Literacy

Liberal Studies elective courses designed to address scientific literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- problem solving skills using a variety of methods and tools

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners*

- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world

Proposals for courses designed to address scientific literacy must:

- investigate relevance, application, and impact of science to student's life or field of study
- apply problem solving and critical thinking skills
- transform information to explore hypotheses and draw conclusions

Technological Literacy

Liberal Studies elective courses designed to address technical literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students will demonstrate:

- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world

Proposals for courses designed to address technical literacy must include content and instruction:

- related to the use of productivity software\* or technological devices that provides opportunities for students to achieve the required student learning outcomes
- that provides opportunities for students to understand how information technology in ethical and behavioral consequences of decisions and actions

\* Productivity software could include word processing, database management, spreadsheets, presentation software, web-based technologies and other applications packages.

Writing Across-the-Curriculum

The Writing Across-the-Curriculum requirement can be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of the English Composition I and II courses taken to fulfill the Liberal Studies Learning Skills requirements. The National Council of Teachers of English recommends class sizes of no more than 20 for composition courses (NCTE, 1999). It is recommended that Writing Across-the-Curriculum courses enroll no more than 25 students per section.

Writing Across-the-Curriculum Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Written Communication Competency-Across-the-Curriculum requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Writing Across-the-Curriculum Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Written Communication Competency-Across-the-Curriculum requirement must include:

- writing assignments designed to enhance students' ability to write
- guidance to students in conceptualizing, organizing, and presenting written material giving attention to both the process and product of writing
- writing assignments that have clearly defined stages of preparation and regular progress reviews (including feedback from the instructor and opportunities for revision)
- at least one assignment that requires students to produce a finished, edited document
- written assignments throughout the semester that amount to a minimum of 15-20 typed pages or approximately 5,000 words
- at least 50% of the course grade based on writing assignments

*Writing Across-the-Curriculum Common Learning Objectives*

All courses meeting this competency will establish the following common learning objectives:

At the conclusion of the course the student should be able to:

- effectively communicate in writing
- respond critically and analytically to materials and sources relevant to the course
- discuss/critique his or her own writing

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

**FOR INFORMATION:**

The Following Courses were approved for Distance Education by the UWGC:

Art 620 Art and Visual Culture  
Art 630 Critical Practice  
ARED 640 Curriculum Theory and Practice  
ARED 710 Teaching Art History  
EDEX 581: Teaching with Scavenger Hunts and Webquests  
ACE 620: Introduction to Adult and Community Education  
ART 615: Art Seminar

**FOR ACTION:**

**1. New Course**

COMM 818: Media Criticism

3c-0l-3cr

Department: Communication Media

Start Term: Fall, 2011

**Description:** Examines the basic language and techniques of media criticism from both theoretical and application perspectives. Students will read and analyze current literature pertaining to broadcast media, film, and new media as well as develop a personal construct based on cultural patterns and media issues found in 21<sup>st</sup> century society. It will primarily focus upon media designed for post high school aged audiences.

**Prerequisite:** None

**Rationale:** This course is intended to be an elective in the Ph.D. in Communications Media and Instructional Technology. It is designed for students in the program specializing in mass communication and media production and will respond to student requests for a course in this area. It will provide the theoretical and research foundations necessary for teaching and scholarly careers as well as in the arenas of professional media production and consulting. The course will be offered on a yearly basis or biannual basis and will expand the selection of electives available. Additionally, the goals of the program are supported by this course with attention to the issues of scholarship and service.



**2. New Cross-Listed Course**

CRIM 744 / PLSC 744: Terrorism

3c-0l-3cr

**Departments:** Criminology and Political Science

**Starting Term:** Fall, 2011

**Prerequisites:** Enrolled in CRIM or PLSC graduate program, or permission of instructor.

**Course Description:** An in-depth study of the legal and international issues that the U.S. faces in response to combating international terrorism. Emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening.

**Rationale:** As an elective course, for both the Master of Arts in Public Affairs and the Master of Arts and Doctor of Philosophy in Criminology, this course will assist students in developing the skills and knowledge to make informed policy decisions related to international development, comparative justice, homeland security, and other areas where domestic and international terrorism could impact decision making. It is anticipated that the course will be offered as a maximum once a year, as an elective, as either PLSC 744 or CRIM 744, with graduate students from both departments being eligible to enroll; students not enrolled in either the Master of Arts in Public Affairs or the Master of Arts or Doctor of Philosophy in Criminology can enroll in this course with the permission of the course instructor and approval from their department's Graduate Coordinator or Chair.

**3. New Dual-Listed Course**

PLSC 465/565 Intelligence Process and Policy

3c-0l-3sh

**Department:** Political Science

**Start Term:** Fall, 2011

**Course Description:** Demystifies intelligence and focuses on the critical thinking and intellectual skills the process of intelligence requires to provide government, private, and non-profit decision makers with useful information upon which to base sound decisions: collecting, analyzing, and providing data to those decision makers. Students will also examine the impact of the structure and role of the intelligence community in formulating U.S. national security policy.

**Prerequisites:** None

**Rationale:** PLSC 465/565 – Intelligence Process and Policy is a controlled elective for the Crisis/Emergency Management field concentration of the proposed revision to the Masters of Arts in Public Administration and an additional elective for International Security track in the proposed revision of the Bachelor of Arts in International Studies program. Further, the intelligence process reinforces the academic research methodology process and better grounds both undergraduate and graduate students with the ability to produce critical, logically derived, empirically substantiated results to conceptual requirements. As such, the course offers a way to provide additional practice for an important skill in a different and applied, environment. Further, the course provides the student with an introduction to a currently undermanned career field and an emerging academic discipline with functional working groups in the two major professional organizations in political science: the American Political Science Association and the International Studies Association (Monaghan, Peter, “Field Report: Intelligence Studies,” The Chronicle of Higher Education, March 20, 2009).

#### 4. New Dual Level Course

BIO 490/590: Field Studies in Biology (var)c-(var)l-(1-4)cr

**Department:** Biology

**Description:** various specialized field courses instructed by biologists from IUP. In this course, students will explore the rich diversity and ecology of the flora and fauna that inhabit specialized regions of Pennsylvania, the United States, or other countries. Special emphasis will be placed on the ecology, behavior, and natural history of organisms in their natural surroundings. Students should be prepared to meet travel and living expenses. May be taken more than once for credit and grade is content of course is different.

**Prerequisite:** None

**Rationale:** This course may be taken as an elective for Biology majors. With the instructor’s permission, non-majors may enroll in the class(es) and the course will count as a free elective.

#### 5. Revised Dual Level Course:

BTED 511: Methods in Business and Information Technology I 3c-0l-3cr

**Department:** Technology and Support Training

**Starting Term:** Fall, 2011

**Description:** Change from BTED 690- Clinical Studies in Business Education to BTED 511- Methods in Business and Information Technology I (dual listed with BTED 411)

**Rationale:** The Pennsylvania State Board of Education has recently adopted changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to adaptations and accommodations for diverse learners in an inclusive setting as well as the instructional needs of English Language Learners (ELL).

This course is being dual-listed to maximize numbers by offering the course to graduate as well as undergraduate students. A dual-listed course offers the opportunity for interaction between graduate and undergraduate students and enhances learning opportunities. Students from both groups will have additional opportunities to incorporate outside experiences in the projects and activities assigned.

## 6. Revised Dual Level Course

BTED 512: Methods in Business and Information Technology II 3c-0l-3cr

**Department:** Technology and Support Training

**Starting Term:** Fall, 2011

**Description:** Change from BTED 693- Seminar in Teaching Business Subject to BTED 512- Methods in Business and Information Technology II (dual listed with BTED 412)

**Rationale:** The Pennsylvania State Board of Education has recently adopted changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to adaptations and accommodations for diverse learners in an inclusive setting as well as the instructional needs of English Language Learners (ELL).

This course is being dual-listed to maximize numbers by offering the course to graduate as well as undergraduate students. A dual-listed course offers the opportunity for interaction between graduate and undergraduate students and enhances learning opportunities. Students from both groups will have additional opportunities to incorporate outside experiences in the projects and activities assigned.

## 7. Minor Course Revision

EDSP 942: Neuropsychology of Children's Learning and Behavior Disorders 3c-0l-3cr

**Department:** Educational Psychology

**Start Term:** Fall, 2011

**Course Description:** This course will examine the neuropsychological underpinnings associated with children's learning and behavior. The efficacy of various assessment approaches will be explored in diagnosing areas of strengths and weaknesses and the development of appropriate remedial interventions.

**Prerequisite:** EDSP 952 (specialist Internship) or permission of Program Director.

**Rationale:** The change in title and course description is intended to more accurately reflect course content and objectives. Further, these changes will limit participation to students who have completed their coursework in the Certification sequence or have been admitted into the doctoral programs

## 8. Variability of Delivery

**Sponsoring Department:** Art

**Brief Summary and Rationale:** The newly revised Master of Arts program seeks to combine a summer residency of studio courses with certain academic courses taught online during the regular Fall and Spring semesters. The blended delivery is designed to accommodate the schedules of working professionals who are interested in the pursuing the studio-focused program. Without online options during Fall and Spring, a third summer residency will be required for students to complete the program, which will significantly impact viable enrollments for offering the degree.

The courses to be offered online include one required course and three elective courses. At minimum, students will enroll in one required course during fall (3 credits of a 30 credit degree or 10%). Students can elect to enroll in up to three additional online courses during the fall and spring (potentially 12 credits of a 30 credit degree or 40%). These courses are:

ART 620 Art and Visual Culture	(required/Fall)	3 cr.
ART 630 Critical Practice	(elective)	3 cr.
ARED 640 Curriculum Theory and Practice	(elective)	3 cr.
ARED 710 Teaching Art History	(elective)	3 cr.

**APPENDIX D**  
**Research Committee**  
**Chair Bonach**

The committee met on March 1, 2011.

There were 21 USRC Small Grant proposals and 17 proposals were funded totaling \$20,063.00.  
There were 7 Fellowship Senate grant proposals and 5 proposals were funded totaling 23,307.00.  
The next USRC committee meeting will be on April 5<sup>th</sup>, 2011 at 3:15 pm in 301 Stright Hall.

- Dr. Shundong Bi
- Dr. Donald Buckwalter
- Drs. Debzani Deb and David Smith
- Dr. John Ford
- Drs. Gregory Kenning and Devki Talwar
- Dr. Azad Ali
- Dr. Yvonne Branan
- Dr. Stephanie Caulder and Dr. Jason Worzby
- Dr. John McCarthy
- Dr. John McCarthy
- Dr. R. Scott Moore
- Dr. Jennifer Rotigel
- Dr. Lilia Savova
- Dr. Nick Conbere
- Dr. Waleed Farag
- Dr. Beatrice Fennimore
- Dr. Ben Ford
- Dr. Robert Heasley
- Dr. Kelly Heider
- Dr. Crystal Machado
- Dr. Lisa Sciulli
- Dr. Teresa Shellenbarger

**APPENDIX E**  
**Student Affairs Committee**  
**Chair Colen**

Our committee met on March 1, 2011. We will meet again on Tuesday, March 29, at 3:30 pm in the HUB Conemaugh Room.

1. Senator Colen reviewed the SCOSA membership composition with the committee. He also clarified that the committee's purpose, as reported in the prior Senate minutes, was not intended to be a revision to the Senate By-laws.
2. Senator Bivens, representing Student Government Association, reported:
  - SGA member Eddie Cervantes attended the University of Pittsburgh Leadership Workshop on February 26.
  - The House of Representatives Meeting is scheduled for March 3 at 8:00 p.m.
  - PASSHE Advocacy Training is scheduled for March 20 at 6:00 p.m.
  - SGA is reviewing the proposals related to the Health and Wellness Fee.
  - SGA is exploring ways to enhance networking with IUP alumni.
  - SGA is discussing the need to expand band-width due to high Wi-Fi traffic.
  - SGA expects there to be two ballots for President and Vice President of SGA.
3. Senator Luckey reported that the Kovalchick Complex Ribbon-cutting would take place on March 4 at 4:00 p.m. She encouraged students and faculty to attend the men's basketball game for the PSAC quarterfinals. As well, she wished everyone a safe and restful spring break.
4. Kate Linder reported on judicial statistics for the fall semester. A concern was raised whether there was a conflict in using the collected judicial fines and fees to support the Center for Student Life.
5. Todd Van Wieren presented the draft of the Involuntary Withdrawal Policy. The committee had a lengthy discussion and will explore changes to the policy at the next meeting.

Respectfully submitted,

Yong S. Colen

**APPENDIX F**  
**University Development and Finance Committee**  
**Chair Domaracki**

**Committee Reports**

Parking Committee Report – Lt. Clutter reported that IUP has implemented a \$35,000.00 parking software system update that gives us the best software system in the state. All parking system data is now available in one software package.

Budget Report – A handout was provided (see next page) that outlined an analysis of Instructional v Institutional Support costs.

**Old Business**

Project and Facilities updates – Refer to <http://www.iup.edu/facilities/acp> for updates to following lists:

- Active Capital Projects
- Facilities Management Projects

Keith & Leonard – A design meeting is to be held in Harrisburg on 3-22-11. Following this meeting the design phase of the project may begin. The design phase of the project is expected to last about four to six weeks.

Respectfully Submitted:  
Joseph Domaracki  
3-14-11

**Institutional Support Expenditures**  
**Significant Items of Change**  
**FY 2003 Compared to FY 2009**

	<b>FY 2003</b>	<b>FY 2009</b>	<b>\$ Change</b>	<b>% Change</b>	<b>Note</b>
University Relations	2,466,453.48	5,086,631.86	2,620,178.38	106.2%	A
PASSHE Consolidated Operations	673,407.04	2,185,593.11	1,512,186.07	224.6%	B
Unpaid Leave and Post Retirement	347,607.00	1,471,571.99	1,123,964.99	323.3%	C
Research Institute Related	-	854,454.67	854,454.67	n/a	D
Bad Debt Expense	303,420.47	686,075.38	382,654.91	126.1%	
Homeland Security	-	236,115.46	236,115.46	n/a	D
Social Equity - Department	-	\$231,816.84	231,816.84	n/a	D
APSCUF Arbitration (Article 27 at Clarion)	-	200,886.00	200,886.00	n/a	E
President	177,673.60	302,101.50	124,427.90	70.0%	
Punxy Faculty (Beisel)	-	119,892.50	119,892.50	n/a	D
Chancellor's Office 1/2 of 1%	419,845.24	503,989.80	84,144.56	20.0%	F
University Economic Development Outreach	-	53,407.12	53,407.12	n/a	D
Significant Increases	<u>4,388,406.83</u>	<u>11,932,536.23</u>	7,544,129.40	171.9%	
All other	<u>13,438,923.27</u>	<u>14,987,270.07</u>	1,548,346.80	11.5%	
Total Institutional Support	<u>17,827,330.10</u>	<u>26,919,806.30</u>	9,092,476.20	51.0%	

## Notes:

- A) A significant portion of the increase is attributable to \$1,265,000 in Performance Funding.
- B) Primarily due to PASSHE mandated move to SAP as the administrative system.
- C) Unused leave and the estimated liability for health benefits after retirement.  
The retirement portion is actuarially computed.
- D) Programs or services that did not exist in FY2003.
- E) In settlement of a grievance at Clarion, APSCUF agreed not to challenge at other PASSHE universities.  
As a result all universities were asked to share in the cost of this settlement.
- F) Required by PASSHE policy to fund Chancellor's Office operations.



**APPENDIX G**  
**Academic Affairs Committee**  
**Co-Chairs Dugan and Purdue**

**FOR ACTION:**

**1 Course Repeat Policy**

**Course Repeat Policy (current)**

A student may not normally repeat an academic course. Exceptions to this policy are:

1. **Repeatable courses:** Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses.
2. **D and F grades:**
  - a. Repeat with replacement: Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP and filing a repeat form with the Registrar's Office. Only six repeat-with-replacement attempts are permitted for coursework taken through a student's first bachelor's degree. A single course can be repeated a maximum of two times. Additional course repeats are permitted with approval through the office of the dean of the student's college. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.
  - b. Course transfers: Students

**Course Repeat Policy (revision)**

A student may not normally repeat an academic course. Exceptions to this policy are:

1. **Repeatable Courses:** Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses.
2. **D and F grades:**
  - a. Repeat with replacement: Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP and filing a repeat form with the Registrar's Office. A total of six repeat-with-replacement attempts are permitted for undergraduate coursework. A single course can be repeated a maximum of two times. Additional course repeats are permitted with approval through the office of the dean of the student's college. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.
  - b. Course transfers: Students seeking to replace or average D and F grades must repeat these courses at IUP. If an IUP course in which a student received an F is repeated at

seeking to replace or average D and F grades must repeat these courses at IUP. If an IUP course in which a student received an F is repeated at another institution, the credit will transfer to IUP, but the original F will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer.

- c. **Postbaccalaureate students (Undergraduate):** A single course may be repeated only once with replacement. A maximum of two repeats with replacement are permitted for each postbaccalaureate program. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation.

3. **Other grades:** Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned and additional credit will not be awarded.

This policy also applies to transfer credit. Students receiving transfer credit for an IUP course may not repeat that course at IUP. Similarly, students who have already earned a passing grade in an IUP course may not subsequently receive transfer credit for that same course

another institution, the credit will transfer to IUP, but the original F will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer.

- c. **Postbaccalaureate students (Undergraduate):** Courses taken during prior undergraduate study at IUP may not be repeated with replacement.

3. **Other grades:** Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned and additional credit will not be awarded. This policy also applies to transfer credit. Students receiving transfer credit for an IUP course may not repeat that course at IUP. Similarly, students who have already earned a passing grade in an IUP course may not subsequently receive transfer credit for that same course.

**Rationale:** The revisions clarify policy intent to include any undergraduate course work at IUP. They recognize that prior, completed work cannot be replaced as to do so would, essentially, alter a completed transcript.

## 2 **Double Majors**

Students meeting all of the requirements of two different majors can obtain a double major (one diploma). The application for the double major must be completed by the student, at which time the student must declare one of the majors to be the primary major. The degree for the primary major

will be the degree designation that appears on the transcript and the diploma. Students pursuing a double major will be required to fulfill all Liberal Studies, College, and Major requirements for both majors.

Exceptions to the Liberal Studies, and/or College requirements for the second major may be granted by the Dean or designee of the college for the second major.

**Rationale:** Even though procedures are in place for students to obtain a double major, no policy exists. Adding this language to the catalogue recognizes and formalizes current practice.

### 3 **Level III Grade Appeal Review**

#### **C. Procedure:**

1. Both the student and the instructor will have the right to appear before the panel, present witnesses, and offer evidence. In addition to those specified in Level III, Section A, each may also bring one observer, with whom he or she may consult but who may not participate in the review.
2. The panel shall determine its rules of order for internal operation. After hearing the evidence brought forth, the panel will privately deliberate and render a decision. If the grade appeal is upheld, the panel will constitute a committee of three appropriate faculty members (knowledgeable in the discipline but excluding the faculty member against whom the complaint was lodged), who will review the student's work and recommend the appropriate grade or suitable remedy. The panel will incorporate this information in its determination, which it then forwards to the Provost's Office for implementation, ordinarily within thirty days. The Provost's Office will initiate the processing of grade changes resulting from Level III decisions. The Provost's Office will notify the student of grade changes resulting from Level III decisions.
3. The written report sent to the Provost's Office will state whether the student's appeal is upheld or denied; if upheld, the committee's evaluation and remedy will be included. Both the student and the faculty member have the right to review all documents related to the appeal. All documents supporting the report will be sealed and kept for one year to ensure the appropriate action is taken before they are destroyed or returned to the individual presenting the evidence.
4. **The Level III decision is final for all involved parties.**

**Rationale:** This language clarifies that once the Level III Appeal Review panel renders its decision, no further appeals are possible under this policy.

### 4 **Undergraduate Course Attendance Policy**

The University expects all students to attend class.

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines.

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.
2. Each policy must define some limited level of allowable absence.
3. Each policy must recognize students' need to miss class because of illness, personal emergency, or active military duty.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed prior to adding the class.

**Rationale:** Policy clarification.

- 5 The Academic Affairs Committee recommends for Senate approval the name of Dr. Karlin Toner as the Honorary Degree recipient at the May 2011 Commencement. Her bio follows:



**Karlin Roth Toner**

Dr. Karlin Roth Toner has been selected as a 2011 Distinguished Alumnae for her aviation and aeronautics expertise and notable career with the Federal Government. She is currently employed by the Federal Aviation Administration and serves as the Director of the Joint Planning and Development Office (JPDO), where she oversees an interagency initiative that is developing the Next Generation Air Transportation System (NextGen). She also serves as the Senior Advisor to the Secretary for NextGen Coordination within the U.S. Department of Transportation.

In 1983, Dr. Toner earned a Bachelor of Science degree in Applied Mathematics with a minor in Computer Science from Indiana University of Pennsylvania. She also holds a Master of Science degree and Doctorate, both in Aerospace Engineering, from the University of Florida.

Dr. Toner has more than 20 years of experience with the National Aeronautics and Space Administration (NASA). From 1988 to 2006, Dr. Toner held a variety of leadership positions at the NASA Ames Research Center ultimately serving as the Associate Director for Aeronautics. In this position, she led more than 180 employees and managed a \$150 million budget. She and her team developed long-range technical and resources plans for aeronautics projects whose scope included: airspace systems, aviation safety, wind tunnels, and flight vehicle research.

Dr. Toner became the Director of the Airspace Systems Program at NASA Headquarters in 2006. As Program Director, she supported and worked with the Associate Administrator for Aeronautics Research to provide executive leadership, strategic direction, and program management for all elements of the Airspace Systems Program.

A much sought after researcher and lecturer, Dr. Toner has written technical papers on aircraft aerodynamics and design, computational physics, and the analysis of air traffic systems. She earned a NASA Exceptional Achievement Medal and is an Associate Fellow of the American Institute of Aeronautics and Astronautics.

Dr. Toner lives with her husband, Richard, outside of Washington, D. C.