MINUTES OF THE
IUP UNIVERSITY SENATE

Jan 29, 2013

Chairperson LaPorte called the January 29, 2013 meeting of the University Senate to order at 3:32 PM, in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Begany, Decker, Desmond, Greenawalt, Johnson, R., Jozefowicz, Perdue, Sink, Smith, Spielman, Wasileski, Yeger

The following senators were absent from the meeting: Beck, Brown, J.M., Haija, Hood, hulings, Kim, Lemasters, Luckey, McKee, S., Meyer, Nahouraii, Pankaj, Sharp, Tickell

The minutes from the December 4, 2012 meeting were **APPROVED**.

Agenda items for the January 29, 2013 meeting were **APPROVED.**

REPORTS AND ANNOUNCEMENTS

President's Report

I am glad to be back for a new semester and I have few things to mention.

1. I regret to inform you that Senator White's mother passed away this morning. There will be a celebration of her life on February 16th, which would have been her birthday. There are no more details available at this time.
2. You will find on IUP Daily starting today a new link on homepage at the bottom notifying of any emergencies. I want to acknowledge and thank the great work done by the workers in the Co-gen plant to restore power quickly to the university during the recent power outages.
3. I would also like to thank facilities group (Dr. Wooten and the maintenance crew) who have been working to keep the campus grounds clean and safe.
4. Update on the chancellor search: As you know the chancellor will be stepping down from his position to take a D.C-based higher education post. The Board of Governors are putting together a search committee and will begin the process of hiring a search firm to do a national/international search for the best candidate. The search committee will solicit information from various key people across the state system including presidents, faculty, staff, and students. Best guess as to when then new chancellor will be in place would be for the next calendar year. In the meantime Executive Vice Chancellor Peter Garland will serve as acting chancellor.
5. An update on the Strategic Funding Initiative: A total of 19 proposals were received for final consideration. Those final 19 requested nearly $1,360,000 against a total of $1,180,000. Based on the proposal review process, $877,000 was awarded to eleven proposals. Ten of them received one-time funding, but two—one that entails the creation of an energy research cluster and the other the creation of a veterans reintegration cluster—will receive permanent funding for new faculty positions beginning in fiscal year 2013–14. In addition, an additional $205,000 will soon be awarded

to fund four proposals that that have been reconsidered after further development. They are related to additional support for veterans and to student success programming. As originally planned, I also have retained some funding to serve as a buffer in the event of future budget shortfall.

6. And finally I would like to welcome Provost Moerland to the IUP community.

Provost's Report

Good afternoon and welcome back from break.

My comments are brief and consists primarily of thanks for the warm welcome I have received on campus. This has helped to make my transition as easy as possible. It has been a busy 11 days. I have already had the pleasure of meeting some of you and I look forward to making many more acquaintances as the semester progresses.

You may think that Dante's Ninth Circle of the Inferno is treachery, but I am to here to tell you it is acronyms.

I have had the pleasure of attending two events on campus, and I must say that I was very impressed. The first was the kickoff for the College of Education and Educational Technology's Technology Day. I want to thank the organizers and the College of Education for being both excellent hosts as well as an ambassador to both the IUP and Indiana community. The information provided at this workshop is a wonderful resource for our community. I also attended the Orientation for or new International students. This event provides a vivid demonstration of IUP's presence in a global community.

I want to provide updates regarding the two deans searches that are underway. The two are the College of Health and Human Services and the College of Education and Educational Technology. Both are proceeding well with the "airport" interviews completed and the committees are finalizing schedules for one campus interviews. These arrangements will be communicated to the IUP community when confirmed. I want to take this opportunity to thank Mary Swinker and Ed Nardi for their superb service as interim Deans. This will not be the only opportunity to do so, but I do want to express my appreciation to them. Additionally, I was to thank both search committees for their superb work during the search process. Their job is not yet done, but I want to publicly acknowledge their efforts.

<u>Curriculum Revisions</u>
In response to the Senate recommendations from the December 4, 2012 meeting, I accept the following:
From the <u>University-Wide Undergraduate Curriculum Committee:</u>

A. The following course is approved by me and may be offered immediately:
   - HPED 256 – Applied Human Structure and Conditioning
   - HPED 351 – Managing Budges and Technology in Sport
   - HPED 465 – Sport Management Capstone
   - HPED 415 – Lifestyle Behavior Management for Physical Activity
   - HPED 416 – Functional Training for Strength and Conditioning
   - FSMR 358 – Fashion Show Production
   - FIN 401 – Energy Finance

B. Program revision from the Health and Physical Education department for the Bachelor of Science – Physical Education and Sport – Sport Administration, and the Bachelor of Science – Physical Education and Sport – Exercise Science

C. Program revision from the Political Science department for the minor in Political Science, the Bachelor of Arts – Political Science, and the Bachelor of Arts – Political Science/Pre-Law Track.

Chairperson's Report

Welcome back and I hope you all had a good break. We start the semester with the possibility of a strike looming ahead. Many of us have been through this before and the fact that all previous situations like this have ended without a strike is of little solace to our current situation. The cast of characters and issues are different each time. Working in these circumstances is a bit like knowing there is a perfect storm brewing but having no idea what the probabilities are that it will descend upon you. It can be distracting to say the least. I wish you all luck in maintaining your focus, motivation and enthusiasm entering this new semester. The senate is the forum where issues relevant to the strike can also be aired and I encourage you all to ask questions and engage in discussion of these issues.

Parliamentarian's Report

The 'Tip of the Month' remains on Winter Break.

To offer your suggestion for a Robert's Rules 'Tip of the Month,' please contact me:
Dawn Smith-Sherwood
smithshe@iup.edu

Vice Chairperson's Report—No report

Rules Committee (Senator Korns)

The Rules Committee is busy preparing for spring elections. As you entered you were asked to check your term and verify the information we have for accuracy. A call for nominations will go out to the university community shortly. Department chairs whose department reps terms expire this spring will be notified as will the Provost for Administrative Appointees.

The elections will begin at the beginning of March for positions of at large faculty senators, University Wide Undergraduate Curriculum Committee, and University Wide Graduate Committee.

The next meeting will be Feb 5th 3:30 PM in Keith 6.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- **CRIM 450 Women and Crime**

FOR ACTION:

1 Liberal Studies Committee and UWUCC—Writing Intensive Approvals **APPROVED**

- **Tim Hibsman, Department of English, Type I Professor Commitment**
- **Eric Lauber, Department of Journalism, Type I Professor Commitment**
- **THTR 311/ENGL 309 Dramaturgy, Type II Department Writing Intensive Course**
- **MIDL 315 Classroom Management and Adolescent Development, Type II Department Writing Intensive Course**
- **MIDL 425 Methods of Teaching Language Arts in Grades 4-8, Type II Department Writing Intensive Course**

2 Department of Marketing—Catalog Description Change **APPROVED**

Current Catalog Description:

MKTG 450 Marketing Strategy **3c-0l-3cr**
Designed to develop marketing and business decision-making skills to evaluate real-world business situations, analyze marketing problems and scenarios, and produce solutions in the form of marketing and business strategies. Involves analyses based on quantification of marketing decisions and problem-solving scenarios using exercises and in-depth case studies which develop analytical reasoning. This senior-level course integrates knowledge of marketing and other business management functions into marketing strategy development, implementation, and control using either a Marketing Plan or marketing simulation exercises. Readings on classic and emerging issues will provide applied perspectives of marketing in the business environment.

Proposed Catalog Description:

MKTG 450 Marketing Strategy **3c-0l-3cr**
Prerequisites: MKTG 320; Senior level standing
Designed to develop marketing and business decision-making skills to evaluate real-world business situations, analyze marketing problems and scenarios, and produce solutions in the form of marketing and business strategies. Involves analyses based on quantification of marketing decisions and problem-solving scenarios using exercises and in-depth case studies which develop analytical reasoning. This senior-level course integrates knowledge of marketing and other business management functions into marketing strategy development, implementation, and control using either a Marketing Plan or marketing simulation exercises. Readings on classic and emerging issues will provide applied perspectives of marketing in the business environment.

Rationale: When this new course was approved by Senate on Feb. 21, 2012 the prerequisites were accidently left off of the catalog description.

3 Department of Foreign Languages—New Course and Course Deletions **APPROVED**

a New Course

JAPN 101 Elementary Japanese I **4c-0l-4cr**
For beginning students. Introduces the Japanese language, with attention focused on three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. Students learn pronunciation, fundamental grammatical patterns, and how to write hiragana, katakana, and basic kanji. Students will learn to converse and ask questions in simple present and past time and will become acquainted with aspects of Japanese culture and society. Students may not register for or take a D/F repeat in JAPN 101 when credit has already been received for a higher- numbered JAPN course.

Rationale: The course is part of the sequence necessary to fulfill departmental or college requirements for students to achieve an intermediate level proficiency in a foreign language. It is also part of the sequence necessary for Asian Studies majors to achieve at least an intermediate level proficiency in an Asian language.

b Course Deletions **APPROVED**

GRMN 251 German III **3c-0l-3cr**
GRMN 252 German IV **3c-0l-3cr**

Rationale: GRMN 251 German III and GRMN 252 German IV are being replaced by GRMN 201 Intermediate German. The German section of the Department of Foreign Languages redesigned the Elementary and Intermediate language sequence to be consistent within the Department of Foreign Languages. Three 4 credit courses are replacing the current four 3 credit courses. GRMN 251 German III and GRMN 252 German IV are thus no longer needed.

The new language sequence (GRMN 101, 102, and 201) was approved by Senate on May 1, 2012. GRMN 201 Intermediate German will be offered for the first time in Fall 2013 and GRMN 251 German III should not be listed any longer in the Undergraduate Catalog starting with the 2013-2014 academic year. GRMN 252 German IV will be offered for the last time in Fall 2013, and it should not be listed any longer in the Undergraduate Catalog starting with the 2014-2015 academic year.

4 Department of Journalism—Revision of Minor, New Course, Course Revisions, Course Title Changes, Course Number Changes, Catalog Description Changes, and Course Deletion

a New Course **APPROVED**

JRNL 215 Media Convergence in Journalism **3c-0l-3cr**
Explores the digitization of journalism, public relations and its many forms. Students learn how to digitize and work with media including the capture, editing and distribution of new media, as well as the history and economics of digital media.

Rationale: This course will be an elective for the Journalism Department. Not all students from the department will work with converged media after graduation. The course is not intended to be a Liberal Studies course. Minors and non-majors can take the course as well.

b Course Title Change **APPROVED**

Current title: JRNL 120 Journalistic Writing 3c-0l-3cr

Proposed title: JRNL 120 Journalistic Techniques for Professional Writing 3c-0l-3cr

Rationale: This course is designed as a writing-intensive course for non-journalism majors. Journalistic Techniques for Professional Writing is a more specific and appropriate term that applies across all media channels and disciplines. Students are taught how to apply the techniques of journalistic writing to their own professional writing.

c Catalog Description Changes (some with additional changes) **APPROVED**

i Catalog Description Change, Course Title and Number Change

Current Catalog Description:

JRNL 326 Public Relations I **3c-0l-3cr**
Prerequisites: JRNL 102, 120 or 220
Introduces the principles, practices, programs, and possibilities in the various areas of public relations.

Proposed Catalog Description:

JRNL 126 Introduction to Public Relations **3c-0l-3cr**
Introduces students to the principles, practices, programs, and possibilities in the various areas of public relations.

Rationale: The new course title emphasizes that this course is intended as an overview of the public relations profession. Since this course is intended to acquaint students with the profession to assess their interest in this field of study, making it a 100-level course allows the students to make their decisions early in their academic careers. Again, because it is an introductory level course, it should not require prerequisites.

ii Catalog Description Change **APPROVED**

Current Catalog Description:

JRNL 223 Photojournalism **3c-0l-3cr**
Prerequisite: Junior/senior standing
An introduction to still photography for news media. Includes preparation of a portfolio and learning of specialized processing techniques for highspeed work.

Proposed Catalog Description:

JRNL 223 Photojournalism **3c-0l-3cr**
Prerequisite: JRNL105 or COMM101 or instructor permission
An introduction to still photography for news media. Includes preparation of a portfolio and learning of specialized processing techniques for highspeed work.

Rationale: Using "junior/senior standing" for a 200-level course never made much sense. With the program revision for the major, COMM101 is accepted in lieu of JRNL105. This prerequisite change reduces the number of overrides that need to be provided to students who have taken COMM101. Adding "or instructor permission" to the prerequisite list will allow students in other majors, such as art, to also take this course after discussion with the course instructor.

iii Catalog Description Change **APPROVED**

Current Catalog Description:

JRNL 243 History of the American Press **3c-0l-3cr**
Prerequisite: JRNL 120 or 220
Traces the development of the American press from its Colonial roots. Emphasizes the role of the press in political and social development.

Proposed Catalog Description:

JRNL 243 History of the American Press **3c-0l-3cr**
Prerequisite: JRNL 105 or COMM 101
Traces the development of the American press from its Colonial roots. Emphasizes the role of the press in political and social development.

Rationale: This course is a lecture course requiring some foundations in the roles of mass media in today's world. JRNL 105 and COMM 101, both courses that cover that material, are more appropriate prerequisites than JRNL 120 or 220, which are both writing-intensive courses focusing on how to write journalistically.

iv Catalog Description Change and Number Change **APPROVED**

Current Catalog Description:

JRNL 491 Presentation Making **3c-0l-3cr**
Prerequisites: JRNL 220, 326
Gives practice in writing and making oral presentations based on public relations cases and problems. Familiarizes the student with problem-solving and small-group communication skills necessary for those working in the area of public affairs.

Proposed Catalog Description:

JRNL 301 Presentation Making **3c-0l-3cr**
Gives practice in writing and making oral presentations based on public relations cases and

problems. Familiarizes the student with problem-solving and small-group communication skills necessary for those working in the area of public affairs.

Rationale: The level of instruction in this class is more conducive to a lower-level numbering. In addition, students may need the skills learned in this class to tackle some of the other upper-division courses. Prerequisites were dropped since this is not a writing course and is not restricted to those considering a PR career. The JRNL 220 prerequisite is a writing-intensive course, and JRNL 126 is a PR course.

v Catalog Description Change **APPROVED**

Current Catalog Description:

JRNL 327 Layout, Design, and Production **2c-3l-3cr**
Prerequisite: JRNL 105
Provides basic techniques and theories of layout, design, and production, including typography, copyfitting, photo/art cropping and scaling, and steps in design process. Includes desktop publishing in the design of ads, newspapers, newsletters, brochures, and magazines.

Proposed Catalog Description:

JRNL 327 Layout, Design, and Production **2c-3l-3cr**
Prerequisite: JRNL 105 or COMM 101
Provides basic techniques and theories of layout, design, and production, including typography, copyfitting, photo/art cropping and scaling, and steps in design process. Includes desktop publishing in the design of ads, newspapers, newsletters, brochures, and magazines.

Rationale: The department accepts COMM 101 in lieu of JRNL 105. This prerequisite change codifies this and reduces the need for overrides. With desktop publishing, no one does traditional paste-up any more.

vi Catalog Description Change **APPROVED**

Current Catalog Description:

JRNL 337 Editing **3c-0l-3cr**

Prerequisites: JRNL 102, 220
Stresses basic practices such as copyediting and headline writing while also focusing on guidelines for improving accuracy, clarity, transition, spelling, and punctuation of copy. Students use wire service stylebook extensively.

Proposed Catalog Description:

JRNL 337 Editing **3c-0l-3cr**
Prerequisites: JRNL 120 or 220
Stresses basic practices such as copyediting and headline writing while also focusing on guidelines for improving accuracy, clarity, transition, spelling, and punctuation of copy. Students

use wire service stylebook extensively.

Rationale: JRNL 337 will be added to the journalism minor. The addition of JRNL 120, a required course for journalism minors, will allow minors to register for it.

vii Catalog Description Change **APPROVED**

Current Catalog Description:

JRNL 344 Issues and Problems **3c-0l-3cr**
Prerequisites: JRNL 102, 120 or 220
Examines critical case histories of ethical and professional situations and circumstances in the mass communication industry in a lecture and discussion format.

Proposed Catalog Description:

JRNL 344 Issues and Problems **3c-0l-3cr**
Prerequisites: JRNL 105 or COMM 101
Examines critical case histories of ethical and professional situations and circumstances in the mass communication industry in a lecture and discussion format.

Rationale: This course is a lecture course requiring some foundations in the roles of mass media in today's world. JRNL 105 and COMM 101, both courses that cover that material, are more appropriate prerequisites than JRNL 120 or 220, which are both writing-intensive courses focusing on how to write journalistically. JRNL 102 teaches the concepts of basic grammar, spelling, punctuation and Associated Press style, also not a necessity for understanding the concepts in JRNL 344.

viii Catalog Description Change **APPROVED**

Current Catalog Description:

JRNL 400 Professional Preparation **1c-01-1cr**
Prerequisites: Junior standing, JRNL major
Prepares majors for the professional world by exploring short- and long-term career goals, creating materials for self-marketing, and managing the personal and behavioral transition from college to the workplace in newspapers, magazines, public relations, and visual journalism.

Proposed Catalog Description:

JRNL 400 Professional Preparation **1c-01-1cr**
Prerequisites: JRNL 328, JRNL major
Prepares majors for the professional world by exploring short- and long-term career goals, creating materials for self-marketing, and managing the personal and behavioral transition from college to the workplace in newspapers, magazines, public relations, and visual journalism.

Rationale: With the increasing numbers of transfer students from within and outside IUP into the journalism major, the term "junior standing" has lost some meaning. The major benefits of this

course accrue to students who have completed the department's capstone course, JRNL 328 News Reporting.

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

Current Catalog Description:

JRNL 490 Public Relations II **3c-0l-3cr**
Prerequisites: JRNL 220, 326
A public relations writing class that includes assignments such as releases, features, newsletters, reports, biographies, rewrites, hometown stories, copyediting, interviewing, research, and special projects.

Proposed Catalog Description:

JRNL 490 Public Relations Writing **3c-0l-3cr**
Prerequisites: JRNL 126, 220
A public relations writing class that includes assignments such as releases, features, newsletters, reports, biographies, rewrites, hometown stories, copyediting, interviewing, research, and special projects.

Rationale: JRNL 326 Public Relations I has been renumbered and re-titled as part of the program revision. Therefore, the title of Public Relations II had to be changed. The new title more aptly reflects the content of the course, which is taught in a computer lab where writing is the major component. The prerequisite change reflects the renumbering of JRNL 326 to JRNL 126.

x Catalog Description Change **APPROVED**

Current Catalog Description:

JRNL 492 Problem Solving in Public Relations **3c-0l-3cr**
Prerequisite: JRNL 328
Introduces techniques for analyzing and tracking information flow in organizations. Introduces creative problem-solving techniques which are standard practice in corporate research groups.

Proposed Catalog Description:

JRNL 492 Problem Solving in Public Relations **3c-0l-3cr**
Prerequisite: JRNL 126
Introduces techniques for analyzing and tracking information flow in organizations. Introduces creative problem-solving techniques which are standard practice in corporate research groups.

Rationale: JRNL 492 is an upper-division course for students heading to a career in public relations. The lower-level PR course, JRNL 126, is the more appropriate prerequisite than JRNL 328 News Reporting.

xi Current Catalog Description: **APPROVED**

JRNL 493 Internship **var-6-12cr**
Prerequisites: Grade of C or better in JRNL 102, 105, 220, 328; department approval
On-the-job training opportunities in journalism and related areas. Maximum of 6cr may be applied to 30cr minimum of major.

Proposed Catalog Description:

JRNL 493 Internship **var-6-12cr**
Prerequisites: Grade of C or better in JRNL 102, 105, 220, 328, 347, 400; 2.3 overall QPA and 2.5 QPA in the major; department approval
On-the-job training opportunities in journalism and related areas. Maximum of 6cr may be applied to 34cr minimum of major.

Rationale: The internship prerequisites had always included successful completion (Grade of C or higher) in each of the major's required courses. With the addition of two more required courses in the major (for a total of four additional credits), the prerequisites have increased to include those two additions. JRNL 400 actually prepares students for applying for both jobs and internships and JRNL 347 Journalism Law and Ethics is crucial for students operating in the professional world.

Since the internship in journalism is an elective, not a requirement, the faculty expect students to achieve at a higher level in the classroom as evidence of their ability to perform well in the professional world. The number of internship sites that seek out our interns is indicative of the success of this higher bar. Therefore, the department has codified in the prerequisites the overall and major QPAs required for the internship experience in journalism.

d Course Revisions, Course Title Changes, and Catalog Description Changes

i Current Catalog Description: **APPROVED**

JRNL 220 Writing for Print Media **3c-0l-3cr**
Prerequisites: JRNL 102 (grade of C or better, majors only)
A course in journalistic style for students who plan to become professional writers. Teaches the basic journalistic formats and strategies used in print media such as the summary lead, the delayed lead, and the conventional news-story format. Throughout emphasizes economy, clarity and the development of voice for a given medium.

Proposed Catalog Description:

JRNL 220 Writing for Media **3c-0l-3cr**
Prerequisites: JRNL 102 (grade of C or better), majors only
A course in journalistic style for students who plan to become professional writers. Teaches the basic journalistic formats and strategies used in print media -- such as the summary lead, the delayed lead, and the conventional news-story format – and in digital and online media, such as writing for blogs and writing in chunks. Throughout emphasizes economy, clarity and the development of voice for a given medium.

Rationale: The news industry has moved into the digital age, and the word "Print" in the old course title was not inclusive of the changes in news writing and delivery. The course content has expanded to include the teaching of the new forms of news writing being employed in the digital news industry.

ii Current Catalog Description: **APPROVED**

JRNL 347 Journalism Law **3c-0l-3cr**
Prerequisites: JRNL 328 or junior standing, permission
Open to nonmajors by instructor permission. A survey of the major Supreme Court and state court rulings governing the mass media, especially the news media. Areas include libel, antitrust, free press/fair trial, privacy. Approach is nontechnical.

Proposed Catalog Description:

JRNL 347 Journalism Law and Ethics **3c-0l-3cr**
Prerequisites: JRNL 105 or COMM 101, permission
Introduces students to the laws that govern the mass media in America, notably libel, privacy and free press/fair trial and their impact on First Amendment rights of a free press. It also focuses on media ethics and its application in journalism.

Rationale: Journalism ethics now widely recognized as essential component of studying journalism law. Course does not require a writing skills course as prerequisite. Can be offered to any student who has completed JRNL 105 or COMM 101. The course outline has been updated to include a more systemic study of both law and ethics.

e Course Deletion **APPROVED**

JRNL 338 News Analysis **3c-0l-3cr**

Rationale: The course has not been offered in 20 years, and it is no longer listed in the catalog. Deletion of this course will have no effect on students currently enrolled in the minor program.

f Revision of Minor **APPROVED**

Current Catalog Description:

The department offers an 18-credit minor designed to complement any major. Three 3-credit courses are required: JRNL 102, 105, and 120. The remaining 9 credits may be taken from the following list of journalism major courses: JRNL 243, 250, 326, 338, 344, 347, 375, and designated Special Topics courses. Internship credits do not apply toward the 18-credit minor; however, a student in the minor program may take an internship and apply the credits as free electives.

Minor–Journalism **18** (1)

Required Courses:
JRNL 102 Basic Journalistic Skills 3cr (2, 3)

JRNL 105 Journalism and the Mass Media	3cr (2, 3)
JRNL 120 Journalistic Writing	3cr (2, 3)
Controlled Electives: Three courses from the following:	9cr
JRNL 243, 250, 326, 338, 344, 347, 375, 481 (4)	

(1) Internship credits do not apply toward the 18cr minor; however, a student in the minor program may take an internship and apply the credits as free electives.
(2) A grade of C or better is required for graduation with a minor in Journalism.
(3) The above three courses are to be taken in sequence.
(4) Minors may substitute only with departmental permission.

Proposed Catalog Description:

The department offers an 18-credit minor designed to complement any major. Three 3-credit courses are required: JRNL 102, 105, and 120. The remaining 9 credits may be taken from the following list of journalism major courses: JRNL 126, 243, 250, 301, 337, 344, 347, 375, and designated Special Topics courses. Internship credits do not apply toward the 18-credit minor; however, a student in the minor program may take an internship and apply the credits as free electives.

Minor–Journalism **18** (1)

Required Courses:	
JRNL 102 Basic Journalistic Skills	3cr (2, 3)
JRNL 105 Journalism and the Mass Media	3cr (2, 3)
JRNL 120 Journalistic Techniques for Professional Writing	3cr (2, 3)
Controlled Electives: Three courses from the following:	9cr
JRNL 126, 243, 250, 301, 337, 344, 347, 375, 481 (4)	

(1) Internship credits do not apply toward the 18cr minor; however, a student in the minor program may take an internship and apply the credits as free electives.
(2) A grade of C or better is required for graduation with a minor in Journalism.
(3) The above three courses are to be taken in sequence.
(4) Minors may substitute only with departmental permission.

Rationale: Most of these changes are cleanup of prerequisites to make it easier for minors to register for courses. The title change in JRNL 120 from Journalistic Writing to Journalistic Techniques for Professional Writing clarifies the content of the course: to apply journalistic writing skills to writing in other professions. JRNL 338 News Analysis has not been taught in over 20 years. Other changes were made as part of the BA in Journalism revision and are repeated here so the correct course numbers, titles and prerequisites appear correctly in the catalog.

5 Department of Mathematics—New Minor and Course Prefix Change

a New Minor **APPROVED**

Catalog Description:

Minor in Elementary and Middle Level Mathematics

The minor consists of 18 credits in elementary and middle level mathematics education. The minor may offer additional preparation for the teaching of elementary and middle mathematics. This minor does not lead to certification and is not open to students majoring in the Middle-Level Education 4-8/Mathematics Specialization.

Minor—Elementary and Middle Level Mathematics **18**

Required Courses: 12cr
MATH 151 Elements of Mathematics I
MATH 152 Elements of Mathematics II
MATH 456 Geometry for Elementary/Middle-Level Teachers
MATH 471Algebra for Elementary/Middle-Level Teachers
Controlled Electives: 6cr
Select 6cr from the following:
MATH 153, 317, 420, 457, 458, 459, 461(1)

(1) Other MATH content courses with the approval of the minor advisor.

Rationale: With recent changes to state certification requirements, the mathematics concentration is no longer an option for elementary education majors. The old programs have been replaced at IUP by the ECSP major (Early Childhood Education/Special Education) and the MIDL major (with a Math track for Grades 4-8).

The new state guidelines eliminate the elementary education graduates who emphasized mathematics in their coursework, and are highly desirable applicants for teaching positions in many school districts. The Minor in Elementary and Middle Level Mathematics allows those who have the time and inclination to take extra coursework in math that is specifically designed to give them content and pedagogy in teaching math for the elementary and middle school grade levels. This minor does not lead to certification nor is it open to students in the Middle Level Education Math Specialization

b Course Prefix and Number Change **APPROVED**

Current Catalog Description:

ELED 313 Teaching Mathematics in the Elementary School **3c-0l-3cr**
Prerequisites: MATH 152, ECED 280
Examines contemporary curriculum and methods of instruction used in elementary school mathematics (Grades 2-4). Students become acquainted with books, materials, and other resources helpful to prospective teachers. Activities include experiences in teaching elementary school mathematics.

Proposed Catalog Description:

MATH 330 Teaching Mathematics in the Elementary School **3c-0l-3cr**
Prerequisites: MATH 152, ECED 280
Examines contemporary curriculum and methods of instruction used in elementary school mathematics (Grades 2-4). Students become acquainted with books, materials, and other resources helpful to prospective teachers. Activities include experiences in teaching elementary school mathematics.

Rationale: With recent changes to state certification requirements, the Elementary Education (ELED) major no longer exists at IUP. When this program and it courses were removed from the catalog, this active course was also removed. ELED 313 Teaching Mathematics in the Elementary School is the second math methods class that Early Childhood/Special Education majors take. Changing the prefix to MATH will indicate that the course is taught in the mathematics department. Changing the number places it numerically after the first math methods course (MATH 320). This change will require changing the listing of courses in the Bachelor of Science in Education-Early Childhood Education/Special Education and Bachelor of Science in Education-Early Childhood Education/Special Education Urban Track in the Undergraduate Catalog. Both of these listings occur twice in the catalog; under the Department of Professional Studies in Education and under the Department of Special Education and Clinical Services.

6 Department of Human Development and Environmental Studies—Course Prefix Changes and Catalog Description Change

APPROVED

a Prefix Changes

Current Course Prefixes/Titles:

CNSV 101 Personal and Family Management	**3c-0l-3cr**
CNSV 315 Consumer Economics and Family Finance	**3c-0l-3cr**
CNSV 413 Problems in Consumer Economics	**3c-0l-3cr**
CNSV 416 Problems in Family Finance	**3c-0l-3cr**
INDS 312 Housing and Culture	**3c-0l-3cr**

Proposed Course Prefixes/Titles:

FCSE 101 Personal and Family Management	**3c-0l-3cr**
FCSE 312 Housing and Culture	**3c-0l-3cr**
FCSE 315 Consumer Economics and Family Finance	**3c-0l-3cr**
FCSE 413 Problems in Consumer Economics	**3c-0l-3cr**
FCSE 416 Problems in Family Finance	**3c-0l-3cr**

Rationale: The Consumer Services (CNSV) program/degree has been eliminated. Family and Consumer Sciences Education (FCSE) faculty members teach the CNSV courses. The CNSV prefix is confusing to students because the CNSV program no longer exists. INDS 312 Housing and Culture is a required course only for FCSE students and is taught by FCSE faculty. The course provides an overview of housing and culture topics FCSE students will be certified to teach in public schools. INDS students do not take the course because the content overlaps specific courses they are required to complete.

b Catalog Description Change **APPROVED**

Current Catalog Description:

FCSE 350 Teaching Family Life Education **3c-0l-3cr**
Prerequisites: EDUC 242

Corequisite: EDSP 102
Emphasizes teaching family life education in family and consumer sciences classrooms and through community organizations and agencies. Lessons are planned and implemented using a variety of instructional methods incorporating adaptations and modifications for special needs learners, basic skills, global concerns, and use of a problem-solving/decision-making approach. Planning of content, learning activities, instructional materials, and evaluation based on clearly stated objectives are emphasized. A microcomputer spreadsheet is utilized to manage a department budget and a grade book. Participation in professional organization activities is expected.

Proposed Catalog Description:

FCSE 350 Teaching Family Life Education **3c-0l-3cr**
Prerequisites: FCSE, CDFR, Disability Services majors, or instructor permission
Emphasizes teaching family life education in family and consumer sciences classrooms and through community organizations and agencies. Lessons are planned and implemented using a variety of instructional methods incorporating adaptations and modifications for special needs learners, basic skills, global concerns, and use of a problem-solving/decision-making approach. Planning of content, learning activities, instructional materials, and evaluation based on clearly stated objectives are emphasized. A microcomputer spreadsheet is utilized to manage a department budget and a grade book. Participation in professional organization activities is expected.

Rationale: CDFR majors are required to take this course if they want to earn the Certified Family Life Educator designation from the National Council on Family Relations. Disability Services majors may also opt to take this course for the Writing Intensive requirement. Course content is appropriate for all three majors listed, however, only FCSE students are required to take EDUC 242 and EDSP 102 but do not necessarily do so before FCSE 350. Content from those courses are not needed for FCSE 350.

7 Department of Finance—New Course **APPROVED**

FIN 143 Financial Wellness **3c-0l-3cr**
Theories and principles related to the physical, mental, social and emotional wellness aspects of individual money management. Information is focused on building a sound financial foundation as a college student, and can be applied throughout the lifespan to ensure future financial well-being. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. The course is cross-listed with ECON 143 and FCSE 143. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Rationale: This course is intended as a Dimensions of Wellness liberal studies course. The course will be a variable title course. This course is designed for all students regardless of major or academic level. The course will be cross-listed with ECON 143 and FCSE 143.

University-Wide Graduate Committee (Senator Piper)

FOR ACTION

1 Minor Program Revision **APPROVED**

Program: D. Ed in School Psychology

Sponsoring Department: Educational and School Psychology

Catalogue Start Term: Fall 2013

Summary/Rationale:
Currently, doctoral coursework is primarily delivered over three summer terms to certified school psychologists who work on a full-time basis during the fall and spring terms. Once they complete their comprehensive exams, they return to their full-time jobs and very often place the dissertation work on a "back burner." When the students return to work, face-to-face contact and motivation decrease dramatically, which often leads to a period of inactivity that makes it difficult for students to re-engage. Too often, students simply wait too long to work on their research projects and they lose momentum and do not finish the degree. The purpose of this proposal is to ensure that students continue to make progress toward their dissertation so that once their comprehensive examinations have been passed, they can continue working toward completion. The primary reason for implementing this type of sequence is to aid students in not only completing their degree, but also completing the degree within the seven year time period from when they begin the program.

Currently, students in the Doctoral Program in School Psychology (D.Ed.) are required to register for nine (9) credits of dissertation. In this proposed revision, the first three (3) credits of dissertation would be taken in the fall term between the student's second and third summer of doctoral coursework. The student would be assigned to one of the School Psychology faculty members who would work with the student to explore research topics and to narrow down the areas that might be selected for the dissertation. The second three (3) credits would be taken in the spring term between the student's second and third summer of doctoral coursework. The student would work under the supervision of a department faculty member who has expertise in research design/methodology to develop an actual proposal and work through the Institutional Review Board (IRB) process. These first two faculty members would be identified as "secondary dissertation advisers." For the last three (3) or more credits, the student would identify the "primary" dissertation adviser who would work with the student through completion of the dissertation. The primary adviser could be one of the two faculty who served as secondary advisers for that student or could be another faculty member of the student's choosing. The last three credits would be taken in the first term after the student has completed the doctoral internship and has passed the doctoral comprehensive examinations.

Because this proposal is a re-structuring of existing credits and requirements, and does not add new requirements, courses, or credits, no additional resources are needed to implement the program.

<u>Goals and Objectives of the Proposed Program</u>

1. All eligible first-year doctoral students will enroll for dissertation credits in fall and spring terms after their second year (summer) of coursework.
    a. Students will complete a draft of the Research Topic Approval Form along with a dissertation prospectus by the end of the second three (3) credits of dissertation (spring term).

b. Students will complete a draft of an IRB proposal by the end of the second three (3) credits of dissertation (spring term).

2. The Doctoral Program in School Psychology will increase its graduation rate within five years of implementation of the proposed program change.

Side-by-Side Comparison of Current and Proposed Course Sequences

Current Sequence of Courses		**Proposed Sequence of Courses**	
Summer 1		Summer 1	
EDSP 964 Seminar in School Psychology I	3 cr.	EDSP 964 Seminar in School Psychology I	3 cr.
EDSP 965 Seminar in School Psychology II	3 cr.	EDSP 965 Seminar in School Psychology II	3 cr.
EDSP 977 Seminar in Family-School Relations	3 cr.	EDSP 977 Seminar in Family-School Relations	3 cr.
EDSP 966 Psychopharmacology of Children's Learning and Behavior	3 cr.	EDSP 966 Psychopharmacology of Children's Learning and Behavior	3 cr.
Summer 2		Summer 2	
EDSP 942 Neuropsychology of Children's Learning Disorders	3 cr.	EDSP 942 Neuropsychology of Children's Learning Disorders	3 cr.
EDSP 949 Practicum II	3 cr.	EDSP 949 Practicum II	3 cr.
EDSP 915 Doctoral Seminar in Applied Educational Research	3 cr.	EDSP 915 Doctoral Seminar in Applied Educational Research	3 cr.
EDSP 978 Family Services for School-Related Problems of Children with Special Needs Disorders	3 cr.	EDSP 978 Family Services for School-Related Problems of Children with Special Needs Disorders	3 cr.
		Fall-Spring	
		EDSP 995 Dissertation	6 cr.
Summer 3		Summer 3	
EDSP 916 Doctoral Seminar in Advanced Educational Research	3 cr.	EDSP 916 Doctoral Seminar in Advanced Educational Research	3 cr.
Fall-Spring		Fall-Spring	
EDSP 952 Internship	6 cr.	EDSP 952 Internship	6 cr.
Post-Comprehensive Examinations		Post-Comprehensive Examinations	
EDSP 995 Dissertation	9 cr.	EDSP 995 Dissertation	3 cr.
Total	42 cr.	Total	42 cr.

2. Course Revision **APPROVED**

Course: COMM 832 Media Production

Sponsoring Department: Communication Media

Start Term: Fall 2013

Summary/Rationale
COMM 832 is a required course in the CMIT Ph.D. program and focuses on the production of media including (but not limited to) video, audio, radio, photography and other production topics. The content of each section offered will vary depending on the production expertise of the faculty member teaching the course. Students are required to complete six credits of COMM 832. Currently the course is only being offered in a standard three credit format, with students taking two sections of the course to complete the six credit program requirement. The designation of variable is confusing to students, not practical for scheduling purposes and not appropriate pedagogically. Teaching a one-credit section of media production does not permit sufficient depth or exploration of the content.

Because of the varying nature of the course content, common course objectives are included in the revised syllabus of record. These are objectives all sections of COMM 832 must meet. Other course objectives will relate to the specific production area being taught. The sample syllabus provided relates to audio production.

Current Description:

COMM 832 Media Production **1-6c-0l-3cr**

This production course may be taken for variable credit between 1 and six credits. It provides students with an array of media production skills related to audio, video, photographic, typographic, two-dimensional design, and web related production skills. The course is presented in modular form with each module equaling one credit. A student may test out of any or all of the modules but must substitute the credits with an elective approved by the student's advisor.

Proposed Description:

COMM 832 Media Production **3c-0l-3cr**

Provides students with skills in media production including audio, video, photography, typographic, two-dimensional design, on-line media and other areas of commercial and instructional media production. May be taken more than once. Students take two three-credit sections of COMM 832 to complete the six credit production core requirement for the program.

Prerequisite COMM 830: Media Preproduction

3. Minor Course Revision **APPROVED**

Course: COMM 814 Crises Communication

Sponsoring Department: Communications Media

Start Term: Fall 2013

Summary/Rationale:
During the 2011-12 academic year a course revision was made and approved which included adding a co-requisite to COMM 853, an elective course in the CMIT PhD program. However, there was misunderstanding of the term co-requisite by the proposer/department, believing that if a student had taken a required co-requisite in a previous semester that would satisfy the requirement for registration rather than that the two courses involved must be taken in the same semester. This was not the intent. Therefore, the affected course descriptions are revised to include language "prerequisite or co-requisite." Students can take COMM 14 concurrently with COMM 801 or in a previous semester.

Catalog Descriptions	
Original	Revised
COMM 814 Crisis Communication Explores the challenges of communication during crisis situations and emphasizes the practical and theoretical applications of communication strategies used by companies, organizations, and governmental bodies during headline-grabbing crises. The course focuses on the issues relevant to planning, developing, and executing of crisis communications plans. Students will explore communication and media relations techniques for communicating with stakeholders during a crisis. Cases discussed will examine crisis situations in business, political, educational, and non-profit settings. Co-requisite: COMM 801	COMM 814 Crisis Communication Explores the challenges of communication during crisis situations and emphasizes the practical and theoretical applications of communication strategies used by companies, organizations, and governmental bodies during headline-grabbing crises. The course focuses on the issues relevant to planning, developing, and executing of crisis communications plans. Students will explore communication and media relations techniques for communicating with stakeholders during a crisis. Cases discussed will examine crisis situations in business, political, educational, and non-profit settings. **Prerequisite or co-requisite: COMM 801**

4. Minor Course Revision **APPROVED**

Course: COMM 815 Teaching Communication Media

Sponsoring Department: Communications Media

Start Term: Fall 2013

Summary/Rationale:
During the 2011-12 academic year a course revision was made and approved which included adding a co-requisite to COMM 815, an elective course in the CMIT PhD program. However, there was misunderstanding of the term co-requisite by the proposer/department, believing that if a student had taken a required co-requisite in a previous semester that would satisfy the requirement for registration rather than that the two courses involved must be taken in the same semester. This was not the intent.

Therefore, the affected course descriptions are revised to include language "prerequisite or co-requisite." Students can take COMM 815 concurrently with COMM 801 or in a previous semester.

Catalog Descriptions	
Original	Revised
COMM 815 Teaching Communications Media Focuses on helping students to understand the unique challenges of teaching communications media courses in higher education and to improve their teaching via use of appropriate communication techniques and reflection upon teaching/learning styles, motivations, and instructional techniques. Introduces doctoral students to the academic discipline of communications media in higher education. Explores the goals of communications media education and challenges for administration of communications media programs. Students will also explore the relationship between teaching, scholarship, and service in communications media. Co-requisite: COMM 801	COMM 815 Teaching Communications Media Focuses on helping students to understand the unique challenges of teaching communications media courses in higher education and to improve their teaching via use of appropriate communication techniques and reflection upon teaching/learning styles, motivations, and instructional techniques. Introduces doctoral students to the academic discipline of communications media in higher education. Explores the goals of communications media education and challenges for administration of communications media programs. Students will also explore the relationship between teaching, scholarship, and service in communications media. **Prerequisite or co-requisite: COMM 801**

5. Minor Course Revision **APPROVED**

Course: COMM 818 Teaching Communications Media

Sponsoring Department: Communications Media

Start Term: Fall 2013

Summary/Rationale:
During the 2011-12 academic year, a course revision was made and approved which included adding a co-requisite to COMM 818, an elective course in the CMIT PhD program. However, there was misunderstanding of the term co-requisite by the proposer/department, believing that if a student had taken a required co-requisite in a previous semester that would satisfy the requirement for registration rather than that the two courses involved must be taken in the same semester. This was not the intent. Therefore, the affected course descriptions are revised to include language "prerequisite or co-requisite." Students can take COMM 818 concurrently with COMM 801 or in a previous semester.

Catalog Descriptions	
Original	Revised

COMM 818 Media Criticism This course 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 21st century society. It will primarily focus upon media designed for post high school aged audiences. Co-requisite: COMM 801	COMM 818 Media Criticism This course 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 21st century society. It will primarily focus upon media designed for post high school aged audiences. **Prerequisite or co-requisite: COMM 801**

6. Minor Course Revision **APPROVED**

Course: COMM 822 Children and Media

Sponsoring Department: Communications Media

Start Term: Fall 2013

Summary/Rationale
During the 2011-12 academic year a course revision was made and approved which included adding a co-requisite to COMM 822, an elective course in the CMIT PhD program. However, there was misunderstanding of the term co-requisite by the proposer/department, believing that if a student had taken a required co-requisite in a previous semester that would satisfy the requirement for registration rather than that the two courses involved must be taken in the same semester. This was not the intent. Therefore, the affected course descriptions are revised to include language "prerequisite or co-requisite." Students can take COMM 822 concurrently with COMM 801 or in a previous semester.

Catalog Descriptions	
Original	Revised
COMM 822 Children & Media This course analyzes the scope of media in relationship to children. The course examines the impact that media has on children in terms of behavior and culture. It also examines the influence children have in shaping the media. Discussions focus on multiple forms of children's media including those within entertainment and education. Co-requisite: COMM 801.	COMM 822 Children & Media This course analyzes the scope of media in relationship to children. The course examines the impact that media has on children in terms of behavior and culture. It also examines the influence children have in shaping the media. Discussions focus on multiple forms of children's media including those within entertainment and education. **Prerequisite or**

	co-requisite: COMM 801

7. Minor Course Revision **APPROVED**

Course: COMM 853 Corporate Communications

Sponsoring Department: Communications Media

Start Term: Fall 2013

Summary/Rationale:
During the 2011-12 academic year a course revision was made and approved which included adding a co-requisite to COMM 853, an elective course in the CMIT PhD program. However, there was misunderstanding of the term co-requisite by the proposer/department, believing that if a student had taken a required co-requisite in a previous semester that would satisfy the requirement for registration rather than that the two courses involved must be taken in the same semester. This was not the intent. Therefore, the affected course descriptions are revised to include language "prerequisite or co-requisite." Students can take COMM 853 concurrently with COMM 801 or in a previous semester.

Catalog Descriptions	
Original	Revised
COMM 853 Corporate Communications This course provides students with the necessary skills to design, inform, and implement communications media strategies within the corporate environment. Students will learn the importance of communication and its impact on the affected publics. Through developing written, oral, and managerial communication, students will be able to execute multidirectional communication within a corporate setting. Students will explore corporate communication functions including internal communication, corporate promotions, and marketing communications. Co-requisite: COMM 801	COMM 853 Corporate Communications This course provides students with the necessary skills to design, inform, and implement communications media strategies within the corporate environment. Students will learn the importance of communication and its impact on the affected publics. Through developing written, oral, and managerial communication, students will be able to execute multidirectional communication within a corporate setting. Students will explore corporate communication functions including internal communication, corporate promotions, and marketing communications. **Prerequisite or co-requisite: COMM 801**

8. Minor Course Revision **APPROVED**

Course: COMM 900 Culture of Cyberspace

Sponsoring Department: Communications Media

Start Term: Fall 2013

Summary/Rationale
During the 2011-12 academic year a course revision was made and approved which included adding a co-requisite to COMM 900, an elective course in the CMIT PhD program. However, there was misunderstanding of the term co-requisite by the proposer/department, believing that if a student had taken a required co-requisite in a previous semester that would satisfy the requirement for registration rather than that the two courses involved must be taken in the same semester. This was not the intent. Therefore, the affected course descriptions are revised to include language "prerequisite or co-requisite." Students can take COMM 900 concurrently with COMM 801 or in a previous semester.

Catalog Descriptions	
Original	Revised
COMM 900 Culture of Cyberspace In this theory-intensive course, students will be exposed to a wide variety of theoretical and empirical studies regarding the educational, corporate, social, and political aspects of social media. Privacy, copyright, blogging, network trends, video-knowledge sharing, and learning will be topics discussed in this class. Students will be required to analyze current media literature and build culture-based arguments in order to generate original research using cyberspace as a construct. Prerequisite: COMM 801.	COMM 900 Culture of Cyberspace In this theory-intensive course, students will be exposed to a wide variety of theoretical and empirical studies regarding the educational, corporate, social, and political aspects of social media. Privacy, copyright, blogging, network trends, video-knowledge sharing, and learning will be topics discussed in this class. Students will be required to analyze current media literature and build culture-based arguments in order to generate original research using cyberspace as a construct. **Prerequisite or co-requisite: COMM 801**

9. Minor Course Revision **APPROVED**

Course: COMM 910 Advanced Doctoral Research in Communications

Sponsoring Department: Communications Media

Start Term: Fall 2013

Summary/Rationale

The purpose of this proposal is to add a prerequisite of a minimum of 39 completed CMIT course credits to COMM 910, Advanced Doctoral Research in Communications.

With the CMIT PhD entering its fifth year, the faculty has recognized the need for students to have the appropriate foundational courses prior to taking COMM 910, the last course in the CMIT program sequence. Since this course helps to prepare students to begin dissertation research and it is not appropriate for students to enroll in the course until they are very near the end of their program.

The language included here is based on a recommendation from the registrar's office to avoid confusion with CMIT courses and COMM courses that are part of our undergraduate program and the Adult Education and Communication Technology master's degree program. The listing of specific courses would no longer be necessary as the courses currently listed as prerequisites would be part of the 39 required credits in the revised course description. No other changes are being made to the course content or course description.

Catalog Descriptions	
Original	Revised
COMM 910 Advanced Doctoral Research in Communications Serves as an advanced experience to assure students are prepared to do professional research in communications. Students will design a complete communications research project suitable for professional presentation and publication. Their work will encompass research design, measurement techniques, statistical procedures, and philosophies of research. Quantitative and qualitative approaches will be considered. Also covered are practical points such as data collection and generation strategies, concept definitions, database structure, and report design. Prerequisites: COMM 800, COMM 825, and COMM 828.	COMM 910 Advanced Doctoral Research in Communications Serves as an advanced experience to assure students are prepared to do professional research in communications. Students will design a complete communications research project suitable for professional presentation and publication. Their work will encompass research design, measurement techniques, statistical procedures, and philosophies of research. Quantitative and qualitative approaches will be considered. Also covered are practical points such as data collection and generation strategies, concept definitions, database structure, and report design. **Prerequisite: A minimum of 39 COMM doctoral credits**

10. New Course **APPROVED**

Sponsoring Department: Music

Program: MA Music Performance Track

Catalog Start Term: Fall 2013

Summary/Rationale:
This course will serve as the culminating project in applied music for students in the MA Music Performance Track. Students and professors may elect this course or MUSC 795 (Thesis) as the final project in our newly-redesigned degree program. This course more accurately represents the needs and priorities of many performance students and faculty members and presents a more clear representation of graduate work in performance on the student's IUP transcript.

Catalog Description

APMU 740 Graduate Music Recital **0c-4l-4cr**

This is the culminating activity for students in the MA Music Performance Track. Students prepare a 60 minute solo recital of selected works to be determined by close work and study with their major professor.
Prerequisite: APMU 651 or higher.

11. New Dual Level Course **APPROVED**

Sponsoring Department: Management

Course: MGMT 561

Catalog Start Term: Fall 2013

Summary/Rationale
Leadership has become an important aspect of management. Leadership skills have evolved as an essential component for an organization's success. Offering this course in the Business Management program will better prepare students for leading and following in their careers. This course will be an elective of the MBA program.

MGMT 561 Business Leadership Theory **3c-0l-3cr**

This course introduces the student to various leadership styles such as autocratic, laisse-faire, transformational, transactional, visionary, and others as they relate to today's global business/corporate environment. These styles and their effectiveness as well as examples of application will be discussed.
Prerequisites: None

12. New Dual Level Course **APPROVED**

Sponsoring Department: Management

Course: MGMT 562

Start Term: Fall, 2013

Summary/Rationale
Leadership has become an important aspect of management. Leadership skills have evolved as an essential component for an organization's success. Offering this course in the Business Management

program will better prepare students for leading and following in their careers. This course will be an elective of the MBA program.

Catalog Description

MGMT 562 Applied Business Leadership Skills **3c-0l-3cr**

The focus will be on current leadership styles and applications in business. The effectiveness of these styles will be critically examined and evaluated with a cross-culture emphasis. Advanced, innovative, and exploratory business leadership topics and their effect on the behavior of employees, cooperation, and productivity will be discussed.
Prerequisite: MGMT 561

13. Variability of Delivery **APPROVED**

Sponsoring Department: Nursing

Program: Ph.D

Start Term: Fall 2013

Summary:
Ph.D. in Nursing: The Department of Nursing and Allied Health Professions (DNAHP) PhD in Nursing is proposing a change in delivery to offer our doctoral program at the Dixon University Center in Harrisburg. The program will offer a unique combination of hybrid course delivery at that site, summer workshops, immersion classes and distance education format courses. The PhD program currently offers a part-time 60 credit program at Indiana that is delivered in a hybrid format (up to 1/3 of the class meeting is online). Courses in Indiana are offered in one day intense sessions with classes meeting every other Friday. Even though this provides an attractive option for some applicants, an alternative approach may be attractive to others. Offering the PhD program at Dixon with other delivery options will be attractive to a broader pool of applicants.
The PhD program emphasizes nursing educator preparation and will help to meet the need for nurse educators with appropriate academic qualifications while also increasing our visibility and program delivery at other sites. In the past, the DNAHP has offered our graduate nursing programs at other remote sites such as Monroeville, Northpointe, and Conemaugh Regional Medical Center (Johnstown) and have done so in creative formats such as Saturday offerings, Friday evenings, and workshops. The recent conversion of our MS programs to online delivery has allowed faculty to develop the skills to successfully incorporate the use of technology into our programs.

PhD courses, content and curriculum delivered via the Dixon University Center will remain the same as those offered in Indiana. We will use a variety of delivery strategies to make the program attractive to the potential student. One such strategy is offering summer courses in a week-long workshop format for in person meeting time and then up to 1/3 of the class time will be delivered online using a classroom management system. During the academic year, students will take 1-2 courses per semester. These courses will either be offered in what we consider an immersion delivery; following a workshop format, classes will meet for immersive 7 hour class days on a Friday and Saturday at two points during the semester. The remaining 1/3 of the course will be offered online. Pending appropriate approvals, select

courses may be delivered online or with the use of videoconferencing. Those courses will have more than 1/3 of class time delivery online.

PhD Course Sequence for Dixon University Center

Year One

Summer		6 credits
	NURS 820: Seminar in Nursing Theory	
	NURS 861: Pedagogical Practices in Nursing Education	
Fall		6 credits
	NURS 860: Faculty Development in Nursing Education	
	Elective (Note: Can be taken at any time, provided here as a sample plan)	
Spring		6 credits
	GSR 517: Statistical Methods II	
	Elective	

Year Two

Summer		6 credits
	NURS 862: Curriculum Evaluation in Nursing	
	NURS 952: Qualitative Nursing Research	
Fall		3 credits
	NURS 864: Technology in Nursing Education	
Spring		3 credits
	NURS 802: Leadership in Nursing: A Case Study Approach	

Year Three

Summer		6 credits
	NURS 863: Evaluation in Nursing Education	
	NURS 951: Quantitative Nursing Research	
Fall		6 credits
	NURS 865: Student Issues in Nursing Education	
	NURS 993: Nursing Professoriate Practicum	
Spring		3 credits
	NURS 953: Research Seminar I	

Year Four

Summer		6 credits
	NURS 954: Research Seminar II	
	NURS 994: Dissertation Seminar	
Fall →	until completion	9 credits
	NURS 995: Dissertation	

Total = 60 credits

Summer Courses
Each course will be delivered in a workshop format with 5 class meeting days and up to 1/3 of the class delivered online. Classes will meet at the Dixon University Center. Students will have the entire summer session to complete work for the course.

Fall and Spring Courses
Courses will be delivered via distance technology (pending appropriate approvals) or in an immersion format (Friday and Saturday classes).

14. Minor Course Revision **APPROVED**

Department: Nursing and Allied Health Professions

Course: NURS 743

Start Date: Spring 2013

Rationale
The Department of Nursing and Allied Health Professions (NAHP) is requesting to change the title of: NURS 743 Nursing Education Practicum. This course has lecture content that prepares students for roles in education and administration. The word practicum in the title does not accurately describe the course. We are proposing that the title would include the word capstone in replace of practicum. **The catalog description for this course will remain the same only the title will change.**

Current Catalog Description:

NURS 743 Nursing Education Practicum 1c-2l-3sh

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

Proposed Description:

NURS 743 Nursing Education Capstone 1c-2l-3sh

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

15. Minor Course Revision **APPROVED**

Department: Nursing and Allied Health Professions

Course: NURS 731

Start Date: Spring 2013

Rationale

The Department of Nursing and Allied Health Professions (NAHP) is requesting to change the title of: NURS 731 Nursing Education Practicum. This course has lecture content that prepares students for roles in education and administration. The word practicum in the title does not accurately describe the course. We are proposing that the title would include the word capstone in replace of practicum. **The catalog description for this course will remain the same only the title will change.**

Current Catalog Description:

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

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

Proposed Catalog Description:

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

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

16 Minor Course Revision **APPROVED**

Department: Nursing and Allied Health Professions

Course: NURS 732

Start Term: Spring 2013

Rationale

The Department of Nursing and Allied Health Professions (NAHP) is requesting to change the title of: NURS 732 Nursing Education Practicum II. This course has lecture content that prepares students for roles in education and administration. The word practicum in the title does not accurately describe the course. We are proposing that the title would include the word capstone in replace of practicum. **The catalog description for this course will remain the same only the title will change.**

Current catalog description:

NURS 732 Nursing Administration Practicum II 1c-2l-3sh

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

Proposed catalog description:

NURS 732 Nursing Administration Capstone II 1c-2l-3sh

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

Awards Committee (Senator Wisnieski)

The next meeting will be Jan 31st at 3:45 PM in Eberly 108

Noncredit Committee (Senator Pike)—No report

Library and Educational Services Committee (Senator McDevitt)

The next meeting will be Feb 5th at 3:40 PM in Room 101 Stabley

Research Committee (Senator Bonach)

The USRC met December 11, 2012. Overall there were 9 USRC Small Grant proposals and the decision was made to fund 9 proposals totaling $7,674.00. The next USRC meeting will be held on February 5, 2013 at 3:15 pm in Stright 301.

- Dr. Frederick Adkins
- Dr. Parveen Ali

- Dr. Alan Baumler
- Dr. Kimberly Desmond
- Dr. Christopher Kuipers
- Dr. DeAnna Laverick
- Dr. Mary Logan-Hastings
- Dr. Anson Long
- Dr. John Lowery

Also announcing:

To facilitate IUP's compliance with federal export control laws, we've added two simple check boxes to the USRC small grants application asking

1) "Does your project involve International travel?___Yes___No" and
2) "If you checked yes, does it involve the taking of university equipment abroad?___Yes___No ."

Checking "yes" in these boxes does NOT affect the funding decision at all--it simply allows the appropriate university administrators to ensure that any legally mandated export licenses and/or protocols are in place before the travel occurs.

Student Affairs Committee---No report.

University Development and Finance Committee (Senator Wick)

The next meeting will be Feb 5th at 3:30 PM in Sutton 218.

Academic Affairs Committee (Senator Dugan)

The next meeting will be Feb 5th at 3:30 PM in HUB Conemaugh Room

University Planning Council (Senator Reilly)—No report

Presidential Athletic Advisory Council (Senator Hinrichsen)—No report

Academic Computing Policy Advisory Committee (Senator Ford)

The next meeting will be held Jan 30th at 3:00 PM in 138 Stouffer

University Budget Advisory Committee (Senator Soni)

The next meeting will be held Feb 12th

Meeting was adjourned at 4:11 PM

Respectfully Submitted by

Edel Reilly

Senate Secretary