

**MINUTES OF THE
IUP UNIVERSITY SENATE**

Sept 11, 2012

Chairperson LaPorte called the September 13, 2011 meeting of the University Senate to order at 3:35 PM, in Eberly Auditorium. The meeting began with a moment of silence to honor all those who lost their lives on Sept 11, 2001.

The following senators informed the Senate Leadership that they could not attend: Dugan, Hannibal, Kuo, Onyett, Sechrist, Sink, Smith-Sherwood, Swinker, Wooten

The following senators were absent from the meeting: Appolonia, Baum, Getchell, Gracey, Hood, Mensch, Meyer, Van Wieren

Agenda items for the September 11, 2012, meeting were **APPROVED**

Nominations were taken for the Vice Chairperson's position; John Bercik was nominated and seconded. Nominations were closed. John Bercik was then elected to the position of Vice Chairperson.

REPORTS AND ANNOUNCEMENTS

President's Report

The budget is good for now.

Enrollment is good for now. The enrollment record is set to be broken again with the exact number available in the next few weeks. Admission standards have not changed with SAT scores and high school GPA staying around the same as where they were. There has been increase in the number of students who apply being rejected. The projection is that more students will be applying to IUP.

Coming soon: A process to help set vision for the future of IUP. The University Planning Council will start discussing that in their first meeting this fall. It is hoped that a draft will be ready by the spring for feedback from all stakeholders.

We are the only institution in the state system to PhDs but not the only one offering doctoral degrees. So we need to look at what is special about us? Perhaps professional doctorates to meet workload needs. For example, nursing, there is more workforce demand than we can produce.

Pay attention for Title 9 training – sexual harassment – We need to make sure we are doing the right thing and if a problematic situation arises we know what to do.

Lastly it has been a challenging two weeks to start the semester with the student deaths and the students involved in the accidents this week.

Questions:

Q: Do you have any thoughts of strategic planning and where it is heading in the future?

A: We need to come to this together, look at the strengths we have

- Connecting students with faculty that results in graduates that are better because of these connections.
- Sustainable resource development, we have a number of resources (solar and wind power). Be involved in the development of good policies.
- Healthy and safe communities—We have some good programs (Health and Safety, Criminology) that can be key to the success of the region.
- We have an excellent honors college that we need to feature more.
- We have a long history of preparing teachers and we still need to think about and continue to build our strength with that.
- We need to think about our graduate programs in the future

Q: With regards fundraising – what recourses do you think are out there for this that have not already been tapped?

A: We do have strong donators right now, but a lot of our alumni have not been asked and we need to think about how they can be courted and asked. We also need to look at corporate foundations. Alumni are our biggest source that need to be looked at. It is going to take a while and we need to pay attention to little details all along the way. Working with V.P. Speidel on a plan. Everyone's job is fundraising.

Provost's Report

Good afternoon. I want to welcome everyone back from summer break and congratulate new senators.

Looking back at the past year: As we reflect on this past year with all of the budgetary uncertainties, it is important to note some of the major academic achievements and positive developments we made this past year that demonstrate that even in these challenging times we can continue to build a better future for this university.

Through the hard work and dedication of the faculty and staff the following is just a few of the many academic achievements for 2011-12:

- Significant progress was made in completing the transition to our new Liberal Studies program. A huge thanks to all academic departments and the college curriculum committees, and the UWUCC for their tireless efforts in sheparding the multitude of program and course revisions through the review and approval process.
- With help from the President's Advancing Grantsmanship Program, we secured a total of over \$9,000,000 in external grants and contracts
- A successful reversal in the four-year decline of graduate student enrollments. I want to thank Dean Mack, the college deans, and all the graduate coordinators for their tireless efforts to achieve the graduate enrollment gains we have this fall.
- Another successful year of planning and designing the new Humanities and Social Sciences Building with construction scheduled to begin next spring.
- Successful reaccreditations in: Respiratory Care Program, Safety Sciences, Teacher Education (NCATE continuous improvement), M.S. Speech Language Pathology; New accreditation in Dietetics Education, Regional Planning, and Computer Science Language & Systems Track

Priorities for 2012-13

As a result of no cuts in state appropriations for 2012-13, IUP's budget reductions were more modest than originally projected. For Academic Affairs this meant that the deans and I were able to meet our reduction targets without eliminating a single faculty position. In addition, we are making strategic reallocations within Academic Affairs to create new faculty positions for programs that have been growing in enrollment, as well as for programs of high quality and core to our mission. The university also has the opportunity to strategically reallocate some resources this year to further build upon proven areas of faculty expertise. I have invited the deans to propose "research clusters" – groups of current and new faculty across several disciplines who hold common interests and would conduct collaborative research and external grant writing.

As we look toward this academic year, I would mention a few other goals:

1. Carry out the curriculum work needed to further the transition to our new Liberal Studies Program
2. Continue to reinvest in new tenure-track faculty and reduce our dependence on temporary faculty.
3. Explore new financial models for distance education and summer programs
4. Promote more effective academic advising to improve student retention and speed up degree completion

I wish you all a very productive academic year.

Chairperson's Report

In reviewing my comments from last year I noted that with any luck we would have a new president for the next academic year. After meeting with President Driscoll twice now on senate and university business, I think we had more than a bit of luck; we had very good luck. Many of us feel a sense of promise for the future on campus. It is hard to know what we will be facing in the senate this year. If last year is any indication then I have no worries about our ability to face those issues. The subcommittees of the senate did a tremendous amount of work last year and our meetings were very productive. I'm optimistic that we will continue to move forward effectively.

I want to thank Senator Jose Rivera who graciously agreed to be the senate representative to the President's taskforce on performance funding. I will ask Senator Rivera to update the senate as things progress. Thanks you Jose. I'd also like to thank by way of introduction Senator Dawn Smith-Sherwood for agreeing to again serve as senate parliamentarian.

Vice Chairperson's Report

SGA looking to getting very involved with the university. So far we have participated in or are planning the following:

- SGA helped on the Saturday (8/25) of move-in weekend from 7:30 – 1:30.
- SGA sponsored convocation (assisting students with seating, handing out shirts, and managing the event).
- First SGA meeting of the 2012-2013 academic year was a success; many new members!
- SGA is hosting a Housing Fair on October 2nd from 9:30 a.m. – 3:30 p.m. to assist students in discovering off-campus housing options.
- Crimson Court elections will be held on Tuesday (9/18) and Wednesday (9/19); SGA will be sending out ballots to all undergraduates.

- IUP Day; SGA was ‘tabling’ along with the other student organizations; promoting our organization and answering questions about student affairs.
- The SGA website is up-to-date, along with Facebook and Twitter.
- SGA will be a primary participant in Hawk Walk.
- SGA, along with IUP Ambassadors will be hosting a Leadership Dinner. The dinner’s purpose is to recognize and thank all of the student organizations and campus leaders for their commitment in making IUP a better university. Dr. Driscoll and Dr. Luckey will be speaking on behalf of the university.

SGA numbers up this year. We even had 5 or 6 freshman mention coming because of SGA. We are a student body looking out for the student and universities interest

Rules Committee (Senator Korns)

When I first joined senate it was a bit overwhelming. Motions, points of order, calling the question was something that it seemed only a select people knew about. And the senate constitution and Bylaws might have been written in hieroglyphics they seemed so incomprehensible to me and perhaps to you as well.

For a many years it was that way for many senators. Once you were in the senate for a number of years you learned these things. In order to shorten that learning curve and lead to a more effective senate, the rules committee has developed an orientation for the senate. Note I didn't say new senator orientation because we would like to welcome any senator to participate, however we specifically would like to see new senators attends.

The orientation will be two weeks from today, September 25th at 3:30 pm, tentatively in this room, but I will send an email to all senators announcing the orientation and confirming the location.

In addition to being very useful to you in becoming an active member of the senate, I will provide a letter of attendance, that can be useful for tenure and promotion purposes.

Are there any questions regarding the orientation?

As a reminder, be sure to bring I cards with you to senate meetings.

As another reminder, if you are speaking on the floor during the meeting, please allow a moment for one of the students we have here helping with that to get a microphone to you. We are short a few functioning mikes today, something I'm very familiar with, but we hope to have more in the future.

Finally, the first meeting of the Rules committee will be next Tuesday, September 18th at 3:30 pm in room 6, Keith Hall.

University-Wide Undergraduate Curriculum Committee (Senator Lewis)

FOR INFORMATION:

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

- HIST 196 Explorations in U.S. History
- HIST 197 Explorations in European History

FOR ACTION:

1 Corrections to the April 17 and May 1, 2012 Minutes

i Department of Biology—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science in Education – Biology (*)

Bachelor of Science in Education – Biology (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 110 or 121
Natural Science: CHEM 111-112
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MATH 217, one course with GEOS prefix from the Liberal Studies Natural Science (Option II) Nonlaboratory List; no courses with BIOL prefix

Credits
47-48

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 110 or 121
Natural Science: CHEM 111-112
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MATH 217, one course with GEOS prefix from the Liberal Studies Natural Science (Option II) Nonlaboratory List; no courses with BIOL prefix

Credits
47-48

College: 31

College: 31

Major: 29

Major: 29

Controlled Electives: 12

Other Requirements: 12

Free Electives: 0-1

CHEM 231 Organic Chemistry I 4cr
 CHEM 351 Biochemistry (2) 4cr
 PHYS 151/161 Medical Physic Lecture/Lab 4cr

Total Degree Requirements: 120

Free Electives: 0-1

Total Degree Requirements: 120

Rationale: Should have been labeled other requirements instead of Controlled Electives and included the Physics courses that were being added to the program.

ii Department of Nursing and Allied Health—Program Revision

APPROVED

Current Program:

Bachelor of Science—Nursing/Licensed Practical Nurse Track (1)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: fulfilled by the major Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 5cr, PHYS 310, LIBR 251, no courses with RESP prefix	49
Major:	51
Other Requirements:	16
Free Electives:	4-7
Total Degree Requirements:	120

Proposed Program:

Bachelor of Science—Nursing/Licensed Practical Nurse Track (1)

	Credits
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Dimensions of Wellness: fulfilled by the major Mathematics: MATH 217 Natural Science: CHEM 101-102 Social Science: PSYC 101, SOC 151 Liberal Studies Electives: 5cr, PSYC 310, LIBR 251, no courses with RESP prefix	43
Major:	51
Other Requirements:	16
Free Electives:	10
Total Degree Requirements:	120

iii Department of Computer Sciences—Course Catalog Description Revision APPROVED

Current Approved Description:

COSC 493 Internship in Computer Science var-6-12cr

Prerequisites: COSC 105, 220 (except Languages and Systems track), 300, 310, 319, 341, 380, other courses depending on type of internship position desired, completion of application, and selection by a faculty committee. COSC 319, COSC 341, and COSC 380 prerequisite may be waived when registering for first 6cr.

Positions with participating companies provide students with paid experience in Computer Science under supervision of the companies and faculty. Requirements include three on-site consultations (one during first 6cr and two in final 6cr), two university consultations (one during first 6cr and one in final 6cr), completion of progress reports, oral presentation (final 6cr only), and a final cumulative paper (final 6cr only). An internship is offered only to students who have completed their sophomore year. No more than 3cr of the first 6cr of COSC 493 and 3cr of the last 6cr of COSC 493 may be applied toward the credit hour

Proposed Catalog Description:

COSC 493 Internship in Computer Science var-6-12cr

Prerequisites: COSC 105, 220 (except Languages and Systems Track), 300, 310, 319, 341, 380, other courses depending on type of internship position desired, completion of application, and selection by a faculty committee. COSC 319, COSC 341, and COSC 380 prerequisite may be waived when registering for first 6cr.

Positions with participating companies provide students with paid experience in Computer Science under supervision of the companies and faculty. Requirements include three on-site consultations (one during first 6cr and two in final 6cr), two university consultations (one during first 6cr and one in final 6cr), completion of progress reports, oral presentation (final 6cr only), and a final cumulative paper (final 6cr only). An internship is offered only to students who have completed

their sophomore year. No more than 3cr of the first 6cr of COSC 493 and 3cr of the last 6cr of COSC 493 may be applied toward the credit hour requirement for a major in Computer Science. Internship can be completed as one 12cr unit over a minimum of 23 weeks or in 6cr units each over a minimum of 12 weeks. (Writing-intensive course. As such, an internship requires completion of designated writing-intensive components.)

Rationale: All of the text highlighted was accidentally left off of the May 1st agenda.

iv Department of Music—Course Revisions and Program Revision

APPROVED

a Current Approved Course Title:

MUHI 331 Elementary Methods

2c-11-2cr

Proposed Catalog Description:

MUSC 331 Elementary Methods

2c-11-2cr

b Current Approved Program:

Proposed Program:

APPROVED

Bachelor of Science in Education ---Music Education (*)

Bachelor of Science in Education ---Music Education (*)

Liberal Studies: As outlined in the Liberal Studies 43 section with the following specifications:
Fine Arts: fulfilled by courses in the major
Humanities: MUHI 102
Mathematics: 3cr, MATH 101, 105, 110 or 217
Natural Science: Option II
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MUHI 301, MUHI 302

Liberal Studies: As outlined in the Liberal Studies 43 section with the following specifications:
Fine Arts: fulfilled by courses in the major
Humanities: MUHI 102
Mathematics: 3cr, MATH 101, 105, 110 or 217
Natural Science: Option II
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MUHI 301, MUHI 302

College:	32
Professional Education Sequence:	
MATH 101, 105, 110 or 217	3cr
EDEX 323 Instruction of English Language Learners with Special Needs	2cr
EDSP 102 Educational Psychology	3cr
EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
EDUC 421 Student Teaching Elementary Level	6cr
EDUC 441 Student Teaching Secondary Level	6cr
EDUC 442 School Law	1cr
MUSC 240 Technology in the Music Classroom	2cr
MUSC 331 Elementary Methods	2cr
MUSC 333 Instrumental Methods	2cr
MUSC 335 Music for Students with Disabilities in Inclusive Settings	1cr
MUSC 337 General/Choral Methods	2cr

Major: (1) 53
Required Courses:

College:	32
Professional Education Sequence:	
EDEX 323 Instruction of English Language Learners with Special Needs	2cr
EDSP 102 Educational Psychology	3cr
EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
EDUC 421 Student Teaching Elementary Level	6cr
EDUC 441 Student Teaching Secondary Level	6cr
EDUC 442 School Law	1cr
MATH 101, 105, 110 or 217	3cr
MUSC 240 Technology in the Music Classroom	2cr
MUSC 331 Elementary Methods	2cr
MUSC 333 Instrumental Methods	2cr
MUSC 335 Music for Students with Disabilities in Inclusive Settings	1cr
MUSC 337 General/Choral Methods	2cr

Major: (1) 53
Required Courses:

APMU	(Major) Applied Music I-VII	14cr
APMU 122	(Major) Applied Jury A	0cr
MUHI 302	Music History II	3cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 120-136	7 semesters of Music Ensembles	0-1cr each
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 312-313	Choral Conducting OR Instrumental Conducting	2cr
MUSC 475	7 semesters of Recital Attendance	0cr

Concentration area courses: (Select one concentration)

Vocal Concentration

APMU	Piano (minor) I-IV	4cr
APMU 123	Applied Piano Jury B	0cr
Select two of the following Class Instrument courses:		
MUSC 155, 157, 159, 161		2cr

Instrumental Concentration

APMU 124	Applied Piano Jury C	0cr
MUSC 151	Class Voice I	1cr
MUSC 121, 122, or 134	Choral Ensemble	1cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 155	Class Strings I	1cr
MUSC 157	Class Percussion I	1cr
MUSC 157	Class Brass I	1cr

Controlled Electives:

Select courses with MUSC, MUHI, or APMU prefix to create a total of 56cr in major

Total Degree Requirements 128

- (*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog
- (1) Students may satisfy any Theory Class or Class Instrument/ Minor Instrument requirement by
- A. Theory-Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for
- 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.
- B. Class instrument or minor applied area- Passing the B or C required jury (0cr) before enrolling in class instruments or minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.

APMU	(Major) Applied Music I-VII	14cr
APMU 122	(Major) Applied Jury A	0cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 120-136	7 semesters of Music Ensembles	0-1cr each
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 312-313	Choral Conducting OR Instrumental Conducting	2cr
MUSC 475	7 semesters of Recital Attendance	0cr

Concentration area courses: (Select one concentration)

Vocal Concentration

APMU	Piano (minor) I-IV	4cr
APMU 123	Applied Piano Jury B	0cr
Select two of the following Class Instrument courses:		
MUSC 155, 157, 159, 161		2cr
MUSC 351, 353, 354		3cr

Instrumental Concentration

APMU 124	Applied Piano Jury C	0cr
MUSC 151	Class Voice I	1cr
MUSC 121, 122, or 134	Choral Ensemble	1cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 155	Class Strings I	1cr
MUSC 157	Class Percussion I	1cr
MUSC 159	Class Brass I	1cr
MUSC 161	Class Woodwinds	1cr

Controlled Electives:

Select courses with MUSC, MUHI, or APMU prefix to create a total of 53cr in major

Total Degree Requirements 128

- (*) Also see requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog
- (2) Students may satisfy any Theory Class or Class Instrument/ Minor Instrument requirement by
- A. Theory-Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student's grade would be recorded as "Satisfactory" on the transcript.
- B. Class instrument or minor applied area- Passing the B or C required jury (0cr) before enrolling in class instruments or minor applied course; the student's grade would be recorded as "Satisfactory" on the transcript.

Rationale: MUHI 302 was accidentally listed twice in the program, a list of courses under the *Vocal Concentration* was omitted, the course number of Class Brass I was listed incorrectly, Class Woodwinds was accidentally left off the list, and the note under controlled electives should have had 53cr instead of 56cr.

Current Approved Program:

Bachelor of Science in Education—Social Studies Education/Economics Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: 3cr
Natural Science: Option II
Social Science: ANTH 110, ECON 121, PSYC 101
Liberal Studies Electives: 6cr, GEOG 230, SOC 237, no course with ECON prefix

Credits
46

Proposed Program:

Bachelor of Science in Education—Social Studies Education/Economics Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: 3cr
Natural Science: Option II
Social Science: ANTH 110, ECON 121, PSYC 101
Liberal Studies Electives: 6cr, GEOG 230, SOC 337, no course with ECON prefix

Credits
46

vi Department of Food and Nutrition--Program Revision

APPROVED

Current Approved Program:

Bachelor of Science—Nutrition/Dietetics Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Dimensions of Wellness: HPED 143
Mathematics: MATH 217
Natural Science: CHEM 101-102 or 111-112(1)
Social Science: ECON 101 or 121, PSYC 101, SOC 151
Liberal Studies Electives: (2) 3cr, no courses with FDNT prefix

Credits
44

Proposed Program:

Bachelor of Science--Nutrition/Dietetics Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Dimensions of Wellness: HPED 143
Mathematics: MATH 217
Natural Science: CHEM 101-102 or 111-112(1)
Social Science: ECON 101 or 121, PSYC 101, SOC 151
Liberal Studies Electives: 3cr, no courses with FDNT prefix

Credits
44

vii Department of Health and Physical Education—Course Title Revision

APPROVED

Current Approved Course Title:

HPED 375 Physiological Basis of Strength **3c-01-3cr**

Proposed Course Title:

HPED 375 Physiological Basis of Strength Training **3c-01-3cr**

viii Department of Mathematics—Course Title Revision

APPROVED

Current Approved Course Title:

MATH 217 Introduction to Probability and Statistics **3c-01-3cr**

Proposed Course Title:

MATH 217 Probability and Statistics **3c-01-3cr**

2 Department of Chemistry and Department of Biology—Course Title Changes and Catalog Description Changes

Course Title Changes and Catalog Description Changes

a Current Catalog Description:

APPROVED

BIOC 301 Biochemistry I

3c-01-3cr

Prerequisites: BIOL 111, CHEM 232

An introduction to biochemistry emphasizing the structure and function relationships of proteins, enzymes, and vitamins; bioenergetics; and the metabolism of carbohydrates and lipids.

Proposed Catalog Description:

BIOC 301 Foundations of Biochemistry

3c-01-3cr

Prerequisites: BIOL 111 and a grade of C or better in CHEM 232

A foundation in biochemical principles emphasizing the structure/function relationships of proteins, carbohydrates, nucleic acids and lipids. Catalysis by enzymes, including reaction mechanisms, kinetics, and regulation of activity considered in detail. The structure of biological membranes and transport of both solutes and signals across membranes are explored. Assumes an understanding of eukaryotic cell structure and organic chemistry of major functional groups. Intended for chemistry and biochemistry students.

Rationale: Revised American Chemical Society guidelines categorize courses as ‘foundation’ or ‘in-depth’ courses, which build on the foundation courses. For the ACS-certified B.S. in Chemistry, students must complete a foundation course in biochemistry. Students seeking an ACS-certified degree could complete BIOC 301 as one of four required foundation courses. The course prerequisite is changed to ensure that students have a sufficient grasp of the required concepts to succeed in the course. The new course description does not reflect a change in course content; rather it more accurately reflects the current content.

b Current Catalog Description:

APPROVED

BIOC 302 Biochemistry II

3c-01-3cr

Prerequisite: BIOC 301

A continuation of BIOC 301 concerning the metabolism of nitrogen, amino acids, nucleotides, and nucleic acids and the function of cell membranes, hormones, and specialized tissues.

Proposed Catalog Description:

BIOC 302 Advanced Biochemistry

3c-01-3cr

Prerequisite: Grade of C or better in BIOC 301

Examination of biochemical processes with a focus on metabolism. Central pathways considered in detail, including regulatory mechanisms and hormonal signaling. Other selected processes and integration of mammalian metabolism are explored. Assumes an understanding of concepts relating to structure/function relationships for biomolecules, biological membranes, and signaling included in BIOC 301.

Rationale: Revised American Chemical Society guidelines categorize courses as ‘foundation’ or ‘in-depth’ courses, which build on the foundation courses. For the ACS-certified B.S. in Chemistry, students must complete a foundation course in biochemistry. The proposal for BIOC 301 identifies it as a foundation course. The new catalog description for BIOC 302 more clearly identifies it as a course which examines aspects of biochemistry in-depth and builds on concepts included in BIOC 301. Students seeking an ACS-certified degree could complete BIOC 302 as one of four required in-depth courses. The course prerequisite is changed to ensure that students have a sufficient grasp of the required concepts to succeed in the advanced course. The new course description does not reflect a change in course content; rather it more accurately reflects the current content.

3 Department of Chemistry—Course Revisions and Catalog Description Changes

a Current Catalog Description:

APPROVED

CHEM 101 College Chemistry I

3c-2l-4cr

Basic principles and concepts of inorganic chemistry are developed from the standpoint of atomic and molecular structure with illustrative examples from descriptive chemistry. The laboratory portion illustrates physical and chemical properties in a qualitative and quantitative manner. Restricted to students enrolled in the colleges of Health and Human Services and Natural Sciences and Mathematics; others by permission. Some lecture and lab sections may be restricted to Nursing, Respiratory Care, Respiratory Therapist, and Nuclear Medicine Technology majors. Some lab sections may be restricted to Nutrition and Dietetics majors.

Proposed Catalog Description:

CHEM 101 College Chemistry I

3c-2l-4cr

Basic principles and concepts of inorganic chemistry are developed using atomic and molecular structure with illustrative examples from descriptive chemistry. The laboratory portion of the course illustrates physical and chemical properties in a qualitative and quantitative manner. Designed for selected majors within the College of Health and Human Services and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement.

b Current Catalog Description:

APPROVED

CHEM 102 College Chemistry II

3c-2l-4cr

Prerequisite: CHEM 101

Basic, fundamental principles and concepts of organic and biochemistry are developed. Deals primarily with structural features of organic compounds, the chemistry of functional groups, and practical examples and uses of organic compounds. The laboratory portion illustrates properties and reactions of representative organic compounds. Restricted to students enrolled in the colleges of Health and Human Services and Natural Sciences and Mathematics; others by permission. Some lecture and lab sections may be restricted to Nursing, Respiratory Care, Respiratory Therapist, and Nuclear Medicine Technology majors. Some lab sections may be restricted to Nutrition and Dietetics majors.

Proposed Catalog Description:

CHEM 102 College Chemistry II

3c-2l-4cr

Prerequisite: CHEM 101

Fundamental principles and concepts of organic and biochemistry are studied. Deals primarily with structural features of organic compounds, the chemistry of functional groups, and practical examples and uses of organic compounds. The laboratory portion illustrates properties and reactions of representative organic compounds. Designed for selected majors within the College of Health and Human Services and to fulfill the Liberal Studies Natural Science Laboratory Sequence requirement.

Rationale: These courses are currently approved Liberal Studies Laboratory Natural Science courses and are being revised to meet the new curriculum criteria for this category.

c Current Catalog Description:

APPROVED

CHEM 111 General Chemistry I

3c-3l-4cr

A lecture-discussion of principles of chemistry, including theory and applications. The lab illustrates principles discussed. Topics include scientific measurements, simple definitions and concepts, the mole, stoichiometry, gas laws, electronic structure of the atom, bonding thermochemistry, and descriptive chemistry of the elements. Restricted to students enrolled in the colleges of Education and Educational Technology, Health and Human Services, and Natural Sciences and Mathematics; others by permission.

Proposed Catalog Description:

CHEM 111 General Chemistry I

3c-3l-4cr

Introductory course for science and pre-professional health majors. First half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a degree program in the sciences or gain entry into professional health programs. Topics include atomic theory, an introduction to chemical reactions, stoichiometry, gas laws, thermochemistry, chemical bonding and molecular geometry.

Rationale: CHEM 111 is an existing Liberal Studies Natural Science course for science majors that does not have any prerequisites. Students advised into CHEM 111 may lack the chemistry or math background and will spend longer in lecture and lab working on basic concepts and mathematical analysis of chemical problems. Chemistry majors in CHEM 111 will have the opportunity to improve their math skills and still be exposed to chemistry. The separation of the students between CHEM 111 and 113 Advanced General Chemistry I will improve retention of all science majors. The catalog description has been revised to reflect the distinction between General Chemistry I and Advanced General Chemistry I. The objectives have been revised to fit the expected student learning outcomes. The course has also been updated.

d Current Catalog Description:

APPROVED

CHEM 112 General Chemistry II

3c-0l-4cr

Prerequisites: CHEM 111 or 113

A continuation of General Chemistry I. Topics discussed include the solid and liquid state,

solutions, kinetics, equilibria, acids and bases, solubility equilibria, thermodynamics, electrochemistry, and descriptive chemistry of the elements. Restricted to students enrolled in the colleges of Education and Educational Technology, Health and Human Services, and Natural Sciences and Mathematics; others by permission.

Proposed Catalog Description:

CHEM 112 General Chemistry II

3c-01-4cr

Prerequisites: CHEM 111 or 113

Introductory course for science and pre-professional health majors. Second half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a degree program in the sciences, or gain entry into professional health programs. Topics include the solid states, solution theory, kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry.

Rationale: CHEM 112 is the second in a sequence of courses for science majors, although enrollment is not restricted. It is an existing Liberal Studies Natural Science course. Students who have successfully completed CHEM 111 or 113 are prepared for this course. Students may possess less background in chemistry and/or mathematics and thus more time may be spent in class working through relevant problems. Chemistry majors who completed CHEM 113 may opt for this course instead of CHEM 114 depending upon their background or achievement level. Catalog description changes reflect the distinction between General Chemistry II and Advanced General Chemistry II. The course objectives were changed to fit the expected student learning outcomes and the course was updated.

4 Department of Psychology—Course Revision

APPROVED

Current Catalog Description:

PSYC 101 General Psychology

3c-01-3cr

An introduction to the scientific study of behavior and mental processes.

Proposed Catalog Description:

PSYC 101 General Psychology

3c-01-3cr

An introduction to the scientific study of behavior and mental processes.

Rationale: The most important change was to be sure the course objectives are aligned with the Expected Student Learning Outcomes for Social Science Liberal Studies courses. The topics, texts, and readings were also updated.

5 Department of Theater and Dance—New Course, Catalog Description Changes, and Course Title Change

a New Course

APPROVED

THTR 311 Dramaturgy

3c-01-3cr

Introduction to the study and profession of dramaturgy. Study of the historical significance of the dramaturg through the reading of early and modern practitioners. Examination of a number of critical theories that students will use to contextualize play scripts under study. Performance of such dramaturgical tasks as identifying script references, historicizing social conventions and customs, comparing translations of notable foreign plays, preparing information packets for actors, directors, and design teams, drafting program notes, and organizing talkbacks. Opportunity to provide services for a department production. Course is crosslisted with ENGL 309.

Rationale: This course is designed for majors in the BA in Theater Program. This course offering is being created as part of a strategic review of the Department's Curriculum. There are currently no other courses in the department curriculum designed specifically for the development of dramaturgy or for students interested in pursuing dramaturgy as a theatrical vocation.

b Catalog Description Change:

APPROVED

Current Catalog Description:

THTR 487 Acting Studio

3c-2l-3cr

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

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

Proposed Catalog Description:

THTR 487 Acting Studio

3c-2l-3cr

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

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

Rationale: Removal of "individual foci have additional prerequisites" is because it is unmanageably vague. When enacted, this need has been better managed through application to the instructor. The small change in the course description is the addition of stage combat and physical theater as topic areas. These changes respond to the unique expertise of current faculty appropriate to the undergraduate curriculum. These topics should be offered more than the three times that Special Topics will allow.

c Course Title Change and Catalog Description Change:

APPROVED

Current Catalog Description and Title:

THTR 489 Technical Theatre Problems

3c-01-3cr

Open to all students desiring instruction in a variety of technical theater areas not presently covered in other courses. Topics to include sound design, stage management, set props, media makeup, technical drawing/mixed media, and scene painting. May be repeated.

Proposed Catalog Description and Title:

THTR 489 Design/Technology/Management Studio

3c-01-3cr

Open to all students desiring instruction in a variety of technical theater areas not presently covered in other courses. Topics to include stage management, set props, media makeup, technical drawing/mixed media, costume technology and scene painting. May be repeated with each different topic area.

Rationale: The change of title draws the course into alignment with companion courses in the Theater curriculum, THTR 484 Directing Studio and THTR 487 Acting Studio. This alignment will reduce confusion about the place of the course in the major curriculum by addressing similar titles. It also provides a title consistent with disciplinary titles as found in the American College Theatre Festival. The small changes in the course description are the elimination of sound design, and the addition of costume technology, as topic areas. These changes respond to the creation of a course in sound design (THTR 323) and a frequent request for specialized costume technology no longer appropriately taught as a Special Topics course. Repeating the course for credit should be restricted to unique topic areas. When offered, the course is listed by the registrar as TTP: (topic area), and will now be offered as D/T/M Studio: (topic area).

6 Departments of Special Education and Clinical Services and Professional Studies in Education—New Course

APPROVED

EDHL 440 Professional Seminar: Preparing to be a Teacher, Researcher, Diagnostician and Student Advocate

2c-01-2cr

Prerequisites: EDHL major. Successful completion of Step 2 of the 3 step process, Concurrent enrollment in student teaching EDUC 421, 441

Students will learn the importance of engaging in continual professional development. The Code of Professional Practice and Conduct for Educators will be emphasized. Collaboration and correspondence with school and agency personnel, parents, and students will also be explored. While examining the theoretical and research-based practices for an educational setting, the students will engage in informed advocacy efforts on behalf of children with normal hearing, those with hearing loss, and the profession.

Rationale: This course is designed for all majors in the ECED PreK to Grade 4/Deaf Education PreK to Grade 12 major. It is one of several courses being proposed for the Early Childhood Education/Deaf Education program revision and does not affect any courses outside the department. It will be a required course.

7 Department of Geosciences—Course Revision

Current Catalog Description:

APPROVED

GEOS 152 Physical Resources of the Earth

3c-01-3cr

Prerequisite: No GEOS majors/minors

An introduction to mineral, energy, and water resources of the earth; genesis of ore depositions; exploration, exploitation, and utilization of resources; impact of exploitation of resources on the environment and on humankind.

Proposed Catalog Description:

GEOS 152 Physical Resources of the Earth

3c-0l-3cr

Prerequisite: No GEOS majors/minors

An introduction to mineral, energy, and water resources of the earth; genesis of ore depositions; exploration, exploitation, and utilization of resources; impact of exploitation of resources on the environment and on humankind.

Rationale: The course is a currently approved Liberal Studies Non-Laboratory Natural Science course and is being revised to meet the new curriculum criteria for this category as outlined in the undergraduate catalog. The course objectives were revised slightly from the original syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes and Common Learning Objectives found in the criteria for a non-laboratory Natural Science course. The textbook, non-textbook readings, and bibliography were update as well.

8 Department of Sociology—Course Revisions and Catalog Description Changes

a Current Catalog Description:

APPROVED

SOC 151 Principles of Sociology

3c-0l-3cr

A scientific study of structure and functioning of human societies with special attention to factors responsible for the organization and transformation of socio-cultural systems. Specific course content varies from one instructor to another.

Proposed Catalog Description:

SOC 151 Principles of Sociology

3c-0l-3cr

A scientific study of the structure of human societies and the behavior of individual people and groups in society. Examines the relationship between individuals and societal institutions, processes, and interactions. Provides students with an overview of the discipline including key concepts, main theoretical perspectives, the methods and research findings of sociologists, and social inequalities.

Rationale: This description change reflects updated language that reflects disciplinary conventions for the teaching of an introductory sociology course. The proposed description uses language that is clearer and more accessible for students and provides guidance to instructors so that they can design their individual courses in alignment with expected departmental outcomes.

b Current Catalog Description:

APPROVED

SOC 231 Contemporary Social Problems

3c-0l-3cr

An exploration of some pressing problems currently endemic to western society. Problems are defined and solutions explored in light of historical, political, economic and anthropological data.

Proposed Catalog Description:

SOC 231 Contemporary Social Problems

3c-01-3cr

Using a sociological perspective, this course examines pressing social problems as they relate to race, class and gender in contemporary American society. Such problems may include various issues such as poverty, delinquency, substance abuse, crime, divorce, and others. These issues will be considered through multiple lenses, including historical, economic and social, with connections to current social policy.

Rationale: The new description reflects a more sociological focus and better specifies course content to ensure consistency across instructors and to better comply with revised liberal studies criteria for course objectives and outcomes.

c Current Catalog Description:

APPROVED

SOC 269 Sociology of Deviance

3c-01-3cr

Prerequisite: SOC 151 or instructor permission

An overview of the sociological study of deviance. Begins with examining the nature and meaning of deviance or how society creates deviance as social and legal constructions and identifies specific human behaviors as types or forms of deviance. Also examines the major theories or multicausal explanations of why such deviance occurs. Further describes how society, especially its social institutions and agents, attempts to control or suppress such deviance. Social policy implications of such societal reactions are also considered.

Proposed Catalog Description:

SOC 269 Sociology of Deviance

3c-01-3cr

Prerequisite: SOC 151 or instructor permission

An overview of the sociological study of deviance. Begins with examining the nature and meaning of deviance or how society creates deviance as social and legal constructions and identifies specific human behaviors as types or forms of deviance. Also examines the major theories or multi-causal explanations of why such deviance occurs. Further describes how society, especially its social institutions and agents, attempts to control or suppress such deviance. Social policy implications of such societal reactions are also considered.

d Current Catalog Description:

APPROVED

SOC 320 Sociological Theory

3c-01-3cr

Prerequisites: SOC 151; second-semester sophomore standing

A detailed survey of the historical development of sociological theory from the mid-19th century to the present. Treats the classical theorists Marx, Durkheim, and Weber and such contemporary theoretical schools as functionalism, Marxian and Weberian conflict theory, cultural materialism, social evolutionism, rational choice theory, symbolic interactionism, ethnomethodology, sociobiology, structuralism, and postmodernism. Students are encouraged to take this course in the second semester of their sophomore year or during their junior year.

Proposed Catalog Description:

SOC 320 Sociological Theory

3c-01-3cr

Prerequisite: SOC 151 and second semester sophomore standing

A detailed survey of the historical development of sociological theory from the mid-nineteenth century to the present. Treats the classical theorists Marx, Durkheim, and Weber and such contemporary theoretical schools as functionalism, Marxian and Weberian conflict theory, cultural materialism, social evolutionism, rational choice theory, symbolic interaction, ethnomethodology, sociobiology, structuralism, and postmodernism. Students are encouraged to take this course in the second semester of their sophomore year or during their junior year.

e Current Catalog Description:

APPROVED

SOC 333 Delinquency and Youth

3c-0l-3cr

Prerequisite: SOC 151

A study of social and cultural factors involved in various youth lifestyles, including delinquency. Cross-cultural and historical approach used in a review of social norms, social control, and socialization institutions and community-based programs for rehabilitation.

Proposed Catalog Description:

SOC 333 Delinquency and Youth

3c-0l-3cr

Prerequisite: SOC 151

A study of social and cultural factors involved in various youth lifestyles, including delinquency. Cross-cultural and historical approach used in a review of social norms, social control, and socialization institutions and community-based programs for rehabilitation.

f Current Catalog Description:

APPROVED

SOC 335 Alcohol and Drug Abuse

3c-0l-3cr

Prerequisite: SOC 151

Examines the social issues and problems of alcohol and drug misuse in American society. Legal and illegal substances are considered, and the causes of substance abuse as well as alternatives are examined.

Proposed Catalog Description:

SOC 335 Alcohol and Drug Abuse

3c-0l-3cr

Prerequisite: SOC 151

Examines the social issues and problems of alcohol and drug misuse in American society. Legal and illegal substances are considered, and the causes of substance abuse as well as alternatives are examined.

g Current Catalog Description:

APPROVED

SOC 337 World Societies and World Systems

3c-0l-3cr

Prerequisite: One of the following: ANTH 110, ECON 101 or 121, GEOG 230, HIST 202, PLSC 101 or 282, SOC 151

A detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the sixteenth century and has since expanded to include the entire globe. Topics include societies during the preindustrial era; the emergence of modern capitalism in the sixteenth century; relations between developed and less-developed societies in the modern world; the ascent and decline of nation-states in the modern world; the current plight of the Third World; the rise and demise of socialism in the twentieth century; and various scenarios for the human future.

Proposed Catalog Description:

SOC 337 World Societies and World Systems

3c-01-3cr

Prerequisite: One of the following: ANTH 110, ECON 101 or 121, GEOG 230, HIST 202, PLSC 101 or 282, SOC 151

A detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the sixteenth century and has since expanded to include the entire globe. Topics include societies during the preindustrial era; the emergence of modern capitalism in the sixteenth century; relations between developed and less-developed societies in the world; the ascent and decline of nation-states in the modern world; the current plight of the Third World; the rise and demise of socialism in the twentieth century; and various scenarios for the human future.

h Current Catalog Description:

APPROVED

SOC 340 Sociology of Industry

3c-01-3cr

Prerequisite: SOC 151

An examination of industrial organizations and their environments. Production systems analyzed in terms of different forms of organization, e.g., bureaucratic, power-equilibrium, and worker-participation. Special attention paid to who defines production, how such definitions are legitimized, and how constraints are placed on such definitions by union and other political organizations.

Proposed Catalog Description:

SOC 340 Sociology of Industry

3c-01-3cr

Prerequisite: SOC 151

An examination of industrial organizations and their environments. Production systems analyzed in terms of different forms of organization, e.g., bureaucratic, power-equilibrium, and worker-participation. Special attention paid to who defines production, how such definitions are legitimized, and how constraints are placed on such definitions by union and other political organizations.

i Current Catalog Description:

APPROVED

SOC 341 Sociology of Education

3c-01-3cr

Prerequisite: SOC 151

Examines the place of education in society. Special attention given to the development of education in America and its relation to political and economic phenomena. Some attention given to education in other industrial and agrarian societies.

Proposed Catalog Description:

SOC 341 Sociology of Education

3c-01-3cr

Prerequisite: SOC 151

Examines the place of education in society. Special attention given to the development of education in America and its relation to political and economic phenomena. Some attention given to education in other industrial and agrarian societies.

j Current Catalog Description:

APPROVED

SOC 342 Social and Cultural Aspects of Health and Medicine

3c-01-3cr

Prerequisite: 6cr in Sociology or Anthropology

A review of the fields of medical sociology and anthropology. Focuses on such topics as health and illness in cross-cultural context, aging, social and psychological aspects of pain, and social organization of health facilities and services. Definitions of limits of “life” and “death” in context of holistic health.

Proposed Catalog Description:

SOC 342 Social and Cultural Aspects of Health and Medicine

3c-01-3cr

Prerequisite: 6cr in Sociology or Anthropology

A review of the fields of medical sociology and anthropology. Focuses on such topics as health and illness in cross-cultural context, aging, social and psychological aspects of pain, and social organization of health facilities and services. Definitions of limits of “life” and “death” in context of holistic health.

k Current Catalog Description:

APPROVED

SOC 348 Sociology of Work

3c-01-3cr

Prerequisite: SOC 151

Focuses upon the sociological examination of the various forms of labor, employment, and unemployment present in industrial societies. Examines the nature of work and unemployment in the modern era and how these forms are being transformed in the present period.

Proposed Catalog Description:

SOC 348 Sociology of Work

3c-01-3cr

Prerequisite: SOC 151

Focuses upon the sociological examination of the various forms of labor, employment, and unemployment present in industrial societies. Examines the nature of work and unemployment in the modern era and how these forms are being transformed in the present period.

l Current Catalog Description:

APPROVED

SOC 352 Sociology of Religion

3c-01-3cr

Prerequisite: SOC 151

Nature, role, and function of religious phenomena in human societies are explored with special attention to certain critical issues as they relate to religion and politics and religion and economics. Examines some fundamental modes of religious life including ritual forms and mythic expressions. Includes other themes such as revitalization movements and processes of secularization in modern societies.

Proposed Catalog Description:

SOC 352 Sociology of Religion

3c-01-3cr

Prerequisite: SOC 151

Nature, role, and function of religious phenomena in human societies are explored with special attention to certain critical issues as they relate to religion and politics and religion and economics. Examines some fundamental modes of religious life including ritual forms and mythic expressions. Includes other themes such as revitalization movements and processes of secularization in modern societies.

m Current Catalog Description:

APPROVED

SOC 361 Social Stratification

3c-01-3cr

Prerequisite: SOC 151

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

Proposed Catalog Description:

SOC 361 Social Stratification

3c-01-3cr

Prerequisite: SOC 151

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

n Current Catalog Description:

APPROVED

SOC 362 Racial and Ethnic Minorities

3c-01-3cr

Prerequisite: SOC 151

Examines from a historical and comparative perspective the experiences of minority groups, with special emphasis on economic and political domination, stereotyping, prejudice, and discrimination. Discusses techniques of majority group domination and the responses of minority groups. Explores various reasons for the different rates and patterns of assimilation.

Proposed Catalog Description:

SOC 362 Racial and Ethnic Minorities

3c-01-3cr

Prerequisite: SOC 151

Examines from a historical and comparative perspective the experiences of minority groups, with special emphasis on economic and political domination, stereotyping, prejudice, and discrimination. Discusses techniques of majority group domination and the responses of minority groups. Explores various reasons for the different rates and patterns of assimilation.

o Current Catalog Description:

APPROVED

SOC 391 Foundations of Sociological Practice

3c-01-3cr

Prerequisite: SOC 151

Develops an understanding of how to use micro and macro sociological theory to analyze, assess, and diagnose human problems. Employing case studies, prepares students to do casework and to help solve interpersonal, group, and organizational problems. Also seeks to acquaint students with the broader professional activity of human services. Recommended prerequisite/corequisite SOC 320.

Proposed Catalog Description:

SOC 391 Foundations of Sociological Practice

3c-01-3cr

Prerequisite: SOC 151

Develops an understanding of how to use micro and macro sociological theory to analyze, assess, and diagnose human problems. Employing case studies, prepares students to do casework and to help solve interpersonal, group, and organizational problems. Also seeks to acquaint students with the broader professional activity of human services. Recommended prerequisite/corequisite SOC 320.

p Current Catalog Description:

APPROVED

SOC 392 Clinical Sociological Practice

3c-01-3cr

Prerequisite: SOC 391

Prepares the student to effect constructive change within individuals, groups, families, and communities. Draws its analysis, diagnosis, and methods from the foundations of sociological theory at the level of intervention with clients. It is strongly recommended that students have at least 6 SOC credits in their specialized area prior to taking SOC 392 other than SOC 151, 320, 460 and 461.

Proposed Catalog Description:

SOC 392 Clinical Sociological Practice

3c-01-3cr

Prerequisite: SOC 391

Prepares the student to effect constructive change within individuals, groups, families, and communities. Draws its analysis, diagnosis, and methods from the foundations of sociological theory at the level of intervention with clients. It is strongly recommended that students have at least 6 SOC credits in their specialized area prior to taking SOC 392 other than SOC 151, 320, 460 and 461.

q Current Catalog Description:

APPROVED

SOC 427 Social Perspectives on Intimate Partner Violence

3c-01-3cr

Prerequisite: SOC 151

Considers the range of theoretical explanations from a social perspective for the pervasive violence between intimate partners. Particularly examines the research on intimate partner violence and the implications of this research for programs and policies assisting both the victim and the abuser.

Proposed Catalog Description:

SOC 427 Social Perspectives on Intimate Partner Violence

3c-0l-3cr

Prerequisite: SOC 151

Considers the range of theoretical explanations from a social perspective for the pervasive violence between intimate partners. Particularly examines the research on intimate partner violence and the implications of this research for programs and policies assisting both the victim and the abuser.

r Current Catalog Description:

APPROVED

SOC 428 Child Abuse

3c-0l-3cr

Prerequisite: SOC 151

Examines the prevalence, causes, and social implications of physical, sexual, emotional, and neglect forms of child abuse in society. Child abuse is studied from the individual, family, and societal level perspectives. Potential intervention strategies will also be considered.

Proposed Catalog Description:

SOC 428 Child Abuse

3c-0l-3cr

Prerequisite: SOC 151

Examines the prevalence, causes, and social implications of physical, sexual, emotional, and neglect forms of child abuse in society. Child abuse is studied from the individual, family, and societal level perspectives. Potential intervention strategies will also be considered.

s Current Catalog Description:

APPROVED

SOC 448 Social Welfare Policy

3c-0l-3cr

Prerequisite: SOC 151

Focuses on the formation of social welfare programs in the U.S., current social policy issues, and debates between conservative, liberal, and social democratic policy analysts. Special attention drawn to various social problems and a range of social policies designed to ameliorate the economic disadvantages of single individuals, single parents, and two-parent families. Also devoted to understanding the relationship between social policy, research, and implementation.

Proposed Catalog Description:

SOC 448 Social Welfare Policy

3c-0l-3cr

Prerequisite: SOC 151

Focuses on the formation of social welfare programs in the U.S., current social policy issues, and debates between conservative, liberal, and social democratic policy analysts. Special attention drawn to various social problems and a range of social policies designed to ameliorate the economic disadvantages of single individuals, single parents, and two-parent families. Also devoted to understanding the relationship between social policy, research, and implementation.

t Current Catalog Description: **APPROVED**

SOC 452 Disability and Society **3c-01-3cr**

Prerequisite: SOC 151

Analyzes disability from a sociological perspective. Includes consideration of historical and current views of disability and a review of related concepts from the fields of medical sociology and the sociology of deviance. Also includes an analysis of the effects of disabilities on individuals and families through the life course and a consideration of related ethical, economic, political, and social policy issues. Emphasizes disability as a social construction.

Proposed Catalog Description:

SOC 452 Disability and Society **3c-01-3cr**

Prerequisite: SOC 151

Analyzes disability from a sociological perspective. Includes consideration of historical and current views of disability and a review of related concepts from the fields of medical sociology and the sociology of deviance. Also includes an analysis of the effects of disabilities on individuals and families through the life course and a consideration of related ethical, economic, political, and social policy issues. Emphasizes disability as a social construction.

Rationale: SOC 269-452 were submitted under an extension of the syllabus amnesty policy where the goal was to establish a current syllabus of record for each of these courses; only several minor changes were made to the catalog descriptions.

9 Department of Music—New Course and Course Revision and Catalog Description Change

a New Course **APPROVED**

MUSC 138 Vocal Repertoire Ensemble **0c-2l-0-1cr**

Prerequisites: Music major with a successful audition and instructor permission

Explores the performance practices of various styles and genres of classical vocal music, augmenting coursework in the areas of applied voice training and performance experience for vocal musicians in a master class format. Features a different vocal style/genre/theme each semester. Course work for the ensemble consists of performance and coaching of assigned music concentrating on historically-informed performance practice, as well as composer study and style profiles. Possible topics include Sacred Vocal Music, English Renaissance and Baroque Vocal Music, Vocal Music of Franz Schubert, Vocal Music of the American 20th Century, Vocal Music for the High School Students, etc... This is a repeatable course which meets the music department's ensemble requirements.

Rationale: This course is a controlled elective for voice majors in the BFA – Music Performance and BS – Music Education. All music majors are required to participate in two ensembles per semester. This class will be restricted to Music majors only.

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

Current Catalog Description:

APMU Applied Music (Major Area) Instrument/Voice I-VIII **var-2 or 4cr**

Prerequisite for initial semester of study: Audition and acceptance to the area of concentration
Prerequisite for subsequent semesters: Grade of C or better in the previous semester of study
Private instrumental or vocal instruction for Music majors in their primary area of concentration for up to eight semesters. Includes technical studies, musical repertoire, and performance experiences at the professional level. Weekly half-hour lessons are given (2cr) for students enrolled in the B.S. and B.A. degree programs. Weekly one-hour lessons (4cr) are given for students enrolled in the B.F.A. degree program only.

APMU Applied Music (Minor Area) Instrument/Voice I-VIII **var-1 cr**

Prerequisite for initial semester of study: Audition and placement
Prerequisite for subsequent semesters: Grade of C or better in the previous semester of study
Private instrumental or vocal instruction for Music minors, or for Music majors in their secondary or tertiary area of concentration for up to four semesters. Includes technical studies, musical repertoire, and performance experiences at a functional level. Students enroll for 1 credit and are given weekly half-hour lessons. Students may enroll in Levels I-IV only from the following list.

- APMU 101, 151, 201, 251, 301, 351, 401, 451 Piano I-VIII**
- APMU 102, 152, 202, 252, 302, 352, 402, 452 Organ I-VIII**
- APMU 103, 153, 203, 253, 303, 353, 403, 453 Harpsichord I-VIII**
- APMU 104, 154, 204, 254, 304, 354, 404, 454 Harp I-VIII**
- APMU 105, 155, 205, 255, 305, 355, 405, 455 Voice I-VIII**
- APMU 106, 156, 206, 256, 306, 356, 406, 456 Violin I-VIII**
- APMU 107, 157, 207, 257, 307, 357, 407, 457 Viola I-VIII**
- APMU 108, 158, 208, 258, 308, 358, 408, 458 Cello I-VIII**
- APMU 109, 159, 209, 259, 309, 359, 409, 459 String Bass I-VIII**
- APMU 110, 160, 210, 260, 310, 360, 410, 460 Flute I-VIII**
- APMU 111, 161, 211, 261, 311, 361, 411, 461 Clarinet I-VIII**
- APMU 112, 162, 212, 262, 312, 362, 412, 462 Oboe I-VIII**
- APMU 113, 163, 213, 263, 313, 363, 413, 463 Bassoon I-VIII**
- APMU 114, 164, 214, 264, 314, 364, 414, 464 Saxophone I-VIII**
- APMU 115, 165, 215, 265, 315, 365, 415, 465 Trumpet I-VIII**
- APMU 116, 166, 216, 266, 316, 366, 416, 466 French Horn I-VIII**
- APMU 117, 167, 217, 267, 317, 367, 417, 467 Trombone I-VIII**
- APMU 118, 168, 218, 268, 318, 368, 418, 468 Euphonium I-VIII**
- APMU 119, 169, 219, 269, 319, 369, 419, 469 Tuba I-VIII**
- APMU 120, 170, 220, 270, 320, 370, 420, 470 Percussion I-VIII**
- APMU 121, 171, 221, 271, 321, 371, 421, 471 Guitar I-VIII**

Proposed Catalog Description:

APMU Applied Music (Major Area) Instrument/Voice I-VIII **var-2 or 4cr**

Prerequisite for initial semester of study: Audition and acceptance to the area of concentration
Prerequisite for subsequent semesters: Grade of C or better in the previous semester of study
Private instrumental, vocal, or composition instruction for Music majors in their primary area of concentration for up to eight semesters (four in composition). Includes technical studies,

musical repertoire, and performance experiences at the professional level. Weekly half-hour lessons are given (2cr) for students enrolled in the B.S. and B.A. degree programs. Weekly one-hour lessons (4cr) are given for students enrolled in the B.F.A. degree program only.

APMU Applied Music (Minor Area) Instrument/Voice I-VIII **var-1 cr**

Prerequisite for initial semester of study: Audition and placement

Prerequisite for subsequent semesters: Grade of C or better in the previous semester of study
Private instrumental or vocal instruction for Music minors, or for Music majors in their secondary or tertiary area of concentration for up to four semesters. Includes technical studies, musical repertoire, and performance experiences at a functional level. Students enroll for 1 credit and are given weekly half-hour lessons. Students may enroll in Levels I-IV only from the following list.

- APMU 101, 151, 201, 251, 301, 351, 401, 451 Piano I-VIII**
- APMU 102, 152, 202, 252, 302, 352, 402, 452 Organ I-VIII**
- APMU 103, 153, 203, 253, 303, 353, 403, 453 Harpsichord I-VIII**
- APMU 104, 154, 204, 254, 304, 354, 404, 454 Harp I-VIII**
- APMU 105, 155, 205, 255, 305, 355, 405, 455 Voice I-VIII**
- APMU 106, 156, 206, 256, 306, 356, 406, 456 Violin I-VIII**
- APMU 107, 157, 207, 257, 307, 357, 407, 457 Viola I-VIII**
- APMU 108, 158, 208, 258, 308, 358, 408, 458 Cello I-VIII**
- APMU 109, 159, 209, 259, 309, 359, 409, 459 String Bass I-VIII**
- APMU 110, 160, 210, 260, 310, 360, 410, 460 Flute I-VIII**
- APMU 111, 161, 211, 261, 311, 361, 411, 461 Clarinet I-VIII**
- APMU 112, 162, 212, 262, 312, 362, 412, 462 Oboe I-VIII**
- APMU 113, 163, 213, 263, 313, 363, 413, 463 Bassoon I-VIII**
- APMU 114, 164, 214, 264, 314, 364, 414, 464 Saxophone I-VIII**
- APMU 115, 165, 215, 265, 315, 365, 415, 465 Trumpet I-VIII**
- APMU 116, 166, 216, 266, 316, 366, 416, 466 French Horn I-VIII**
- APMU 117, 167, 217, 267, 317, 367, 417, 467 Trombone I-VIII**
- APMU 118, 168, 218, 268, 318, 368, 418, 468 Euphonium I-VIII**
- APMU 119, 169, 219, 269, 319, 369, 419, 469 Tuba I-VIII**
- APMU 120, 170, 220, 270, 320, 370, 420, 470 Percussion I-VIII**
- APMU 121, 171, 221, 271, 321, 371, 421, 471 Guitar I-VIII**
- APMU 125, 225, 325, 425 Composition I-IV**

Rationale: Another "instrument" is being added to the list of applied music courses -- composition. As part of the new concentration in composition in the revised B.F.A in Music Performance, students will have private lessons in composition. Therefore we are adding APMU 125, 225, 325, and 425, Composition I-IV, to the list and changing the wording in the Major Area section accordingly (there will not be minor area instruction in composition).

While these are technically new lessons within an existing course structure, they function in the same way as all of the other instrument lessons on this list, so it does not make sense to submit a separate course description and syllabus of record for the new courses. One small difference is that there will only be four levels of composition lessons offered instead of eight as with the other instruments.

10 UWUCC—Revisions to UWUCC Handbook

APPROVED

a Adding TECC (if applicable) to the all of the Flow Charts

Procedures for Approval of a New Program



Rationale: Even though all courses and programs for BSED programs are approved by TECC before coming to UWUCC, this step was missing from all of the flow charts in the handbook.

b Adding updated versions of PASSHE Policies 1985-01-A and 1990-06-A **APPROVED**

c Update references in regards to distance education **APPROVED**

Current Description on p. 16:

2. Assuming the faculty member has received some general training in the use of the WebCT course management system, he/she should arrange a meeting with an instructional design specialist to plan a distance education course.

Proposed Description:

2. Assuming the faculty member has received some general training in the use of the Learning Management System, he/she should arrange a meeting with an instructional design specialist to plan a distance education course.

Current Description:

2. Faculty member(s) who would like assistance in the area of distance education course management or in the area of instructional design should meet with a representative of the Instructional Design Center (IDC) located in the Library.

Proposed Description:

2. Faculty member(s) who would like assistance in the area of distance education course management or in the area of instructional design should meet with a representative of IT Services in Delaney Hall and/or with the Distance Education Librarian located in the Library.

d Add specific directions for Program Catalog Description Revisions

APPROVED

Format for Program Catalog Description Revisions*

Part I. **Curriculum Proposal Cover Sheet**

Part II. **Description of Curriculum Change**

1. Text of the new program catalog paragraphs.
2. Text of the old program catalog paragraphs.
3. Justification/Rationale for the Change

Part III. **Letters of Support or Acknowledgement** (if applicable)

Please Number All Pages

*NOTE that if the text of your program catalog description is part of a program revision this should be included as part of the program revision proposal.

Rationale: Most catalog description changes for programs are part of a larger program revision, but occasionally the paragraphs of a description need to be updated independent of a program revision. The Handbook was lacking separate directions for program catalog description revisions.

University-Wide Graduate Committee (Senator Piper)

It is possible to track curriculum proposals that have been sent to the UWGC. Follow the links from the Graduate School website.

FOR ACTION

Minor Course Revision: ENGL 800

APPROVED

Name of Program: Graduate Studies in Composition and TESOL

Sponsoring Department: English

Catalog Start Time: Spring 2013

Rationale for Change:

The current title and course description were created in 2001. Since then the content of the course has become more advanced as our students' master's-level curricula have evolved.

Current Title and Description

ENGL 800: Introduction to Research

3cr-0l-3sh

Introduces students to various types of research in Composition and TESOL for examining the transmission of literacy.

Proposed Title and Description

ENGL 800: Research Methods in Composition and TESOL

3cr-0l-3sh

Examines various types of research methods used in the fields of Composition and TESOL and their implications for studying the transmission of literacy.

The committee is also working on revising the handbook.

University Senate Research Committee (Senator Bonach)

The committee met on May 8, 2012. There were 35 USRC Small Grant proposals and the decision was made to fund 27 proposals totaling \$41,960.00.

The next USRC committee meeting date will be September 18th.

- Dr. Patricia Heilman
- Dr. Richard Kemp

- Dr. Jaeju Ko
- Dr. Mary Beth Leidman
- Dr. Carl Luciano
- Dr. John Taylor
- Dr. Gabriela Wasileski
- Dr. Francis Allard
- Dr. Alan Baumler
- Dr. Robert Boldin
- Dr. Zachary Collins
- Dr. Kimberly Desmond
- Dr. Kevin Eisensmith
- Dr. Waleed Farag
- Dr. David Ferguson
- Dr. Victor Garcia
- Dr. Susan Glor-Scheib
- Dr. Krys Kaniasty
- Dr. Kelli Jo Kerry-Moran
- Dr. Anson Long
- Dr. Crystal Machado
- Dr. Nathan McElroy
- Dr. Maureen McHugh
- Dr. Lisa Newell
- Dr. Marveta Ryan-Sams
- Dr. John Scandrett
- Dr. Jin Su

Student Affairs Committee (Senator Desmond)—First meeting of the year will be Tuesday Sept 18th at 3:30 PM in HUB Monongahela Room.

University Development and Finance (Senator Wick)—First meeting of the year will Tuesday Sept 18th at 3:30 PM in Sutton 218

Academic Affairs Committee (Senator Perdue)—The next meeting will be on Tuesday Sept 18th at 3:30 PM in the HUB Knowlton Room.

Awards Committee (Senator Wisnieski)—No Report

Non-credit Committee (Senator Pike)—No Report

Library and Educational Services Committee (Senator Jozefowicz)—The next meeting will be Tuesday Sept 18th at 3:40 PM in Stabley 101.

University Planning Council (Senator Reilly)—No Report

Presidential Athletic Advisory Council (Senator Hinrichsen)—No Report

Academic Computing Policy Advisory Committee (Senator McGowan)—The next meeting will be Wednesday Sept 21th at 3:00 in Stouffer 138

University Budget Advisory Committee (Senator Soni)—No Report

New Business

A request was made about the possibility of the Student Affairs Committee to look into the fee increases that the students are being charged for alcohol and drug assessments. Who approved the fee increases and what are the fees reimbursing? Additionally, what is the revenue from the fines being used to supplement?

Adjournment

The meeting was adjourned at 4:53 PM.

Respectively Submitted

Edel Reilly, Senate Secretary