

**MINUTES OF THE
IUP UNIVERSITY SENATE**

April 30, 2013

Chairperson LaPorte called the April 30, 2013 meeting of the University Senate to order at 3:33 PM, in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Balint, Begany, Bencloski, Bowers, Chiarulli, Kaniasty, Lawer, Moore, Rittenberger, and Sink

The following senators were absent from the meeting: Appolonia, Catlos, Collins, Dennison, Gillham, Gropelli, Hood, Husentis, Janosko, Johnson, S., Kim, Mack, Marshall, Meyer, Nahouraii, Numen, Petrucci, Pankaj, Ritchey, Sharp, Van Dyke, Wasileski

The minutes from the March 26, 2013 meeting were **APPROVED** pending revisions to the UWUGC report and the addition of a motion approved as part of new business that was not included.

Agenda items for the April 30, 2013 meeting were **APPROVED** pending revisions.

REPORTS AND ANNOUNCEMENTS

President's Report

1. Budget Update: Recent emails communicated the projected budget shortfall to be \$5.78 million. This will be reduced to \$3.97 million at the cabinet level. Permanent budget reductions totaling this amount need to be submitted by May 15th with a decision being made on May 20th. Further information can be found at following website: <http://www.iup.edu/newsItem.aspx?id=141500&blogid=6291> as well as a set of general criteria to guide decisions regarding cuts.
2. Three candidates are scheduled to be on campus May 7, 8, and 9 respectively for the position of Assistant to the President for Social Equity. Below are the times for the open forums. Attendance at these forums is strongly encouraged. Further information on each candidate will be available closer to their campus visit.

Candidate #1

- Tuesday, May 7, 2013
- Open Forum: 9:30 to 11:00 a.m. – Gorell Recital Hall

Candidate #2

Wednesday, May 8, 2013
Open Forum: 8:00 to 9:30 a.m. – Susquehanna Room (HUB)

Candidate #3

Thursday, May 9, 2013
Open Forum: 9:30 to 11:00 a.m. – Susquehanna Room (HUB)

3. A question has been raised in the report from the Library and Education Services Committee regarding notification of faculty and staff on the recent snow day. Information on university closings or class cancellations (as this was) can be found on the Human Resources website <http://www.iup.edu/newsItem.aspx?id=139773&blogid=4523> It was pointed out that the listserv used the morning of the snow day was incomplete.
4. President Driscoll thanked all for the engaging inauguration ceremony. A special word of thanks to the numerous people involved in organizing all aspects of the event.

Provost's Report

I want to thank all of you for all your efforts during this academic year as your time is filled with culminating projects, grading and finishing class related activities. I want to wish you the very best in these closing days.

Last month I had indicated that the Dean of the College of Health and Human Services had been filled by Mark Correla who has joined us today.

Two meetings ago I had indicated that I hoped to have news regarding the College of Education dean search very soon. Last meeting I indicated I hoped to have news regarding the College of Education dean search very soon. This meeting I am happy to announce that Lara Leutkehans has accepted the position and will be starting at IUP July 1st.

The steering committee for Middle States is being assembled and is well at hand. I want to thank the co-chairs Hilliary Creely and Laura Delbrugge for their leadership during this important endeavor.

I would like to make a couple of comments regarding a couple of standing committee reports that are on today's agenda. The University-wide Graduate Committee report includes a revised Graduate Curriculum Handbook that will be considered for approval by the Senate. This revision has been the result of considerable effort by the committee and I would like to publically thank them for their efforts. Similarly, I commend the Library and Educational Services Committee on their report which contains a recommendation that I am very glad to see. Namely, that key constituencies across the university come together to work thorough many issues that surround distance education. I look forward to working with members of the committee and other stakeholders on exactly this and doing so soon.

Curriculum Revisions

In response to the Senate recommendations from the March 26, 2013 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - ANTH 250 – Human Origins
 - LAS 350 – The Mayas: Culture, Literature, and Numbers

- GEOS 356 – Coastal Processes and Geology
 - SOC 417 – Global Service Learning
 - CHEM 100 – Preparatory Chemistry
 - HIST 395 – Introduction to Historical Methods
 - HIST 475 – History of American Constitutionalism
 - JRNL 325 – Public Relations Campaigns
 - MUSC 139 – Piano Ensemble
 - ART 425 – Critical Practice
 - GEOG 444 – Energy Development and Compliance I
 - GEOG 445 – Energy Development and Compliance II
- B. Program revision from the Safety Science department of the Bachelor of Science – Safety, Health and Environmental Applied Sciences and the Minor in Safety, Health and Applied Sciences
- C. Program revision from the Chemistry department of the Bachelor of Science – Chemistry/Pre-Medical Track, the Bachelor of Science – Chemistry, and the Bachelor of Arts – Chemistry
- D. Program revision from the History department of the Bachelor of Arts – History, Bachelor of Arts – History/Pre-Law Track, and the Bachelor of Science in Education – Social Studies Education/History Track
- E. Program revision from the Journalism department of the Bachelor of Arts – Journalism
- F. Two new program concentrations from the Geography department. The Bachelor of Arts Geography/Energy Environmental Compliance concentration, and the Bachelor of Arts Geography/Energy Geotechnology concentration.

From the University-Wide Graduate Committee:

- A. The following course is approved by me and may be offered immediately:
- ENGL 757/857 – Digital Composition, Literature, and Pedagogy
 - ENGL 632 – Composition Theory and Practice
 - ENGL 749 – Advanced Research Seminar
- B. Program revision from the Music department of the Master of Arts in Music Performance.
- C. Program revision from the English department of the Master of Arts in English/Generalist.
- D. Program revision from the Art department of the Master of Arts in Studio.
- E. From the Physics department revision of the Professional Science Masters in Physics – Nano-science for Industrial Materials including a name change from Professional Science Masters in Nano-science for Industrial Materials to Professional Science Masters in Physics – Nano-science for Industrial Materials

Chairperson's Report

My first announcement concerns Middle States. Faculty senators received an email from me asking for volunteers to serve on the Middle States Accreditation committee. Thank you to everyone who stepped up and were willing to serve. I have accepted Eric Rubenstein's kind offer as his experience and knowledge of academic standards, self-study preparation and methods of assessment made him an ideal person for the position. So thank you Eric.

The second remark is directed to our student senators. There was discussion during our last meeting regarding advising and the students are putting together an advising survey. Unfortunately the advertisement in the Penn appeared to solicit "complaints" and "problems" about advising, rather than a more neutral stance for opinions good, as well as bad. Student senators I would appreciate if you would get out the word to other students that all opinions, not just complaints, are appropriate for that survey.

It is the end of the year and a time to traditionally thank everyone who participated in Senate this year and wish those who are leaving all the best. Some of you have served for many years. Thank you for devoting your time to help make this university function. Additional thanks to committee chairs who willingly accept responsibility and a not inconsequential amount of extra work. And to the individual members of the committees for giving up your time to work on matters that affect our university. Also, special thanks to the Senate Secretary Edel Reilly and Senate Parliamentarian Dawn Smith-Sherwood for their outstanding contributions over the past year.

In a short while we will fly through one curricular proposal after another. The speed at which we do this is mind-numbing and soporific. It belies the many hours that faculty spend working on curriculum in their respective departments in order to keep our curriculum relevant and up-to-date. And Administration also participates in this process as well. It is often unpleasant and hard work to do this and it deserves more dignity and acknowledgement than our weak "aye's" in favor of the proposal give it. Confetti and a trumpet fanfare would be more appropriate acknowledgements of the time and work put into this process. Sincerely, my thanks to you all. This IS shared governance.

Vice Chairperson's Report

Would like to apologize on behalf of SGA elections for the advertisement that appeared in the Penn. This call for "complaints" and "problems" was not the intent and not what the survey was seeking. The survey was completed on Qualtrics with over 1000 hits. Tabulation of the results will begin shortly.

Parliamentarian's Report

Robert's Rules 'Tip of the Month'

Motions that Bring a Question Again Before the Assembly (Part 3) -
Amend Something Previously Adopted

"The effect of **Rescind** is to strike out an entire main motion, resolution, rule, bylaw, section, or paragraph that has been adopted at some previous time" (305).

"**Amend Something Previously Adopted** is the motion that can be used if it is desired to change only a part of the text, or to substitute a different version" (305).

Characteristics of **Amend Something Previously Adopted** same as **Rescind**:

- May be made by any member regardless of original vote
- May be made at any subsequent meeting
- May require 2/3 vote OR majority of the entire membership (whichever is most practical to obtain) **IF** *previous notice is NOT given*

NB: Robert's Rules recommends giving *previous notice*, in which case only a simple majority vote is needed.

"I move to **Amend X** [by inserting, striking out, etc]."

"I second the motion to **Amend X**."

Chair: "Is there any debate on the motion to **Amend X**?"

DEBATE ON THE MOTION TO AMEND

Chair: "There is a motion on the floor to **Amend X** [by inserting, striking out, etc.]. All those in favor, signify by saying aye. All those against, nay."

[MOTION CARRIES OR FAILS, DEPENDING ON NUMBER REQUIRED PER RULE OF *PREVIOUS NOTICE*]

NB: Motions to **Rescind; Amend Something Previously Adopted** can only be **Reconsidered** if there is a negative vote on their adoption.

Quoted excerpts from Robert's Rules of Order Newly Revised 11th ed. (2011)

Rules Committee (Senator Korn)

FOR ACTION:

This bylaws revision was requested by the Student Affairs committee in response to a Rules committee request for Senate committees to review their functions as stated in the Senate Bylaws. It took some time reach this final language and I'd like the Student Affairs committee for their work and patience in getting this revision completed.

Senate Bylaws Change Request

APPROVED

Proposal: Amend Bylaws V.G.1. to change the language regarding the functions of the Student Affairs Committee.

Rationale: Update language to better reflect the current functions of the committee.

Current Bylaw:

- a. Function: The Committee on Student Affairs shall have as its area of responsibility problems and policies concerning student affairs including housing, health services, the extra-curricular program of the university, social regulations including disciplinary matters, the financial aid program, and other student affairs except those involved in the instructional program.

Proposed Bylaw:

- a. Function: The Senate Committee on Student Affairs is responsible for reviewing non-instructional policies concerning student life that are proposed or revised, serving as a consultant about issues that affect student life, and providing a forum for students to share concerns.

Update on Senate Elections:

Phase II of the 2013 Elections for committees has been concluded and the results will be reported to the Senate later this week. There were some challenges with the process this year but they were, in part, due to this being the first year we have utilized URSA for the nomination process. However, we believe it was worth it since it is anticipated that this will result in an overall improvement in the process in the future. I'd like to thank Senator Balint as well as Jeff Montgomery and Ben Milliron in the IT group for their assistance in developing this project.

Thank You:

I'd also like to recognize and thank several students from the Department of Employment and Labor Relations (ELR) for their assistance during Senate meetings this year. Justin Rossi, Kimberly Hilliard and Jennifer Shulze were very helpful taking attendance and providing microphones for speakers during meetings. I'd also like to recognize another ELR student, Kelly Welde, who in addition to serving as a student senator and member of the Student Affairs committee, assisted each meeting with attendance and was instrumental in developing and administering phase I and phase II of the elections this year in Qualtrics.

Minutes Approval by Email:

As a reminder, if this is the last meeting of the Senate, per the bylaws, we will conduct an asynchronous meeting in order to review and approve the meeting minutes. The secretary will

issue the minutes to all senators and after a period of review and discussion, senators will be asked to approve the minutes via a survey in Qualtrics.

University-Wide Graduate Committee (Senator Piper)

FOR ACTION:

1. **New Course:** ENGL 649: Introduction to Research in Applied Linguistics and TESOL

Department: English

APPROVED

Catalog Start Date: Fall 2013

Rationale:

Second language English teachers are expected to be able to read and comprehend current research published in academic journals, to be able to understand empirical assessments of their teaching and student abilities and are expected to be able to conduct classroom research on their students' needs and educational outcomes. Furthermore, across the world, ESL/EFL teaching positions require applicants to be able to conduct research and to have relevant research experiences. The proposed new course answers these needs by introducing MA level students to the process of scientific inquiry that are relevant to language teachers.

This will be a required course (for both MA Thesis and non-Thesis track students) in the MATESOL program. Students will take this course during the first semester of their first year. This course will be taken concurrently with ENGL 625 and ENGL 644.

There is no pre-requisite for this course since this course will be taken at the same time as ENGL 625 and ENGL 644.

Catalog description:

ENGL 649: Introduction to Research in Applied Linguistics and TESOL 3c-01-3cr

Explores the basic concepts and methods of conducting and reading research. This course will use a textbook to introduce these basic concepts and will practice their usage within the framework of the class. This course is designed to prepare students for the process of writing an MA Thesis and read and conduct research. Within the framework of this course, each student will define a research question of personal interest, collect suitable research articles, write and present a literature review and finally write and present a provisional MA Thesis proposal to the MATESOL faculty.

Prerequisite: None

2. **Course Number Change (ART 630 renumbered to ART 525)**

APPROVED

Department: Art

Catalog Start Date: Fall 2013

Rationale:

ART 425/525 Critical Practice will be offered as a dual level elective course for advanced art majors in studio (BA, BFA) and Master of Arts in Studio (MA) students. Designed as an online offering, the course currently exists as a graduate level class, ART 630 Critical Practice, within the MA in Studio degree program. The ART 630 course number will change to ART 525 to reflect the blended graduate and undergraduate enrollment. ART 630 Critical Practice was originally designed to serve two graduate degree programs in Art: the MA in Studio and the proposed MS in Art Education. The department, however, has decided to place the MS in Art Education program proposal on hold at this time. Without the MS students, ART 630 Critical Practice, a required course in the MA in Studio, will not generate sufficient enrollment. Given that the course content fulfills an important need within the BA and BFA programs, it was decided that the course would be revised as a dual level.

Catalog description:

ART 525: Critical Practice

3c-01-3cr

Assists advanced students to acquire art criticism concepts and skills. Through written discourse, students will engage in both the discourse of art making and contemporary theories.

Prerequisites: Graduate Status. Art Majors only

3. New Dual Level Course: GEOG 544: Energy Development and Compliance I

APPROVED

Department: Geography & Regional Planning

Catalog Start Date: Fall 2013

Summary and Rationale:

- Course has been revised to a dual level offering
- The ECOB has requested that this course be part of a new Master's Certificate in Energy that is currently in development. Furthermore, this course expands the opportunities for students in the Master's program in Geography.

Catalog description:

GEOG 544 Energy Development and Compliance I

3c-01-3cr

Reviews and characterizes energy resources found in northern Appalachia, and the logic and techniques used to identify, quantify and regulate their development and extraction. Focuses in particular on the spatial dimensions of shale gas, coal, and wind as major energy sources in northern Appalachia, and deals with topics such as exploration, environmental and cultural compliance, logistics, production analysis, and infrastructure maintenance.

Prerequisites: None

4. New Dual Level Course: GEOG 545: Energy Development and Compliance II

APPROVED

Department: Geography & Regional Planning

Catalog Start Date: Fall 2013

Summary/Rationale:

- Course has been revised to a dual level offering
- The ECOB has requested that this course be part of a new Master's Certificate in Energy that is currently in development. Furthermore, this course expands the opportunities for students in the Master's program in Geography.

Catalog description:

GEOG 545 Energy Development and Compliance II

3c-01-3cr

Reviews and characterizes the spatial representation and analysis techniques used by public, private and non-profit entities engaged in the energy industries. Focuses in particular on the implementation of energy resource applications such as exploration and development, environmental and cultural compliance, logistics, production analysis, and infrastructure maintenance.

Prerequisites: None

5. New Course: ACCT 575: Accounting for the Oil and Gas Industry

APPROVED

Department: Accounting

Catalog Start Date: Spring 2014

Rationale:

With the increasing activity and interest in the Marcellus shale industry within the region and energy management globally, this course is a significant addition to our accounting curriculum to keep our majors current with accounting standards and practices. This course will be included as a Major Area Elective in our undergraduate program and as an elective

for the Accounting Concentration in the MBA program. It is also designed for inclusion in any proposed energy management program.

Catalog description:

ACCT 575 Accounting for the Oil and Gas Industry

3c-01-3cr

Designed to provide an introduction into the accounting theory, practices and reporting requirements for the oil and gas industry. The significance of the industry in a global economy and the impact on International Financial Reporting Standards will be addressed.

Prerequisite: None

6. New Course: BLAW 539: Energy Law

APPROVED

Department: Finance and Legal Studies

Catalog Start Date: Spring 2014

Rationale:

With the increasing interest, profit and employment in the Energy and Shale industry this course will benefit our students and the local economy. This course will be included as a major area elective in our undergraduate and graduate program.

Catalog description:

BLAW 539 Energy Law

3c-01-3cr

Designed to give students an understanding of fundamental energy law including oil and gas law. Includes analysis of Natural Resource Leases & Contracts, Rights and Ownership of the mineral estate, Law of capture, Contracts, Clauses and Covenants of the oil and gas lease, Oil and Gas Operating Agreements, Title and Conveyance of Oil and Gas Leases, Pooling and Utilization on Private and Federal Lands, Easements and Right of Ways in connection with natural resource exploration, Environmental Considerations and Impacts of Natural Resource drilling and exploration, The Legal Structure of the Energy Industry, (Public Utility Holding Company Act, Federal Energy Regulatory Commission) Land Use restrictions and Eminent Domain.

Prerequisite: BLAW 633

7. New Dual-Level Course: SOC 517: Global Service Learning

APPROVED

Department: Sociology

Catalog Start Date: Summer 2013

Rationale:

This course has been offered three times as a special topics course. It will be offered once a year during the summer sessions.

Catalog Description

SOC 517: Global Service Learning

3c-01-3cr

Provides a forum for critical reflection on community-driven service, cross-cultural experiences, and global citizenship. Progresses through a framework, which explicitly links personal experience and readings with regular writing assignments in a journal and class discussion. Reflects on both the purposes of their service work as well as on its limits as a response to specific needs within the community, and more general problems of social justice. Through the experience of interaction and reflection, students learn to apply knowledge and skills in the real world, exercise critical thinking, develop self-learning and helping skills, develop societal knowledge and sensitivity, and enhance personal development. Explores issues of social responsibility and citizenship in relation to the social problems with which they become acquainted through their community work.

Prerequisite: Permission of the instructor

8. New Course: FIN 501: Energy Finance

APPROVED

Department: Finance and Legal Studies

Catalog Start Date: Fall 2013

Rationale:

This course at the 400 level will be an elective for undergraduate Finance/Accounting Majors and at the 500 level will serve as one of the electives in the Finance Concentration of the MBA Program. It is not intended for inclusion in the Liberal Studies program. The 400 level version of this course has been approved by the Finance & Legal Studies Department.

Integrating the Energy Management Certificate Program into business strategy and practice is one of the most significant emerging trends in recent times. This course will be essential for Finance/ Accounting majors and MBA students with a Finance Concentration in preparing for their professional future.

Catalog Description:

FIN 501 Energy Finance

3c-01-3cr

Presents a strategic framework for examining energy finance strategies used primarily in the oil and gas industry. It discusses the wide range of tools available for financing energy

projects such as equity, debt, tax credits and other methods used by corporations. It extends the financing framework by describing current theories and applications in developing the energy product and how it is priced and delivered to the end user.

Prerequisite: None

9. New Course PHYS 501: Theoretical Physics

APPROVED

Department: Physics

Catalog Start Date: Fall 2013

Rationale:

As part of the physics department's consolidation efforts, we are aligning the undergraduate and graduate curriculum. Many of our upper level undergraduate courses will become dual level, increasing the course options for our graduate students. This course will not be specifically required for graduation; however it can be included in the required course distribution for graduation. This course is at the intermediate level, covering fundamental concepts in physics. Students enrolled in the course must have had courses in calculus, differential equations, and general physics. There are no prescribed pre-requisites for PHYS 501, since students coming into the master's program will have had appropriate preparatory courses as an undergraduate. As part of the Physics Department's reorganization, students with undergraduate degrees other than Physics may be enrolling in this course.

Catalog Description:

PHYS 501 Theoretical Physics

3c-0l-3cr

Explores the applied mathematics necessary to solve ordinary and partial differential equations in closed and series forms for boundary value problems in intermediate and advanced physics. Coordinate transformations, tensor analysis, special functions and series involving complex variables and integral transforms are also considered.

Prerequisites: None

10. New Dual Level Course IFMG 560: Analysis and Logical Decision

APPROVED

Department: Management Information System (MIS) and Decision Sciences

Catalog Start Date: Fall 2013

Rationale:

Analysis and design is an important activity in the design of Computer Based Information System. In fact there is no assurance that a CBIS will meet the users' expectations if the analysis and design is not carried out in a proper fashion. Analysis and design is an important

skill that an MIS student needs to have. This dual-listed course will be available as an elective for graduate students seeking a concentration in the MIS area. After taking the course graduate students will become more proficient in this business analysis which is likely to increase their chances of employability in the industry in general.

Catalog description:

IFMG 560 Analysis and Logical Design

3c-01-3cr

Involves teaching the tools and techniques required for the analysis and design of a business system. Along with in-class discussions of the principles and techniques for analyzing, designing, and constructing the system, the students will also formulate system teams in order to analyze the problems of an existing business information system, to design an improved system, and to control the implementation of the new system.

Prerequisites: Permission of the instructor

11. Concentration Name Change

APPROVED

Department: English

Current Name of Concentration: M.A. English: Generalist

Proposed Name of Concentration: M.A. English: Composition and Literature

This revision will change the name of the M.A. Generalist program to better match current professional and academic designations of a generalist in English. Specifically, the revised program prepares students equally well in both composition and literature, the two primary subfields of the English discipline. Consequently, the updated program will be known as the M.A. in English: Composition and Literature (M.A. English: Comp-Lit) and is designed for students who wish to combine coursework in composition and literary studies in order to pursue teaching at the community-college level or to prepare for advanced doctoral work. The M.A. in English: Comp-Lit curriculum features a unique focus on pedagogies of writing and literature to prepare graduates to meet the demands of the contemporary job market. A review of Master’s programs in English in the mid-Atlantic region reveals no other blended program in composition and literature.

The new program will be known as the M.A.in English: Composition and Literature (M.A. English: Comp-Lit). This revision should enhance the marketing potential and ability to draw students to the program.

12. Minor Program Revision: Change designation for Gifted Education Certificate of Recognition to Gifted Education Letter of Completion

APPROVED

Sponsoring Departments: Educational Psychology and Special Education and Clinical Services

Summary of Proposed Changes:

A 12-credit graduate-level, inter-departmental (EDSP and EDEX) Certificate of Recognition (COR) was approved by the IUP Senate in November 2012. In January 2012, PASSHE revised the required number of credits required for a COR from twelve to eighteen. Thus, the approved 12-credit COR did not meet PASSHE criteria. It does, however, meet the PASSHE criteria for a Letter of Completion (LOC). Discussions with the EDSP and EDEX departments resulted in a decision to keep the 12-credit sequence as originally proposed and seek the designation of a Letter of Completion. This proposal is a request to change the designation of the program from a COR to an LOC so that the credit requirements are consistent with PASSHE expectations.

Note there are no changes to the courses required for the proposed LOC. The 12-credit sequence of courses (2 courses from EDSP and 2 courses from EDEX) in the proposed LOC in Gifted Education is identical to the 12-credit sequence of courses for the Senate-approved COR in Gifted Education.

Side-By-Side Catalog Descriptions

Current	Proposed
<p>This <u>Certificate of Recognition (COR)</u> in Gifted Education is intended to improve the knowledge base of those teaching and supporting gifted learners. Four courses (12 graduate credits taken in any order) provide a foundation in identification, program development, assessment, and social/cultural factors related to the education of gifted students. Applicants must have already earned a bachelor’s degree and meet all other IUP criteria for <u>COR</u> admission.</p>	<p>This Letter of Completion (LOC) in Gifted Education is intended to improve the knowledge base of those teaching and supporting gifted learners. Four courses (12 graduate credits taken in any order) provide a foundation in identification, program development, assessment, and social/cultural factors related to the education of gifted students. Applicants must have already earned a bachelor’s degree and meet all other IUP criteria for LOC admission.</p>

13. New Certificate of Recognition: Simulation and Technology

APPROVED

Department: Nursing and Allied Health Professions

Catalog start term: Summer 2013

Rationale:

This proposal is for a certificate of recognition (COR) program in graduate nursing entitled Simulation and Technology. The proposed COR will prepare nurses to use simulation and technology in an academic or practice setting. Simulation, using moderate and high-fidelity mannequins has become a commonplace tool for teaching and learning in nursing education, especially in the clinical setting. Defined as a pedagogy using one or more typologies to promote, improve, and/or validate a participant's progression from

novice to expert (The INASCL Board of Directors, 2011), simulation provides the student with real-life clinical situations in a controlled environment. The demand for clinical sites and increased patient acuity has led to the use of simulation to better prepare nursing students for clinical practice (Harder, 2010). State boards of nursing have now proposed that up to 25% of clinical time may be accounted for through simulation activities (Jeffries, 2009). However, nurses and faculty have received little education on how to effectively use this technology as a teaching strategy. Results from the *National Council of State Boards of Nursing National Simulation Survey: Part II* found that simulation is not used more because faculty often lack the training to use it (Kardong-Edgren, Willhaus, Bennett, & Hayden, in press). Teaching with simulation requires an understanding of pedagogical principles to design, implement, and evaluate the simulation scenarios used for student learning. Nurses and faculty also need experience working with a variety of health care technologies including EHRs to maintain current practical knowledge. The growing trends related to technology and the increased use of simulation combined with the resources that are available within the Department of Nursing and Allied Health Professions (NAHP) at Indiana University of Pennsylvania (IUP) provide an excellent opportunity to offer a new graduate certificate focusing on simulation and technology. This COR will present an avenue to prepare nurses and faculty for roles in clinical practice and education including those teaching in licensed practical nurse (LPN), pre-licensure registered nurse (RN), graduate nursing, and staff development settings.

Summary

The 18-credit COR will include courses related to leadership, informatics, teaching strategies, and simulation for the graduate student to use technology and simulation in a clinical or lab setting under the guidance of an experienced informatics nurse or faculty. The COR will include the following courses:

- NURS/HSAD 555 Informatics in Health Care
- NURS 619 Leadership Strategies for Nursing
- NURS 722/723/725* (students will select one course to complete)
- NURS 722 Measurement and Evaluation in Nursing Education*
- NURS 723 Program Development in Nursing Education*
- NURS 725 Teaching Strategies for Nursing Curricula*
- NURS 781 Simulation in Nursing Education
- NURS 864 Technology in Nursing Education
- Elective (advisor approval required)

The following courses are currently offered as part of the master's in nursing education track: NURS 619, NURS 722, NURS 723, and NURS 725. Students who are currently enrolled in that track could complete the COR by taking four additional courses (NURS/HSAD 555, NURS 781, NURS 864, and an elective). NURS/HSAD 555 is currently a part of the Health Services Administration and Nursing (HSAD) dual degree offering. This course has been previously taught in the nursing curriculum and the HSAD curriculum. NURS 864 is taught in the PhD in Nursing curriculum. Because of the overlap of courses, students who enroll in the COR may also be interested in pursuing their master's degree after completion of the COR. Please note that NURS 781 was offered in

summer, 2012 for the second time as a special topics elective for master's and doctoral students. It will eventually be forwarded through the curriculum process for approval as a permanent and distance education course.

Proposed Catalog description

The Simulation and Technology COR will present an avenue to prepare nurses and faculty for roles in clinical practice and education including those teaching in licensed practical nurse (LPN), pre-licensure registered nurse (RN), graduate nursing, and staff development settings. The COR program will provide courses that focus on leadership, pedagogical teaching strategies, curriculum design or evaluation methods, designing, implementing, and evaluating simulation scenarios, informatics, teaching via distance education, and the use of technology in the classroom and clinical settings.

14. New Course: Music 640: Formative Assessment and Action Research in Music Education

APPROVED

Department: Music

Catalog Start Date: Fall 2013

Rationale:

There is a vast range of specific expertise in the area of K-12 music education. Undergraduate preparation for initial certification gives a cursory training in all possible areas. Practicing teachers seeking master level work will have a much more narrow range of target goals than their undergraduate counterparts at the University, depending upon their specific teaching responsibilities in their school settings. Using an action based research model allows practicing teachers in the MA program to focus upon specific goals that are particular to their individual teaching practices.

Catalog description:

MUSC 640: Formative Assessment and Action Research in Music Education 2c-0l-2cr

Provides a practicum for formative assessments in music teacher practice in K-12 settings that are based in action research. Action plans to address particular pedagogical issues will be identified by individual students from their school settings. Formative assessments for improvement will be developed by faculty instructors and course-based learning community through analysis of observational data, such as on-site visits to school sites and/or video observation of teaching, lesson plans, or other observable teaching materials and praxis. Students must have an in-service practice (school, private studio, church setting, community ensemble, or the like) for action research projects.

Prerequisites: Graduate status in music education, In-service practice in music education.

15. Department of Music: Program Revision**APPROVED****Program:** M.A. in Music Education**Catalog start term:** Fall 2013**Summary/Rationale:**

This proposal overhauls the Masters of Arts in Music Education. We are also seeking variability in delivery to allow this program to be largely online. Changes include a greater emphasis on education coursework, as shown by additional required Music Education courses and courses offered by the College of Education and Educational Technology (COE-ET). These new COE-ET courses are not only important because of their relevance to the field, but also because they partly fulfill the requirements for level two or “permanent” teacher certification in Pennsylvania. Our degree proposal would allow practicing music educators in Pennsylvania and elsewhere to meet state requirements for permanent certification while remaining in their present teaching position. Further, after completing the state mandate for additional credits, teachers will be only six credits away from degree completion. We feel that these changes to the MA in Music Education will make the degree

This revision is being made in concert with a program revision to our MA in Music Performance. As such, the core courses for both degrees have changed. As a faculty, we feel that courses in Bibliography, Music History, and Music Theory are central to all advanced degrees in music. Our core course offerings reflect these priorities, while having them shared across two degree programs makes them cost-effective to implement.

Another major change is that we have made the Thesis optional by placing it in our elective section. This reflects both educational and practical considerations. From an educational standpoint, we are making this change to suit the needs of the majority of our students. Writing a thesis is most appropriate for students who plan to complete the doctorate in music education, but the majority of our students are expected to be practicing teachers who will not seek a doctorate. For them, a program that offers a greater focus on theory and skills they can apply in their classrooms is more appropriate. Additionally, the thesis requirement often deters students from choosing our program (most competing programs do not require a thesis) and prevents them from finishing the degree. For students who do wish to write a thesis, that option remains as an elective.

Side-By-Side Comparison

EXISTING PROGRAM:		PROPOSED PROGRAM:	
MASTER OF ARTS IN MUSIC EDUCATION	(30 CR.)	MASTER OF ARTS IN MUSIC EDUCATION	(30 CR.)
I. Core Courses	(9 cr.)	I. Core Courses	(9 cr.)
LIBR 600 Bibliography of Music	3 cr.	LIBR 600 Bibliography of Music	3 cr.

MUSC 618 Comprehensive Musicianship	3 cr.	MUSC 516 Analytical Techniques	3 cr.
MUSC 632 Research Techniques in Music	3 cr.	And one of the following Graduate Music History Courses:	
II. Required Courses	(6 cr.)	MUHI 503, 504, 505, 507, or 521	3 cr.
MUSC 619 Methods for Comprehensive Musicianship	3 cr.	II. Music Education Courses	(9 cr.)
MUSC 620 Foundations of Music Education	3 cr.	MUSC 620 Foundations of Music Ed.	3 cr.
III. Music Education Courses	(4-6 cr.)	MUSC 631 Administration and Advocacy in Music Education	2 cr.
Select courses from the following:		MUSC 636 Advanced Technology in Music Education	2 cr.
MUSC 501 Advanced Choral Conducting	2 cr.	MUSC 640 Formative Assessment and Action Research in Music Education	2 cr.
MUSC 502 Advanced Instrumental Conducting	2 cr.	III. Education Courses	(6 cr.)
MUSC 535 Music for the Exceptional Student	3 cr.	Students may choose from the following courses:	
MUSC 537 Techniques of the Marching Band	2 cr.	EDEX 569 Education of Persons with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury	3 cr.
MUSC 540-550 Summer Music Workshop	1-3 cr.	EDEX 650 Exceptional Children and Youth	3 cr.
MUSC 628 Contemporary International Approaches to Elementary Education	2 cr.	EDSP 523 Educational Programming: Gifted Learners	3 cr.
MUSC 629 Advanced String Pedagogy	2 cr.	EDSP 577 Assessment of Student Learning	3 cr.
MUSC 631 Administrative Problems in Music Education	2 cr.	EDSP 624 Social, Emotional, and Cultural Factors in the Education of Gifted Learners	3 cr.
MUSC 633 Comparative Choral Methods	2 cr.	EDSP 704 Advanced Educational Psychology	3 cr.
MUSC 634 Practicum in Instrumental Music	2 cr.	IV. Electives	(6 cr.)
MUSC 635 Psychology of Music Education	2 cr.	Students may choose from the following courses.	
MUSC 636 Advanced Technology in Music Education	2 cr.	MUSC 503 Practicum in String Pedagogy	1 cr.
IV. Music Theory or History Course	(3 cr.)	MUSC 535 Music for the Exceptional Student	2 cr.
MUSC 516 Analytical Techniques	3 cr.	MUSC 537 Techniques for the Marching Band	2 cr.
or		MUSC 540-550 Summer Music Workshop	1-3 cr.
MUHI 503 Music of the Baroque Era	3 cr.	MUSC 628 Contemporary International Approaches to Elementary Music Education	2 cr.
MUHI 504 Music of the Classical Era	3 cr.	MUSC 635 Psychology of Music Education	2 cr.
MUHI 505 Music of the Romantic Era	3 cr.	MUSC 501 Advanced Choral Conducting	2 cr.
MUHI 507 Music of the Twentieth Century	3 cr.	MUSC 502 Advanced Instrumental Conducting	2 cr.
MUHI 508 Music of the Sixteenth Century	3 cr.	MUHI 503 Music of the Baroque Era	3 cr.
V. Applied Music Courses	(4 cr.)	MUHI 504 Music of the Classical Era	3 cr.
APMU 601-771	4 cr.	MUHI 505 Music of the Romantic Era	3 cr.
VI. Thesis	(4 cr.)	MUHI 507 Music of the 20th Century	3 cr.
MUSC 795 Thesis	4 cr.	MUHI 521 Topics in American Music	3 cr.
		MUSC 575 Music Ensemble	1-3 cr.
		MUSC 681 Special Topics	1-4 cr.
		APMU 601-771 Applied Music lessons	4 cr.
		MUSC 795 Thesis	4 cr.

Catalog Description

Department of Music

The graduate program in music provides students with opportunities to improve skills as teachers or performers beyond the Bachelor's degree, leading to enhanced career opportunities or to doctoral study. The Department of Music offers the MA in music with two areas of specialization: Music Education or Performance.

The Masters of Arts in Music Education offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in music teaching. This degree is designed to meet the needs of

practicing teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online.

The Masters of Arts in Music Performance is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice.

The Performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.

Admissions Criteria

In addition to meeting School of Graduate Studies and Research requirements, the applicant must meet Music Department admission requirements. All applicants must have an undergraduate degree with major in music or its demonstrated equivalent. Applicants for the Performance degree must complete a satisfactory audition on their major instrument (specific audition requirements are available upon application). Applicants to the Masters of Arts in Music must demonstrate that they are certified to teach music in the K-12 public schools of a U.S. state, or that they have comparable certification in another country.

The department may request additional supporting evidence of adequate preparation in specific concentration areas. Once accepted to a specific program of study, all music graduate students will be required to take a diagnostic exam in music theory and history prior to attending classes, so that advisors may better direct the students in their degree programs.

MASTER OF ARTS IN MUSIC EDUCATION (30 CR.)

I. Core Courses (9 cr.)

LIBR 600	Bibliography of Music	3 cr.
MUSC 516	Analytical Techniques	3 cr.
And one of the following Music History Courses: MUHI 503, 504, 505, 507, or 521		3 cr.

II. Music Education Courses (9 cr.)

MUSC 620	Foundations of Music Ed.	3 cr.
MUSC 631	Administration and Advocacy in Music Education	2 cr.
MUSC 636	Advanced Technology in Music Education	2 cr.
MUSC 640	Formative Assessment and Action Research in Music Education	2 cr.

III. Education Courses (6 cr.)

Students may choose from the following courses:

EDSP 523	Educational Programming: Gifted Learners	3 cr.
EDSP 577	Assessment of Student Learning	3 cr.
EDSP 624	Social, Emotional, and Cultural Factors	3 cr.
in the Education of Gifted Learners		
EDEX 569	Education of Persons with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury	3 cr.
EDEX 578	Education of Persons w/ Mental Retardation/Developmental Disabilities & Physical/Multiple Disabilities	3 cr.

EDSP 704	Advanced Educational Psychology	3 cr.
IV. Electives (6 cr.)		
Students may choose from the following courses.		
MUSC 503	Practicum in String Pedagogy	1 cr.
MUSC 535	Music for the Exceptional Student	2 cr.
MUSC 537	Techniques for the Marching Band	2 cr.
MUSC 540-550	Summer Music Workshop	1-3 cr.
MUSC 628	Contemporary International Approaches to Elementary Music Education	2 cr.
MUSC 635	Psychology of Music Education	2 cr.
MUSC 501	Advanced Choral Conducting	2 cr.
MUSC 502	Advanced Instrumental Conducting	2 cr.
MUHI 503	Music of the Baroque Era	3 cr.
MUHI 504	Music of the Classical Era	3 cr.
MUHI 505	Music of the Romantic Era	3 cr.
MUHI 507	Music of the 20th Century	3 cr.
MUHI 521	Topics in American Music	3 cr.
MUSC 575	Music Ensemble	1-3 cr.
MUSC 681	Special Topics	1-4 cr.
APMU 601-771	Applied Music lessons	4 cr.
MUSC 795	Thesis	4 cr.

16. Department of Music: Variability of Delivery**APPROVED****Title:** M.A. in Music Education**Catalog start term:** Fall 2013**Summary and Rationale:**

In an effort to maintain and improve a viable and relevant graduate program in Music Education, the IUP Music Department is proposing extensive revisions to its MA program. Since the majority of the revisions to these courses include online instruction, the department is seeking approval for variability in delivery. In addition, both the Performance and Music Education tracks of the degree draw upon a common core of courses with students in either face-to-face, online settings, or potentially both. This variability would afford the department greater freedom to offer courses in the most economically and educationally feasible manner, including both synchronous and asynchronous delivery.

17. Variability of Delivery M.S. in Health Services Administration (HSAD)**APPROVED****Department:** Employment and Labor Relations; Nursing and Allied Health Professions**Catalog start term:** Summer 2013

Rationale/Summary:

The purpose of this Variability in Delivery Proposal is to gain approval to begin to deliver more than 50% of the HSAD program using a distance education format, to deliver the HSAD program through video conference capabilities, and to add the delivery of the program to the Penn Center East campus. In terms of staffing, this program requires no additional faculty.

Our method of delivery for all campuses would be to provide distance education offerings, either online and/or videoconference, that could account for up to 50% or more of the total program requirements. Currently it is planned to offer 6 courses in an online format with a possible 2 additional courses in a videoconference format. However, each course in the online offerings will also be offered in a traditional classroom setting on IUP's main campus to accommodate those learners who prefer a traditional classroom setting. The only exception to this would be the Northpointe and Penn Center East programs (both part-time), where the programs will be 50% distance education at a minimum.

The Health Services Administration M.S. program is a program that has drawn increasing interest since moving to a blended format, enabling smaller numbers of students from remote locations to be aggregated to enable class-size minimums to be attained. Rolling admissions have been successful in other programs offered by the ELR department and it is anticipated that the HSAD program will yield similar results. As the Affordable Care Act nears full implementation in 2014, extending health insurance coverage to millions of Americans, it is anticipated that there will be a growing demand for administrators with academic preparation such as that offered in the HSAD program.

This proposal would not change anything related to curriculum except for the move to more distance education courses in the program. Credit hours and evaluation procedures would remain the same. Due to the geographic distance factor, there is no evidence that an HSAD program in Penn Center East would diminish the demand for the HSAD program curriculum at IUP's main campus or at Northpointe. This Variability of Delivery is specifically designed to make it more likely that they mutually reinforce one another.

18. Minor Program Revision: FLEX Master of Business Education (MBA) APPROVED

College: Eberly College of Business and Information Technology

Catalog Start Date: Summer 2013

Rationale/Summary of Changes

The Graduate Management Admission Test (GMAT) is being used as the primary aptitude test for admission into the MBA program on campus. In the MBA Program in India, that has been in operation since 2005 with over 500 graduates, we have been accepting one of two other aptitude test scores in addition to GMAT scores: a) Management Aptitude Test (MAT), the Indian equivalent of GMAT, offered by the All India Management Association (AIMA)

and b) Common Admissions Test (CAT), which is significantly higher in profile and level of difficulty. It is the aptitude test used by the premier Indian Institutes of Management (IIMs).

The current proposal is to add GRE to GMAT as an aptitude test for admission on campus and the CMAT to the list of aptitude tests that the students can take for admission in India.

We propose the minimum combined GRE score of 490 in the quantitative and verbal parts since the percentile corresponding to 490 in GRE is equivalent to the percentile of that of the current GMAT minimum score of 450. The reasons for adding GRE: many students wanting to pursue graduate education take GRE and it is as respected as GMAT for graduate admissions. Students who have already taken GRE would be hesitant to spend the time and money required to take a similar aptitude test.

The main reasons for adding CMAT to the list of acceptable tests for admissions to the program in India: a) this is the new test that is authorized by the All India Council for Technical Education (AICTE) which is the country's higher education agency of the federal government and governs the engineering and MBA education in the country (<http://www.aicte-cmat.in>) b) a large number of students are taking this test in India starting this year; they would be reluctant to spend the extra money and time required to take MAT or GMAT; c) most reputed business schools in India have started accepting CMAT in India and that includes our partner, PES, which has its own reputed local MBA Program; d) the questions and format in CMAT are more in tune with the Indian context; a predominant percentage of the students in the IUP program in India are looking towards a management career in the Indian context; e) there is excellent coaching available for CMAT in India; f) it is easier to promote the IUP-PES MBA program to thousands of students through a number of undergraduate colleges and coaching institutes for CMAT.

The CMAT provides a total test score of -100 to 400 (points are deducted for inaccurate random guessing and hence the possibility of a negative score) and in addition, a national merit ranking based on these scores. Nearly 100,000 students are expected to take this test each time it is administered. Based on the current cut-offs for MAT, GMAT and CAT, we propose to use the 50th percentile in CMAT as the minimum ranking to be eligible for admission.

19. Revision of Graduate Curriculum Handbook

APPROVED

The University-Wide Graduate Committee (UWGC) has revised the curriculum handbook to reflect current practices and policies. (See separate attachment.)

20. Revision to GPA calculations procedure for admission to graduate programs

APPROVED

Prior to approval a question asked regarding the last 60 credits. For example if a student obtained the following number of credits during their last four semesters 15-15-15-18 then 63 credits would be considered.

GPA Calculations for Graduate Admission Consideration

Current graduate admission requirements: Applicants must have a minimum cumulative undergraduate grade-point average (GPA) of 2.6 (on a 4.0 scale) if their bachelor's degree was earned five or fewer years ago. If earned more than five years ago, the minimum undergraduate GPA of 2.4 (on a 4.0 scale) is required. If requirements are met, the file is sent for Departmental Review (DR).

Applicants who do not meet minimum undergraduate GPA criteria outlined above must submit an official Miller Analogies Test (MAT) score of at least 395 in order to advance for DR.

Note: Some programs currently require a higher cumulative GPA than described above. Files for these programs are sent for DR only if the higher minimum GPA requirement is met.

SGSR Proposed Revised GPA Calculation Procedure

Effective for Summer 2013 admission and beyond:

In addition to the existing minimum GPA requirements noted above, the following steps will be taken to determine if files can advance for DR:

Applicants with a bachelor's degree only*:

Applicants who do not meet the above (and current) minimum GPA requirement will undergo a second calculation of their last 60 undergraduate credits earned. An application can be sent for DR if the final 60 credits are at or above a 3.0 (on a 4.0 scale).

Applicants with an earned bachelor's degree and earned graduate credits*:

If an applicant earned 12 or more graduate credits and the cumulative graduate GPA is at or above 3.5, the completed file will advance for DR.

A calculation of the last 60 undergraduate credits earned will be done if:

- GPA from the graduate coursework is below the proposed average
- Less than 12 graduate credits were earned

Applicants with an earned masters or doctoral degree*:

Will advance for DR.

*If minimum criteria are not met, applicants will still be required to submit official MAT scores of at least 395 in order to advance for DR, unless programs require a higher GPA per their graduate catalog descriptions.

FOR INFORMATION:

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

- ELMA 652: Diagnosis and Remedial Teaching of Mathematics

- ELR 624: Comparative Employment and Labor Relations
- NURS 622: The Practice of Nursing Research I
- NURS 731: Nursing Administration Capstone I
- NURS 732: Nursing Administration Capstone II
- ART 525: Critical Practice
- MUSC 640: Formative Assessment and Action Research in Music Education
- ELR/HSAD 610: Employee Rights Under Law
- ENGL 723/823: Second Language Teaching
- ENGL 742/842: Cross-Cultural Communication

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- **EDEX 323 Instruction of English Language Learners with Special Needs**
- **ANTH 211 Cultural Anthropology**

FOR ACTION:

1 Liberal Studies Committee and UWUCC—Removing courses from Liberal Studies Elective category **and a Writing Intensive Approval**

- a. MATH 123 Calculus I for Physics, Chemistry and Mathematics
MATH 124 Calculus II for Physics, Chemistry and Mathematics**

Rationale: MATH 123 and 124 are being removed from the Liberal Studies Elective Course list by the Mathematics Department. The courses are not being deleted from the catalog just from the list of Liberal Studies Elective courses.

b. Writing Intensive Approval

INDS 405 Interior Design Professional Practice was approved as a Type 2 writing intensive course, department course

2 Department of Health and Physical Education—Catalog Description Changes and New Course

Prior to approval a question was asked regarding the problems that will arise from having several courses with the same number but different prefixes and titles. Advisors and students need to be aware that successful attempts of these courses do not count towards total degree credit.

It was pointed out that the registrar's office and the A-deans are currently working on this issue and hope to have a solution by the fall.

a New Course:

APPROVED

HPED 143 Contemporary Women's Wellness

3c-01-3cr

Explores issues relating to the physical, emotional, and social aspects of special significance to women's health across the lifespan. Within the context of contemporary lifestyle and cultural influences, relevant health information affecting women of all ages, races, and ethnicities will be presented. Current trends in the prevention and control of chronic diseases and health disorders as well as practical applications of information and resources to help each student develop a personal wellness plan and the knowledge to become a women's health advocate will be emphasized. Successful completion of this course fulfills the liberal studies dimensions of wellness requirements. Other 143 courses also fulfill this requirement and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicated credit.

Rationale: Students will access and evaluate women's health information from reliable sources. Learning activities will require students to effectively select reliable sources of information and current research literature comprised of national organizations, hotlines, Web sites, books, articles, and video/audiotapes. These activities will be embedded throughout the course.

b Catalog Description Changes:

i Current Catalog Description:

APPROVED

HPED 343 Physiology of Exercise

3c-01-3cr

Prerequisites: HPED major and a grade of C or higher in HPED 221 or C or higher in BIOL 150

Physiological effects of exercise in humans. Major factors of diet, conditioning, physical fitness, maximum performance level, and fatigue.

Proposed Catalog Description:

HPED 343 Physiology of Exercise

3c-01-3cr

Prerequisites: HPED, PESP-EXSC, ATHL majors and a grade of C or higher in

HPED 221 or C or higher in BIOL 150
Physiological effects of exercise in humans. Major factors of diet, conditioning, physical fitness, maximum performance level, and fatigue.

ii Current Catalog Description: **APPROVED**

HPED 375 Physiological Basis of Strength Training **3c-3l-4cr**
Prerequisites: HPED major and HPED 221 with a grade of C or higher
Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

Proposed Catalog Description:

HPED 375 Physiological Basis of Strength Training **3c-3l-4cr**
Prerequisites: HPED, PESP-EXSC, ATHL majors and HPED 221 with a grade of C or higher
Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

Rationale: When the department revised the catalog descriptions to include HPED major they assumed that it would cover all of the students in the department majors. This has not been the case so the additional major codes are being added to facilitate registration for all of these majors.

3 Department of Human Development and Environmental Studies — Course Revisions, Catalog Description Changes, Course Title Changes, Program Revision, and Program Catalog Description Change

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

Current Catalog Description:

INDS 218 Drafting for Construction II **1c-3l-3cr**
Prerequisite: INDS 118
Introduces basic computer-aided drafting and design (CADD) for designers; emphasizes CADD theory and the value of the computer as a problem solving, design tool.

Proposed Catalog Description:

INDS 218 Computer Technology for Interior Design **1c-3l-3cr**

Introduces basic computer-aided drafting and design (CADD) for designers; emphasizes CADD theory and the value of the computer as a problem solving, design tool.

Rationale: Current name is misleading to students and not reflective of the catalog description; the course objectives and the name change address those issues. The original course titles were misleading in that 118 is hand drafting and other "graphics" and 218 is computer based drawing, various programs; they are independent one from the other.

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

i Current Catalog Description:

APPROVED

INDS 315 Residential Design I

1c-3l-3cr

Prerequisite: INDS 218

Applies interior design space planning and design problem-solving processes to residential design and emphasizes graphic communication and presentation of solutions.

Proposed Catalog Description:

INDS 315 Residential Design Studio

1c-3l-3cr

Prerequisite: INDS 218

Applies interior design space planning and design problem-solving processes to residential design and emphasizes digital and graphic communication and presentation of those solutions.

Rationale: The studio class will now be offered in the spring semester. The new name better describes the nature of the course (a studio) and coordinates with the revised objectives. Objectives were changed and added to better align with accreditation standards.

ii Current Catalog Description:

APPROVED

INDS 319 Residential Design II: Kitchen, Bath, Media Room Design

Prerequisite: INDS 315

1c-3l-3cr

Design elements are applied to kitchen, bath, and media room areas of the residence to provide design solutions supporting individual needs and changing lifestyles. Addresses the needs of special populations. Current national standards are addressed.

Proposed Catalog Description:

INDS 319 Kitchen and Bath Design

1c-3l-3cr

Prerequisite: Junior standing

Design elements are applied to kitchen and bath areas of the residence to provide design solutions supporting the needs of individuals as well as special populations

and changing lifestyles. Current national standards are addressed.

Rationale: The new course title better coordinates with the revised objectives of the course. Objectives were modified to better align with accreditation standards. Anything pertaining to media rooms was eliminated in order to better align with accreditation needs for interior design curriculum. Chief architect is no longer used in kitchen and bath design. No specific software was mentioned in order to have flexibility.

The prerequisite INDS 315 was removed because INDS 319 will now be taught to first semester juniors and INDS 315 will be taught to second semester juniors. The interior design faculty agreed that this change will greatly benefit students due to the fact that they will first learn kitchen and bathroom design before designing an entire residential interior.

c Program Revision:

APPROVED

Current Program:

Proposed Program:

Bachelor of Science—Interior Design

Bachelor of Science—Interior Design

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Fine Arts: fulfilled by ARHI 205
Humanities: PHIL 223 recommended
Mathematics: MATH 101 or higher
Natural Science: SCI 105-106
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 6cr, ARHI 207, ECON 122, no courses with INDS prefix

47-48

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Fine Arts: fulfilled by ARHI 205
Humanities: PHIL 223 recommended
Mathematics: MATH 101 or higher
Natural Science: Option I, SCI 105-106 recommended
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 6cr, ARHI 207, ECON 122, no courses with INDS prefix

47-48

Major:

51

Major:

51

Required Courses:
 FSMR 314 Textiles 3cr
 INDS 105 Introduction to Interior Design 3cr
 INDS 118 Drafting for Construction I 3cr
 INDS 205 Color Theory and Application 3cr
 INDS 218 Drafting for Construction II 3cr
 INSD 230 Presentation for Interior Design 3cr
 INDS 240 Three-Dimensional Design for Interior Design 3cr
 INDS 305 Interior Lighting 3cr
 INDS 310 Human Factors in Interior Design 3cr
 INDS 313 Materials and Finishes 3cr
 INDS 315 Residential Design I 3cr
 INDS 319 Residential Design II: Kitchen, Bath, Media Room Design 3cr
 INDS 370 Development of Design I 3cr
 INDS 380 Development of Design II 3cr
 INDS 405 Interior Design Professional Practice 3cr
 INDS 464 Contract Design I 3cr
 INDS 465 Contract Design II 3cr

Required Courses:
 FSMR 314 Textiles 3cr
 INDS 105 Introduction to Interior Design 3cr
 INDS 118 Interior Design Graphics 3cr
 INDS 205 Color Theory and Application 3cr
 INDS 218 Computer Technology for Interior Design 3cr
 INSD 230 Presentation for Interior Design 3cr
 INDS 240 Three-Dimensional Design for Interior Design 3cr
 INDS 305 Interior Lighting 3cr
 INDS 310 Human Factors in Interior Design 3cr
 INDS 313 Materials and Finishes 3cr
 INDS 315 Residential Design Studio 3cr
 INDS 319 Kitchen and Bath Design 3cr
 INDS 370 History of Interior Design and Architecture I 3cr
 INDS 380 History of Interior Design and Architecture II 3cr
 INDS 405 Interior Design Professional Practice 3cr
 INDS 464 Commercial Design Studio I 3cr
 INDS 465 Commercial Design Studio II 3cr

Other Requirements:

15

Other Requirements:

15

Outside Concentration:
Business: BTST 105, MKTG 320 6cr
Art: ART 114; two courses from the following: 9cr
 ART 213, 214, 215, 216, 218, 219

Outside Concentration:
Business: BTST 321, MKTG 320 6cr
Art: ART 114; two courses from the following: 9cr
 ART 213, 214, 215, 216, 218, 219
 COMM 271, 371, 471
 THTR 116, 120, 221, 320, 321, 489

Free Electives:

6-7

9cr

Total Degree Requirements:	120	Free Electives:(1)	6-7
		Total Degree Requirements:	120

(1) Students are encouraged to complete an internship

Rationale: We changed the requirement of BTST 105 Introduction to Business in favor of BTST 321 Business and Interpersonal Communications. We believe that BTST 321 will provide a strong foundation for communication in working with clients, vendors and other professionals as well as when making design presentations. In addition, BTST 321 will provide a second Writing Intensive class for our students. All of the INDS course title changes are incorporated as well.

We have also added to the list of courses that will be acceptable as art studio classes. This will allow Interior Design students to expand into specialized areas of art, theater and communications media and thus enable a greater amount of options for concentrations.

d Program Catalog Description Change: APPROVED

Current Catalog Description:

Interior Design

The Interior Design program enables graduates to analyze problems, synthesize information, and implement design solutions supportive of the needs of people and the environment. The program emphasizes synthesizing of information and creative problem solving based on interdisciplinary experiences and communicating solutions. The program enables graduates to adapt to a changing world by drawing on history and multidisciplinary experience and applying principles of research. This program is accredited by the National Association of Schools of Art and Design.

The core of the program includes courses addressing space planning, drafting, design graphics, color theory, building systems, materials and finishes, human factors, computer-aided drafting and design, design development, textiles, lighting, residential and contract design, and professional practice.

Detailed information is available from instructors regarding equipment and supplies to be purchased by students for individual courses in this program. Internships present an excellent opportunity for students to gain practical, on-the-job training and are highly recommended. Experiential learning opportunities in the community augment the program. Students tour a variety of settings including offices, museums, factories, showrooms, retail outlets, and construction sites. Supportive courses are offered in art and business. Graduates are prepared for entry-level positions in commercial and residential design, sales, historic preservation, and showroom management.

Proposed Catalog Description:

Interior Design

The Interior Design program offers students opportunities in analyzing problems,

synthesizing information, and implementing design solutions supportive of the needs of people and the environment. The program emphasizes creative problem solving through interdisciplinary experiences and communicating solutions. It enables graduates to adapt to a changing world by drawing on history while applying the principles of informed design and research. This program is accredited by the National Association of Schools of Art and Design.

The core of the program includes courses addressing space planning, hand drafting, design graphics and presentation techniques, color theory, building systems, materials and finishes, human factors, computer-aided drafting techniques, history of design, 3-D design, textiles, lighting, residential and commercial design, and professional practice. Detailed information is available from instructors regarding equipment and supplies to be purchased by students for individual courses in this program. Internships present an excellent opportunity for students to gain practical, on-the-job training and are highly recommended. Experiential learning opportunities in the community augment the program. Students tour a variety of settings including offices, museums, factories, showrooms, retail outlets, and construction sites. Supportive courses are offered in art, theater, communications media, and business. Graduates are prepared for entry-level positions in commercial and residential design, sales, historical preservation, kitchen and bath design, and showroom management.

4 Department of Marketing – Course Revision

Current Catalog Description:

APPROVED

MKTG 431 Business-to-Business Marketing

3c-01-3cr

Prerequisite: MKTG 420

Concerned with the major activities involved in the marketing of industrial goods and services, including the industrial marketing system, marketing information needs of the industrial firm, industrial marketing implementation and control, and channel, pricing, product, and promotional strategies for industrial goods.

Proposed Catalog Description:

MKTG 431 Business-to-Business Marketing

3c-01-3cr

Prerequisite: MKTG 320

Concerned with the major activities involved in the marketing of industrial goods and services, including the industrial marketing system, marketing information needs of the industrial firm, industrial marketing implementation and control, and channel, pricing, product, and promotional strategies for industrial goods.

Rationale: MKTG 420 Marketing Management is no longer being offered in the new Marketing Curriculum approved and implemented AY 2012-13. The prerequisite material needed for MKTG 431 Business-to-Business Marketing is covered in MKTG 320 Principles of Marketing. MKTG 320 Principles of Marketing is a Business Core course and intended to be a prerequisite for all subsequent marketing courses.

5 Department of Finance – Course Revision

Prior to approval a question was raised regarding the fact the both the current and proposed catalog descriptions are identical. It was pointed out that the changes to the course occurred in the content of the course syllabus but not in the course description.

Current Catalog Description:

APPROVED

FIN 425 Financial Derivatives

3c-01-3cr

Prerequisite: FIN 320 and 324 or equivalent/permission for FIN 425 and 324 or equivalent/permission for FIN 525

Provides an understanding of how the derivatives markets work, how they are used, and how prices are determined. Includes the common types of derivatives, their characteristics and properties, and trading methods and strategies. Also, covers fundamental pricing models based on arbitrage pricing theory, binomial, and Black-Scholes models.

Proposed Catalog Description:

FIN 425 Financial Derivatives

3c-01-3cr

Prerequisite: FIN 320 and 324 or equivalent/permission for FIN 425 and 324 or equivalent/permission for FIN 525

Provides an understanding of how the derivatives markets work, how they are used, and how prices are determined. Includes the common types of derivatives, their characteristics and properties, and trading methods and strategies. Also, covers fundamental pricing models based on arbitrage pricing theory, binomial, and Black-Scholes models.

Rationale: The course has been revised to make it dual level.

6 Department of Geography and Regional Planning – Course Revisions and Catalog Description Changes

a **Course Revisions:**

i **Current Catalog Descriptions:**

APPROVED

RGPL 103 Global Cities: Issues in Planning and Development

3c-01-3cr

An introduction to the developmental and regional planning issues facing contemporary western and non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as GEOG 103; may not be taken as duplicate credit.)

GEOG 103 Global Cities: Issues in Planning and Development **3c-01-3cr**

An introduction to the developmental and regional planning issues facing contemporary western and non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as RGPL 103; may not be taken as duplicate credit.)

Proposed Catalog Descriptions:

RGPL 103 Global Cities: Issues in Planning and Development **3c-01-3cr**

An introduction to the developmental and regional planning issues facing contemporary western and non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as GEOG 103; may not be taken as duplicate credit.)

GEOG 103 Global Cities: Issues in Planning and Development **3c-01-3cr**

An introduction to the developmental and regional planning issues facing contemporary western and non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as RGPL 103; may not be taken as duplicate credit)

Rationale: In 2011-2012 the Liberal Studies Committee was only examining the Knowledge Area category so it is now being resubmitted for Global and Multicultural Awareness. The phrase 'Global City' or 'World City' was coined in the 1960s to describe cities with the most influential financial command centers of the coalescing global economy. The first cities identified as Global Cities were New York, London, and Tokyo. These cities grew as polycentric nodes of the world's political and economic restructuring. Such restructuring means old values are sometimes replaced with those of the dominant and powerful, as political, economic, and cultural change diffuses across space over time. However, traditional societal organization remains vital to the meaning of place, and to outsiders seeking to learn, travel, or commence in commerce in the 'new' global cities of the world.

As of 2007, it is estimated that over one-half of the world's population now lives in an urban place. Understanding traditional societal structures and indigenous knowledge is

extremely important when examining how the ‘new’ cities of the former under and undeveloped world will integrate into the new globalizing world. The urban form – cities – manifests much of these societal changes empirically on the landscape. By comparing former urban growth and settlement paradigms with the current globalization paradigm, students will gain knowledge about how the values of the past conflict or assimilate with the practices of the present and expectations of the future.

b Course Revision and Catalog Description Change:

ii Current Catalog Description:

APPROVED

GEOG 104 World Geography: Global Context

3c-01-3cr

Relates theories of the discipline of geography to current world issues and global patterns. Emphasizes local versus global strategies of resource management, spatial legacies of colonialism, contemporary multi-scale issues with work force migration, urban structure, disease, and globalization. Focuses on global patterns of development through comparative approaches and understanding of human and physical geographic characteristics of world regions.

Proposed Catalog Description:

GEOG 104 World Geography: Global Context

3c-01-3cr

Relates theories of the discipline of geography to current world issues and global patterns. Emphasizes local versus global strategies of resource management, spatial legacies of colonialism, contemporary multi-scale issues with work force migration, urban structure, disease, and globalization. Focuses on global patterns of development through comparative approaches and understanding of human and physical geographic characteristics of world regions.

Rationale: The course was revised in Fall 2011 to meet the requirements for a knowledge area course, since this was one of the first courses approved in this category it did not have the objectives mapped to the EUSLOs and how these would be assessed. This is the main revision in this proposal—although the original proposal coversheet had Global and Multi-cultural awareness checked that category was not dealt with in the 2011-2012 academic year.

b Course Revision and Catalog Description Change:

Current Catalog Description:

APPROVED

GEOG 230 Cultural Geography

3c-01-3cr

An introduction to cultural geography, including population, settlement, historical, urban, and political geography, human relationships with the natural environment, and the literature and methods of cultural geography.

Proposed Catalog Description:

GEOG 230 Cultural Geography

3c-01-3cr

Introduces cultural geography, including folk and popular culture, religion, language, ethnicity and race, population, agriculture, urban, and political geography, human relationships with the natural environment, culture regions, cultural diffusion, cultural interaction, globalization, and cultural landscapes.

Rationale: The catalog description has not been updated in at least 25 years. The new description includes other aspects of culture that are covered in the course but are not currently listed in the catalog description. In addition the other themes of the class that are not in the current description have been added. This complete list of themes replaces the statement about the literature and methods of cultural geography. The objectives were rewritten to be measurable. The syllabus and bibliography have been updated and the global citizenship nature of the course has been highlighted.

7 Department of Safety Sciences – Catalog Description Changes

i Current Catalog Description:

APPROVED

SAFE 211 Principles of Safety II–Construction Industry

2c-31-3cr

Prerequisite: SAFE 101

Develops an understanding of hazard recognition, evaluation, prioritization, and control of critical workplace hazards associated with construction. Students are exposed to the complexity of three-dimensional work which exists in the fast paced construction industry by thoroughly examining elements of safety and health enumerated in the Occupational Safety and Health Administration standards and in various consensus standards. An emphasis is placed on personal protective equipment, electrical safety, scaffolds, fall protection, trenches, and confined space entry including rescue. Practical application of associated hazards and their control strategies is accomplished in laboratory sessions.

Proposed Catalog Description:

SAFE 211 Principles of Safety II–Construction Industry

2c-31-3cr

Prerequisite: SAFE 101, SAFE major or minors only or instructor permission

Develops an understanding of hazard recognition, evaluation, prioritization, and control of critical workplace hazards associated with construction. Students are exposed to the complexity of three-dimensional work which exists in the fast paced construction industry by thoroughly examining elements of safety and health enumerated in the Occupational Safety and Health Administration standards and in various consensus standards. An emphasis is placed on personal protective equipment, electrical safety, scaffolds, fall protection, trenches, and confined space entry including rescue. Practical application of associated hazards and their control strategies is accomplished in laboratory sessions.

Rationale: It is desired that transfer students (having the required GPA for admission) declare their majors or minors as soon as possible in order for the Department to more accurately predict demand for and scheduling of future sophomore-, junior- and senior-level SAFE courses. Also, the Department wants to avoid the situation where potential transfer students who do not have the required GPA to officially transfer into the SAFE department take most or all of the SAFE courses required for the major and still do not have the required GPA for transferring into the department, thereby forcing a decision to accept and graduate these students despite violating departmental policies of needing to have a required GPA for transferring into the department.

ii Current Catalog Description:

APPROVED

SAFE 212 Hazard Prevention Management I

3c-01-3cr

Prerequisite: SAFE 101

Teaches the fundamental concepts involved in the management of safety programs. Basic safety management terminology, safety professional code of ethics, fleet safety, and product safety are discussed. The class also discusses risk management and workers' compensation, as well as workplace violence.

Proposed Catalog Description:

SAFE 212 Hazard Prevention Management I

3c-01-3cr

Prerequisite: SAFE 101, SAFE major or minors only or instructor permission

Teaches the fundamental concepts involved in the management of safety programs. Basic safety management terminology, safety professional code of ethics, fleet safety, and product safety are discussed. The class also discusses risk management and workers' compensation, as well as workplace violence.

Rationale: It is desired that transfer students (having the required GPA for admission) declare their majors or minors as soon as possible in order for the Department to more accurately predict demand for and scheduling of future sophomore-, junior- and senior-level SAFE courses. Also, the Department wants to avoid the situation where potential transfer students who do not have the required GPA to officially transfer into the SAFE department take most or all of the SAFE courses required for the major and still do not have the required GPA for transferring into the department, thereby forcing a decision to accept and graduate these students despite violating departmental policies of needing to have a required GPA for transferring into the department.

iii Current Catalog Description:

APPROVED

SAFE 215 Safety, Health, and Environmental Communications

3c-01-3cr

Prerequisite: Sophomore standing

Provides the student with the ability to apply the theories of learning and communication to aid them in becoming effective oral and written safety, health, and environmental communicators and trainers. Students design and deliver training programs using modern

technology and charismatic engagement tools. Students learn, both in writing and orally, how to use communication skills to convince management and employees to embrace and implement safety initiatives and to communicate with regulators and the public regarding safety, environmental, and health issues. Students develop a range of written documents, such as safety, health, and environmental policies, procedures and/or programs, inspection and audit reports, and program and risk assessment and exposure reports and then communicate summaries of these documents orally. (Writing-intensive course)

Proposed Catalog Description:

SAFE 215 Safety, Health, and Environmental Communications **3c-01-3cr**

Prerequisite: Sophomore standing, SAFE majors or minors only or instructor permission
Provides the student with the ability to apply the theories of learning and communication to aid them in becoming effective oral and written safety, health, and environmental communicators and trainers. Students design and deliver training programs using modern technology and charismatic engagement tools. Students learn, both in writing and orally, how to use communication skills to convince management and employees to embrace and implement safety initiatives and to communicate with regulators and the public regarding safety, environmental, and health issues. Students develop a range of written documents, such as safety, health, and environmental policies, procedures and/or programs, inspection and audit reports, and program and risk assessment and exposure reports and then communicate summaries of these documents orally. (Writing-intensive course)

Rationale: This course has a limited number of seats due to it being a writing intensive class. As such, there are only seats available for SAFE majors or minors. In addition it is desired that transfer students (having the required GPA for admission) declare their SAFE majors or minors as soon as possible in order to more accurately predict demand for and scheduling of future sophomore-, junior- and senior-level SAFE courses. Lastly, the Department wants to avoid the situation where potential transfer students who do not have the required GPA to officially transfer into the SAFE department take most or all of the SAFE courses required for the major and still do not have the required GPA for transferring into the department, thereby forcing a decision to accept and graduate these students despite violating departmental policies of needing to have a required GPA for transferring into the department.

iv Current Catalog Description:

APPROVED

SAFE 220 Hazardous Materials and Emergency Management **3c-01-3cr**

Prerequisite: CHEM 101, SAFE 101

Provides a basic understanding of the storage, transportation and use of hazardous materials in business. Includes a discussion on hazardous materials, specifically their definitions, categories, properties, regulations, and evaluation. Critical principles of emergency management, including both private and public sector elements, are included.

Proposed Catalog Description:

SAFE 220 Hazardous Materials and Emergency Management 3c-01-3cr

Prerequisite: CHEM 101, SAFE 101, SAFE majors or minors only or instructor permission

Provides a basic understanding of the storage, transportation and use of hazardous materials in business. Includes a discussion on hazardous materials, specifically their definitions, categories, properties, regulations, and evaluation. Critical principles of emergency management, including both private and public sector elements, are included.

Rationale: It is desired that transfer students (having the required GPA for admission) declare their SAFE majors or minors as soon as possible in order to more accurately predict demand for and scheduling of future sophomore-, junior- and senior-level SAFE courses. Also, the Department wants to avoid the situation where potential transfer students who do not have the required GPA to officially transfer into the SAFE department take most or all of the SAFE courses required for the major and still do not have the required GPA for transferring into the department, thereby forcing a decision to accept and graduate these students despite violating departmental policies of needing to have a required GPA for transferring into the department.

v Current Catalog Description:

APPROVED

SAFE 330 Recognition, Evaluation, and Control of Occupational Health Hazards I

3c-31-4cr

Prerequisite: CHEM 101 or instructor permission

Prerequisite or Corequisite: BIOL 104 or 155

Provides an understanding of selected chemical stressors in the workplace that may present occupational health hazards to workers. Students learn to anticipate, identify, evaluate, and control chemical stressors including dusts, mists, metal fumes, airborne fibers, inorganic and organic gases and vapors, and oxygen-deficient atmospheres. Hazard classification systems, adverse health effects from excessive exposures, workplace standards, sampling and analytical methods, and control options are emphasized.

Proposed Catalog Description:

SAFE 330 Recognition, Evaluation, and Control of Occupational Health Hazards I

3c-31-4cr

Prerequisite: CHEM 101, SAFE majors only or instructor permission

Prerequisite or Corequisite: BIOL 104 or 155

Provides an understanding of selected chemical stressors in the workplace that may present occupational health hazards to workers. Students learn to anticipate, identify, evaluate, and control chemical stressors including dusts, mists, metal fumes, airborne fibers, inorganic and organic gases and vapors, and oxygen-deficient atmospheres. Hazard classification systems, adverse health effects from excessive exposures, workplace standards, sampling and analytical methods, and control options are emphasized.

Rationale: This course is a laboratory course offered only once per academic year. There are limited number of lab sessions available and a limited number of students who can attend any given lab session. As such, there is always a waiting list for SAFE majors to take this course, which is a requirement for graduation. Thus it is not feasible to easily accommodate students from other majors or for those wishing to take it as a part of a SAFE minor. Also, the Department wants to avoid the situation where potential transfer students who do not have the required GPA to officially transfer into the SAFE department take most or all of the SAFE courses required for the major and still do not have the required GPA for transferring into the department, thereby forcing a decision to accept and graduate these students despite violating departmental policies of needing to have a required GPA for transferring into the department.

vi Current Catalog Description:

APPROVED

SAFE 347 Ergonomics

2c-3l-3cr

Prerequisite or Corequisite: BIOL 104 or BIOL 155 or instructor permission

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

Proposed Catalog Description:

SAFE 347 Ergonomics

2c-3l-3cr

Prerequisite: SAFE majors only or instructor permission

Prerequisite or Corequisite: BIOL 104 or 155

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

Rationale: This course is a laboratory course offered only once per academic year. There are limited number of lab sessions available and a limited number of students who can attend any given lab session. As such, there is always a waiting list for SAFE majors to take this course, which is a requirement for graduation. Thus it is not feasible to easily accommodate students from other majors or for those wishing to take it as a part of a SAFE minor. Also, the Department wants to avoid the situation where potential transfer students who do not have the required GPA to officially transfer into the SAFE department take most or all of the SAFE courses required for the major and still do not

have the required GPA for transferring into the department, thereby forcing a decision to accept and graduate these students despite violating departmental policies of needing to have a required GPA for transferring into the department.

vii Current Catalog Description:

APPROVED

SAFE 430 Recognition, Evaluation, and Control of Occupational Health Hazards II
3c-3l-4cr

Prerequisites: BIOL 104 or 155, PHYS 111 or instructor permission

Provides an understanding of selected physical and biological stressors in the workplace that may present occupational health hazards to workers. Students learn to anticipate, identify, evaluate, and control physical and biological stressors in the workplace. Emphasizes adverse health effects from excessive exposures, workplace standards, sampling and analytical methods, and control options. Concludes with discussions that focus on the effective development and implementation of a comprehensive safety and health program.

Proposed Catalog Description:

SAFE 430 Recognition, Evaluation, and Control of Occupational Health Hazards II
3c-3l-4cr

Prerequisites: BIOL 104 or 155, PHYS 111, SAFE majors only or instructor permission

Provides an understanding of selected physical and biological stressors in the workplace that may present occupational health hazards to workers. Students learn to anticipate, identify, evaluate, and control physical and biological stressors in the workplace. Emphasizes adverse health effects from excessive exposures, workplace standards, sampling and analytical methods, and control options. Concludes with discussions that focus on the effective development and implementation of a comprehensive safety and health program.

Rationale: This course is a laboratory course offered only once per academic year. There are limited number of lab sessions available and a limited number of students who can attend any given lab session. As such, there is always a waiting list for SAFE majors to take this course, which is a requirement for graduation. Thus it is not feasible to easily accommodate students from other majors or for those wishing to take it as a part of a SAFE minor. Also, the Department wants to avoid the situation where potential transfer students who do not have the required GPA to officially transfer into the SAFE department take most or all of the SAFE courses required for the major and still do not have the required GPA for transferring into the department, thereby forcing a decision to accept and graduate these students despite violating departmental policies of needing to have a required GPA for transferring into the department.

8 Department of Accounting – New Course

APPROVED

ACCT 475 Accounting for the Oil and Gas Industry

3c-0l-3cr

Prerequisite: ACCT 201 and 202, or equivalent

Designed to provide an introduction into the accounting theory, practices and reporting requirements for the oil and gas industry. The significance of the industry in a global economy and the impact on International Financial Reporting Standards will be addressed.

Rationale: At the undergraduate level, the course will be included as a Major Area Elective and at the graduate level it is approved as an elective for the accounting concentration in the MBA program.

9 Department of Religious Studies – Course Revisions, Course Title Change, Catalog Description Changes

a Course Revision, Course Title Change, Catalog Description Change **APPROVED**

Current Catalog Description:

RLST 220 Buddhist Thought and Practice **3c-01-3cr**

In this course we will explore the history, teachings, and practices of the main schools of Buddhism. We will consider the tradition both as it has developed in Asia as well as its modifications as it has been introduced into Western societies.

Proposed Catalog Description:

RLST 220 Buddhism **3c-01-3cr**

Explores the history, teachings, and practices of the main schools of Buddhism. Considers the tradition both as it has developed in Asia as well as its modifications as it has been introduced into Western societies.

Rationale: The course title is now consistent with titles of other RLST courses that focus on a particular religion. One simply cannot fully understand the world and its diverse peoples without considering the role of religious values and ideals in shaping cultural, social, and political norms. The Department of Religious Studies is therefore providing a significant offering of courses under the Global Citizenship sub-category of Liberal Studies electives and under the Global and Multicultural Awareness category. RLST 220 "Buddhism" fits into this scheme in that it furnishes one example of a religion that has long influenced several cultures in Asia and in recent years has increasingly influenced American and European societies as well. Hence, students who have taken this class will be able to understand, for instance, news reports about Buddhists in Western China engaging in self-immolation as a form of political protest. Similarly, students will be able to draw on Buddhist arguments as they engage in debates concerning such issues as abortion, euthanasia, capital punishment, and environmentalism. It should be noted that since this class was initially designed fairly recently (2003), its structure and objectives already were essentially in line with the objectives that have been set for the new LS curriculum. Nonetheless, the class outline and objectives have been revised to even further conform with the new curriculum.

Specifically, the class has been revised in such a way to highlight the interconnectedness of individuals, institutions, and countries. It thereby meets the Global Citizen competency as a Liberal Studies elective. The course's design also meets the required content of Global and Multicultural Awareness. Specifically, it introduces students to the past and present of a religious tradition that is non-dominant in our own society but that continues to strongly shape the values, norms, and ideals of people in several cultures--those of South, Southeast, and East Asia. In doing so, it promotes a better understanding of other cultures. The course content emphasizes cross-cultural awareness and deepens students' understanding of the perspectives and life ways that shape Buddhist practitioners within our global community.

b Course Revision and Catalog Description Change

APPROVED

Current Catalog Description:

RLST 370 Religions of China and Japan

3c-01-3cr

A study of Confucianism, Taoism, Buddhism, Shinto, and popular religion in China and Japan, including historical and theological foundations, development of thought, contemporary expressions, and encounters with the modern world.

Proposed Catalog Description:

RLST 370 Religions of China and Japan

3c-01-3cr

A study of Daoism, Buddhism, Shinto and other religious traditions that have played an important role in the histories of China and/or Japan. Considers the various traditions' histories, doctrines, forms of practice, and contemporary expressions.

Rationale: The Course Catalog Description no longer makes specific reference to the Confucian tradition since that tradition is a focus of RLST 311 Eastern Philosophy. The term "popular religion" has also been deleted to avoid the creation of a dichotomy between so-called "great traditions" and "little traditions." Since *pinyin* is now the preferred system of transliteration for Chinese terms, that system has been employed to transliterate "Daoism" (rather than the Wade-Giles spelling of "Taoism," as appeared in the previous catalog description).

One simply cannot fully understand the world and its diverse peoples without considering the role of religious values and ideals in shaping cultural, social, and political norms. The Department of Religious Studies is therefore providing a significant offering of courses under the Global Citizenship sub-category of Liberal Studies electives and under the Global and Multicultural Awareness category. RLST 370 Religions of China and Japan fits into this scheme in that it furnishes several examples of religions that have long influenced two countries of East Asia and that in recent years have taken root in American society as well. In other words, a significant portion of the course content pertains to the interconnectedness of individuals, institutions, and countries. Hence, students who have taken this class will be able to understand, for instance, news reports about Muslim and Christian protests and uprisings in China. Similarly, students will be able to analyze the utilization of Buddhist and Shinto to legitimize social reforms and political agendas.

The course's design also meets the required content of Global and Multicultural Awareness. Specifically, it introduces students to the past and present of several religious traditions that are non-dominant in our own society but that continue to strongly shape the values, norms, and ideals of people in China and Japan. In doing so, it promotes a better understanding of other cultures. The course content emphasizes cross-cultural awareness and deepens students' understanding of the perspectives and life-ways that shape practitioners of Chinese and Japanese religions, not only in China and Japan, but within the United States as well.

10 Department of Mathematics – Course Revision

APPROVED

Current Catalog Description:

MATH 152 Elements of Mathematics II

3c-0l-3cr

Prerequisite: MATH 151

Topics included are organizing and analyzing data, statistics, probability, geometric shapes, measurement, congruence and similarity, coordinate geometry, and transformational geometry.

Proposed Catalog Description:

MATH 152 Elements of Mathematics II

3c-0l-3cr

Prerequisite: MATH 151

Topics included are organizing and analyzing data, statistics, probability, geometric shapes, measurement, congruence and similarity, coordinate geometry, and transformational geometry.

Rationale: The course objectives were aligned with the Expected Undergraduate Student Learning Outcomes as part of Liberal Studies Elective Revisions. An additional objective has been included as well as an additional supplemental reading was assigned that addresses Responsible Learners. An example of a class assignment is included that addresses Responsible Learners.

11 College of Education and Educational Technology – Catalog Description Change

APPROVED

Current Catalog Description:

EDUC 342 Pre-Student Teaching Clinical Experience II

var-1cr

Prerequisites: EDUC 242, admission to junior standing

Continues to develop and refine competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in a PreK-Grade 12 school field experience. Also incorporates strategies and techniques for the delivery of instruction to all students, including those with special and English language learning needs.

Proposed Catalog Description:**EDUC 342 Pre-Student Teaching Clinical Experience II****var-1cr****Prerequisites:** EDUC 242, admission to junior standing

Continues to develop and refine competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in a PreK-Grade 12 school field experience. Also incorporates strategies and techniques for the delivery of instruction to all students, including those with special and English language learning needs. May be repeated for students seeking dual certification.

Rationale: This revision is being made so that students may repeat the class to get another certification such as English Education and Special Education.

12 Department of Physics – New Course, Catalog Description Changes, and Program Revisions, **and Program Catalog Description Changes**

a New Course**APPROVED****EOPT 130 Introduction to Optics****3c-3l-4cr****Prerequisites:** PHYS 111/112 or 131/132

Introduces the basic principles and theory of light as a geometrical ray and an electromagnetic wave, and provides elementary treatments of light sources, image formation and important wave phenomena. Topics include properties of light, reflection, refraction, absorption, transmission, interference, diffraction, polarization. Theory is applied to common applications and devices used in the photonics field.

Rationale: The course will be mandatory for electro-optics and laser engineering technology (EOLET) degree candidates. Students from other departments may also enroll in the course if prerequisites are met. Currently EOLET students take Geometric Optics and Wave Optics. Since the Physics Department is bringing the EOLET program to the main campus, the students will take the existing 8-credit Physics courses either PHYS 111/112 or 131/132 as the prerequisite. Hence the students are much better prepared with the physics and optics background. To remedy this, we need to combine EOPT 110 and 120 into one course, to eliminate these topics already covered in the prerequisites.

b Catalog Description Changes**i Current Catalog Description:****APPROVED****EOPT 210 Detection and Measurement****2c-3l-3cr****Prerequisite:** EOPT 120, 125

Covers electronic amplification, optical detectors, and the measurement of small distances using interference effects. Operational amplifiers are used to build circuits to measure the output of photon and thermal detectors. In order to accurately measure properties such as wavelengths, absorption of wavelengths, defects in lenses, prisms, and flat plates, the following instruments are used by the

students: monochromators, spectrophotometers and interferometers. Includes a lab component.

Proposed Catalog Description:

EOPT 210 Detection and Measurement

2c-3l-3cr

Prerequisite: PHYS 112 or 132

Covers electronic amplification, optical detectors, and the measurement of small distances using interference effects. Operational amplifiers are used to build circuits to measure the output of photon and thermal detectors. In order to accurately measure properties such as wavelengths, absorption of wavelengths, defects in lenses, prisms, and flat plates, the following instruments are used by the students: monochromators, spectrophotometers and interferometers. Includes a lab component.

Rationale: The electro-optics program is moving from the Northpointe campus to the Indiana Campus. As a result, some courses offerings will be changed. PHYS 112 and 132 cover the same necessary material as EOPT 120 and 125, so they will serve as a pre-requisite. Content in EOPT 125 laboratory class is necessary for electro-optics students and will be covered in a new course, EOPT 130, which will be subsequently added to the program. This content is not necessary for EOPT 210. EOPT 120 and 125 will eventually be deleted from the catalog.

ii Current Catalog Description:

APPROVED

EOPT 220 Introduction to Lasers

2c-3l-3cr

Prerequisite: EOPT 120

Different types of incoherent light sources are discussed and investigated. The concepts of laser safety are introduced. The elements and operation of an optical power meter are covered. The energy-level diagram and the energy-transfer processes in the active medium are discussed. The spatial and temporal properties of lasers are investigated along with other characteristics such as modes of oscillation. Some applications of lasers are investigated. Includes a lab component.

Proposed Catalog Description:

EOPT 220 Introduction to Lasers

2c-3l-3cr

Corequisite or Prerequisite: PHYS 112 or 132

Different types of incoherent light sources are discussed and investigated. The concepts of laser safety are introduced. The elements and operation of an optical power meter are covered. The energy-level diagram and the energy-transfer processes in the active medium are discussed. The spatial and temporal properties of lasers are investigated along with other characteristics such as modes of oscillation. Some applications of lasers are investigated. Includes a lab component.

Rationale: The electro-optics program is moving from the Northpointe campus to the Indiana Campus. As a result, some courses offerings will be changed. PHYS 112 and 132 cover the same necessary material as EOPT 120 and 125, so they will serve as a pre-requisite. Content in EOPT 125 laboratory class is necessary for electro-optics students and will be covered in a new course, EOPT 130, which will be subsequently added to the program. This content is not necessary for EOPT 220. EOPT 120 and 125 will eventually be deleted from the catalog.

iii Current Catalog Description: APPROVED

EOPT 240 Fiber Optics **2c-3l-3cr**
Prerequisite: EOPT 120

Covers basic concepts in fiber optics such as dispersion, attenuation, and single-mode and multimode propagation. Fiber optic test equipment such as optical time domain reflectometers and optical power meters is discusses and investigated. Covers sources, detectors and optical amplifiers. Includes a lab component.

Proposed Catalog Description:

EOPT 240 Fiber Optics **2c-3l-3cr**
Corequisite or Prerequisite: PHYS 112 or 132

Covers basic concepts in fiber optics such as dispersion, attenuation, and single-mode and multimode propagation. Fiber optic test equipment such as optical time domain reflectometers and optical power meters is discusses and investigated. Covers sources, detectors and optical amplifiers. Includes a lab component.

Rationale: The electro-optics program is moving from the Northpointe Campus to the Indiana Campus. As a result, some courses offerings will be changed. PHYS 112 and PHYS 132 cover the same necessary material as EOPT 120 and 125, so they will serve as a pre-requisite. Content in EOPT 125 laboratory class is necessary for electro-optics students and will be covered in a new course, PHYS 130, which will be subsequently added to the program. This content is not necessary for EOPT 240. EOPT 120 and 125 will eventually be deleted from the catalog.

c Program Revisions APPROVED

Current Program:

Associate of Science—Electro-Optics and Laser Engineering Technology

Liberal Studies: Following are the required Liberal Studies courses:
Dimensions of Wellness: 3cr
English Composition: ENGL 101
Fine Arts: 3cr
Humanities: 3cr
Mathematics: MATH 110 or 121

Proposed Program:

Associate of Science—Electro-Optics and Laser Engineering Technology

25-26 Liberal Studies: Following are the required Liberal Studies courses: **25-26**
Dimensions of Wellness: 3cr
English Composition: ENGL 101
Fine Arts: 3cr
Humanities: 3cr
Mathematics: MATH 110 or 121 (1) (2) 3-4cr

Natural Science: CHEM 101 or 111
Social Science: 3cr
Liberal Studies Electives: COSC/BTED/IFMG 101 or
 COSC/BTED/COMM/IFMG 201

Major:**Required Courses:**

EOPT 105	Computer Interfacing in Electro-Optics	3cr
EOPT 110	Geometric Optics	3cr
EOPT 120	Wave Optics	3cr
EOPT 125	Introduction to Electronics	4cr
EOPT 126	Electronics II	3cr
EOPT 150	Fundamentals of Photonics and Laser Safety	3cr
EOPT 210	Detection and Measurement	3cr
EOPT 220	Introduction to Lasers	3cr
EOPT 240	Fiber Optics	3cr
PHYS 115	Physics I for Electro-Optics <i>or</i> PHYS 131 Physics I	3cr
PHYS 116	Physics II for Electro-Optics <i>or</i> PHYS 132 Physics II	3cr

Other Requirements:

One PHYS or EOPT elective–PHYS 100 will satisfy this requirement

Total Degree Requirements:

62-63

Natural Science: CHEM 101, 111 or 113 (2)
Social Science: 3cr
Liberal Studies Electives: COSC/BTED/IFMG 101 or
 COSC/BTED/COMM/IFMG 201(2)

34 Major:**Required Courses:**

EOPT 105	Computer Interfacing in Electro-Optics	3cr
EOPT 125	Introduction to Electronics	4cr
EOPT 130	Optics	4cr
EOPT 150	Fundamentals of Photonics and Laser Safety	3cr
EOPT 210	Detection and Measurement	3cr
EOPT 220	Introduction to Lasers	3cr
EOPT 240	Fiber Optics	3cr
PHYS 131/141	Physics I for Electro-Optics <i>or</i> PHYS 111/121 (2)	4cr
PHYS 132/142	Physics II for Electro-Optics <i>or</i> PHYS 112/122 Physics II (2)	4cr

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3 Free Electives:

3-4

Total Degree Requirements:

60

- (1) Other Math courses may be substituted at the discretion of the chair.
 (2) These courses will satisfy the requirements for both the associate degree in EOLET and the BS-Physics/EOLET track degree.

Rationale: The Physics Department is bringing the A.S. degree in Electro-Optics and Laser Engineering Technology (EOLET) from the Northpointe Campus to the Indiana Campus. Courses formerly offered at the Northpointe Campus will be replaced with similar courses at the Indiana Campus.

APPROVED**Current Program:****Proposed Program:****Bachelor of Science–Physics/Electro Optics Track****Bachelor of Science–Physics/Electro Optics Track**

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

Mathematics: MATH 125

Natural Science: PHYS 131-141 and 132-142

Liberal Studies Electives: 3cr, MATH 126, no courses with PHYS prefix

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

Mathematics: MATH 125

Natural Science: PHYS 131-141 and 132-142

Liberal Studies Electives: 3cr, MATH 126, no courses with PHYS prefix

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Major:**Required Core Courses:**

PHYS 131	Physics I-C Lecture	*cr (1, 2)
PHYS 132	Physics II-C Lecture	*cr (1, 2)
PHYS 141	Physics I-C Lab	*cr (1)
PHYS 142	Physics II-C Lab	*cr (1)
PHYS 331	Modern Physics	3cr
PHYS 345	Optics	3cr
PHYS 441	Classical Mechanics	3cr
PHYS 451	Electricity and Magnetism	3cr

Additional Required Courses: (3)

EOPT 105	Computer Interfacing in Electro-Optics	3cr
EOPT 110	Geometric Optics	3cr
EOPT 120	Wave Optics	3cr
EOPT 125	Introduction to Electronics	4cr
EOPT 126	Electronics II for Electro-Optics	3cr
EOPT 150	Fundamentals of Light and Lasers	3cr
EOPT 240	Fiber Optics	3cr

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Major:**Required Core Courses:**

PHYS 131	Physics I-C Lecture	*cr (1, 2)
PHYS 132	Physics II-C Lecture	*cr (1, 2)
PHYS 141	Physics I-C Lab	*cr (1)
PHYS 142	Physics II-C Lab	*cr (1)
PHYS 331	Modern Physics	3cr
PHYS 345	Optics	3cr
PHYS 441	Classical Mechanics	3cr
PHYS 451	Electricity and Magnetism	3cr

Additional Required Courses:

EOPT 105	Computer Interfacing in Electro-Optics <i>r or</i> PHYS 355 Computer Interfacing	3cr
EOPT 130	Introduction to Optics	4cr
EOPT 125	Electronics for Electro-Optics	4cr
EOPT 150	Fundamentals of Photonics and Laser Safety	3cr
EOPT 210	Detection and Measurement	3cr
EOPT 220	Introduction to Lasers	3cr

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PHYS 350	Intermediate Experimental Physics I	3cr	EOPT 240	Fiber Optics	3cr
Other Requirements:		17-23	PHYS 350	Intermediate Experimental Physics I	3cr
CHEM 111	General Chemistry I	4cr	Other Non-Major Science Requirements:		20-26
CHEM 112	General Chemistry II	4cr	CHEM 111	General Chemistry I <i>or</i>	
COSC 110	Problem Solving and Structured Programming	3cr	CHEM 113	Advanced General Chemistry I	4cr
COSC 250	Introduction to Numerical Methods	3cr	CHEM 112	General Chemistry II <i>or</i>	
MATH 241	Differential Equations	3cr	CHEM 114	Advanced General Chemistry II	4cr
Foreign Language Intermediate Level (4)		0-6cr	COSC 110	Problem Solving and Structured Programming	3cr
Free Electives:		16-22	COSC 210	Object-Oriented and GUI Programming <i>or</i>	
Total Degree Requirements:		120	COSC 250	Introduction to Numerical Methods	3cr
			MATH 225	Calculus III	3cr
			MATH 241	Differential Equations	3cr
			Foreign Language Intermediate Level (2)		0-6cr
			Free Electives:		12-18
			Total Degree Requirements:		120

- (1) Credits are counted in the Liberal Studies Natural Science requirement.
- (2) PHYS 115 may replace 131, PHYS 116 may replace 132.
- (3) EOPT courses are offered at the Northpointe campus.
- (4) Six credits of computer programming will substitute for the foreign language requirement: COSC 110, 210, or higher-level Computer Science courses (COSC 250 recommended), with department permission.

- (1) Credits are counted in the Liberal Studies Natural Science requirement.
- (2) Six credits of computer programming will substitute for the foreign language requirement: COSC 110, 210, or higher-level Computer Science courses (COSC 250 recommended), with department permission.

Rationale: The Electro-Optics Track (EO) program is being moved to the Indiana Campus. After this move, the EO students will have a greater variety of course choices. It is the opinion of the Physics Department that the EO program has been under-enrolled due to the lack of required courses offered at the Northpointe campus. Moving the program to the main campus necessitates a program revision to make use of courses offered in Indiana.

d Program Catalog Description Changes:

i Current Catalog Description: **APPROVED**

No specific paragraph about the BS Physics/Electro-Optics Track is in the current catalog.

Proposed Catalog Description:

The B.S.in Physics/Electro-Optics track is a practical degree where the graduates will be trained to work in the Electro-Optics Industry. Electro-Optics concerns itself with the interaction between optical and electronic states of materials.

ii Current Catalog Description: **APPROVED**

The A.S.–Electro-Optics and Laser Engineering Technology produces trained and skilled workers who will move into senior technician slots in the electro-optics industry, both locally and nationally. The A.S. is offered at the IUP Northpointe Regional Campus.

Proposed Catalog Description:

The A.S.in Electro-Optics and Laser Engineering Technology produces trained and skilled workers who will move into senior technician slots in the electro-optics and laser industry, both locally and nationally. With the A.S. degree the student has a choice of either entering the workforce or transitioning to the Bachelor of Science in Physics/Electro-Optics and Laser Engineering Technology track. Both the A.S. and B.S. are offered at the IUP Indiana Campus.

13 Department of Special Education and Clinical Services – Catalog Description Change and Program Revision

a. Program Revision:

APPROVED

Dual Certification–Special Education Grades 7-12 for Secondary Education Majors (1, 2, 3)

Dual Certification–Special Education Grades 7-12 for Secondary Education Majors

		25			30
EDEX 111	Introduction to Exceptional Persons	3cr	EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 221	Methods of Teaching Mathematics to Secondary Students with Disabilities	2cr	EDEX 221	Methods of Teaching Mathematics to Secondary Students with Disabilities	2cr
EDEX 222	Secondary Reading Methods for Learners with Disabilities	2cr	EDEX 222	Secondary Reading Methods for Learners with Disabilities	2cr
EDEX 340	Behavior Management in Special Education	3cr	EDEX 340	Behavior Management in Special Education	3cr
Courses to be taken after successful completion of Step 1:			Courses to be taken after successful completion of Step 1:		
EDEX 435	Methods and Curriculum: Severe and Profound	3cr	EDEX 435	Methods and Curriculum: Severe and Profound	3cr
EDEX 440	Ethical and Professional Behaviors for Secondary Teachers	1cr	EDEX 440	Ethical and Professional Behaviors for Secondary Teachers	1cr
EDEX 458	Transition for Youth with Disabilities	3cr	EDEX 458	Transition for Youth with Disabilities	3cr
EDEX 469	Education of Persons with Emotional Disabilities/Behavioral Disabilities/Learning Disabilities/Traumatic Brain Injury	3cr	EDEX 469	Education of Persons with Emotional Disabilities/Behavioral Disabilities/Learning Disabilities/Traumatic Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities/Physical Disabilities/Multiple Disabilities	3cr	EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities/Physical Disabilities/Multiple Disabilities	3cr
EDUC 342	Pre-student Teaching Clinical Experience II	2cr (4)	EDUC 342	Pre-student Teaching Clinical Experience II(1)	1cr
			EDUC 421	Student Teaching (2)	6cr

- (1) In addition to these 25cr, students should also take EDEX 323, a 2cr course in the student’s major program.
- (2) Students are asked to declare their intent to add a second certification upon matriculation so that they may substitute EDEX 103 for COMM 103 for specific technology content.
- (3) The addition of EDEX 103 and 323 to the list identified above will bring the Special Education credit total to 29.
- (4) EDUC 342 would be taken twice in two different summers—once at Pace and once at IUP. Arrangements could also be made to use other ESY programs such as Sunrise School, Milestones, and/or a number of other programs near and far. In fact, a lot of this program could be easily integrated into the candidate’s major program.

- (1) EDUC 342 could be taken in summer- Arrangements could be made to use ESY programs such as IUP, PACE, Sunrise School, Milestones, and/or a number of other programs near and far. In fact, a lot of this program could be easily integrated into the candidate’s major program.
- (2) EDUC 421 A 6-week placement under the supervision of a certified Special Education teacher. Arrangements for this experience will be made among the student teaching coordinators of the student’s major, Special Education and the teacher education office.

Rationale: For EDUC 342, Pennsylvania issues certification in Special Education as a generalist (non-categorical). Certified teachers should be qualified to teach all students with special needs within all ranges of severity. The 342 pre-student teaching field placement is designed to give teacher candidates exposure and experience with students who have more complex or severe needs. Students have done this in the past. It does show on the transcript as two separate EDUC 342 grades.

For EDUC 421 – This field placement was added to meet the inclusive setting requirements and the six-week student teaching experience under the supervision of a certified Special Education teacher. PDE Guidelines Types of Field Experiences and Student Teaching require a minimum of six weeks of the student teaching experience shall be under the supervision of a certified Special Education teacher. PDE requires a minimum of 30 credits for certification

b. Catalog Description Change:

APPROVED

Current Catalog Description:

EDEX 415 Preschool Education for Children with Disabilities **3c-01-3cr**

Prerequisites: Departmental permission, 3.0 GPA

Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. For departmental majors who are specifically interested in early childhood education, as an elective for other interested students in related fields, and as a priority course for Early Childhood Education/PreK-Grade 6 majors.

Proposed Catalog Description:

EDEX 415 Preschool Education for Children with Disabilities **3c-01-3cr**

Prerequisites: Disability Services majors, EDEX minors, 2.75 GPA

Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood special education, as an elective for other interested students in related fields, and as a required course for Disability Service majors.

Rationale: This course had previously been a requirement for the Early Childhood certification program. That program no longer exists, so the phrase priority course for the early childhood education majors is no longer accurate. It is a required course for the Disability Services majors, so that major is now the primary focus of the course. The GPA change is because that is the required GPA for the Disability Services majors to transfer into the program and for the students to register for their internship semester.

14 Department of English – Program Revision, New Course, and Course Revision

a New Course

APPROVED

ENGL 415 English Language Studies for Teachers **3c-01-3cr**

Prerequisite: ENGL 202

Focuses on the fundamentals of language study with equal emphasis on the sound, the word, the sentence, the meaning, and the discourse patterns of English as they manifest in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.

Rationale: The course is designed to meet the following NCTE/NCATE program standards: integrate their knowledge of students’ language acquisition and development into instruction and assessment; use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language; show extensive knowledge of how and why language varies and changes and incorporate that knowledge into classroom instruction and assessment; incorporate an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts; and candidates demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology and integrate that knowledge into teaching their students to use oral and written language.

b Course Revision:

APPROVED

Current Catalog Description:

ENGL 122 Introduction to English Studies

3c-01-3cr

Prerequisites: ENGL major/minor; minimum grade of C in ENGL 101

Introduces students to English Studies by acquainting them with the critical approaches appropriate to the varied subject areas of the discipline. The assumptions and methods of these approaches will be considered, especially in the interpretation of literature. At the conclusion, students will be able to critically analyze texts and demonstrate those skills in discussion and writing. Required of all ENGL majors.

Proposed Catalog Description:

ENGL 122 Introduction to English Studies

3c-01-3cr

Prerequisites: ENGL major/minor; minimum grade of C in ENGL 101

Introduces students to English Studies by acquainting them with the critical approaches appropriate to the varied subject areas of the discipline. The assumptions and methods of these approaches will be considered, especially in the interpretation of literature. At the conclusion, students will be able to critically analyze texts and demonstrate those skills in discussion and writing. Required of all ENGL majors.

Rationale: The course is a currently approved Liberal Studies Knowledge Area course and is being revised to meet the new curriculum criteria for this category.

c Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science in Education—English Education (*)

Bachelor of Science in Education—English Education (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **43-44**
Humanities-Literature: ENGL 122

Liberal Studies: as outlined in the Liberal Studies section with the following specifications: **43-44**
Humanities-Literature: ENGL 122

Mathematics: 3cr
Social Science: PYSC 101
Liberal Studies Electives: 3cr, MATH (1), no courses with ENGL prefix

Mathematics: 3cr
Social Science: PYSC 101
Liberal Studies Electives: 3cr, MATH (1), no courses with ENGL prefix

College: 6
 Foreign Language Intermediate Level or Free Electives

College: 6
 Foreign Language Intermediate Level or Free Electives

College: 30
Pre-Professional Education Sequence:
 COMM 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting 2cr
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
 CHSS 343 Applied Practice in Secondary English Language Arts 1cr
 EDUC 441 Student Teaching 12cr
 EDUC 442 School Law 1cr
 EDUC 452 Teaching English and Communication in the Secondary School 3cr

College: 30
Pre-Professional Education Sequence:
 COMM 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting 2cr
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
 CHSS 343 Applied Practice in Secondary English Language Arts 1cr
 EDUC 441 Student Teaching 12cr
 EDUC 442 School Law 1cr
 EDUC 452 Teaching English and Communication in the Secondary School 3cr

Major: 43
Required Courses:
 ENGL 212 American Literature: Beginnings to 1900 3cr
 ENGL 220 Advanced Composition I 3cr
 ENGL 314 Speech and Communication in the Secondary English Classroom 3cr
 ENGL 318 Literature for Adolescents 3cr
 ENGL 323 Teaching Literature and Reading in the Secondary School 3cr
 ENGL 324 Teaching and Evaluating Writing 3cr
 ENGL 329 The History of the English Language 1cr
 ENGL 330 The Structure of English 3cr
 ENGL 426 ESL Methods and Materials 3cr
 ENGL 434 Shakespeare 3cr

Major: 43
Required Courses:
 ENGL 212 American Literature: Beginnings to 1900 3cr
 ENGL 220 Advanced Composition I 3cr
 ENGL 314 Speech and Communication in the Secondary English Classroom 3cr
 ENGL 318 Literature for Adolescents 3cr
 ENGL 323 Teaching Literature and Reading in the Secondary School 3cr
 ENGL 324 Teaching and Evaluating Writing 3cr
 ENGL 329 The History of the English Language 1cr
 ENGL 415 English Language Studies for Teachers 3cr
 ENGL 426 ESL Methods and Materials 3cr
 ENGL 434 Shakespeare 3cr

Controlled Electives: (2)
 One Film Studies Track course 3cr
 One British Literature Survey course from ENGL 210 or 211 3cr
 One Literary, Textual, and Cultural Studies Track course: Choose one course from the following LTC Track: 3cr
 ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463 3cr
 One general English elective (any track) 3cr

Controlled Electives (3)
 One Film Studies Track course 3cr
 One British Literature Survey course from ENGL 210 or 211 3cr
 One Literary, Textual, & Cultural Studies Track course: Choose one course from the following LTC Track: 3cr
 ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463 3cr
 One general English elective (any track) 3cr

Total Degree Requirements: 122-123

Total Degree Requirements: 122-123

(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of the undergraduate catalog.

(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education" in the College of Education and Educational Technology section of the undergraduate catalog.

(1) The second MATH course is a teacher certification requirement and counts as liberal studies elective credits for Mathematics

(1) The second MATH course is a teacher certification requirement and counts as liberal studies elective credits for Mathematics

(2) One of the controlled English-elective Track courses

(2) One of the controlled English-elective Track courses

(either the Literary, Textual and Cultural Studies Track or the general English elective from any track) must be a non-Western course; this requirement is separate from and in addition to the non-Western Liberal Studies requirement.

(either the Literary, Textual and Cultural Studies Track or the general English elective from any track) must be a Global and Multicultural course; this requirement is separate from and in addition to the Global and Multicultural Liberal Studies requirement.

Rationale: Replacing ENGL 330 with ENGL 415 results from an awareness of the need to provide B.S. English Education students with a course that combines fundamentals of language study with educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature. ENGL 330 The Structure of English includes the study of word etymology, phonology, morphology, syntax, semantics and the development of structural arguments through sentence analysis. In addition to some coverage of those topics, ENGL 415 will add an examination of socio-cultural aspects of language to prepare candidates for teaching diverse populations of students and will provide more focus and emphasis on pedagogical implications of language studies.

15 Robert E. Cook Honors College– Program Revision and Program Catalog Description Change

Current Catalog Description:

APPROVED

Program Requirements

Students accepted into the Honors College as freshmen are required to live in Whitmyre Hall during the freshman year and are encouraged to remain in the honors residence hall throughout their undergraduate career as space permits. Exceptions to the freshman residency requirements will be made only for nontraditional students (students 25 or older or who are married and/or have children) or for students who reside at home with their legal guardians in the Indiana area while at IUP. Application for exemption from this residency requirement should be made in the form of a letter to the Honors College director at the time of application to the program. Honors College students are required to maintain an overall 3.25 GPA. A student who falls below the 3.25 GPA will have one semester of Honors College probation during which he/she may attempt to raise the GPA to 3.25 and remain in good standing. Students who are dismissed from the Honors College due to GPA may apply for readmission after having raised the GPA to acceptable honors standards.

Course Requirements for Students Admitted as Freshmen

Students admitted as freshmen are required to complete 24 credits of honors work including

- **18 credits:** Honors Core I, II, III (HNRC 101, 102, 201) and Honors Core: Sciences (HNRC 202). HNRC 101 and 102 is a first-year sequence; HNRC 201 and 202 may be taken in either order during subsequent semesters. HNRC 101, 102, and 201 replace Liberal Studies requirements for Composition I (ENGL 101), three humanities courses (ENGL 121, HIST 195, and either RLST 100 or PHIL 120), and one fine arts course (either ARHI/MUHI/THTR 101). HNRC 202 replaces Liberal Studies requirements for either one nonlaboratory science and one social science *or* two nonlaboratory sciences *or* two social sciences, depending on the units selected.
- **3 credits:** HNRC 499 Honors Senior Synthesis

- **3 credits:** Additional honors course work

Students are encouraged to complete at least one honors course during every academic year, although it is recognized that this might not be possible for students participating in study abroad or off-campus internships. For information on departmental honors programs, please see the individual college listings. Departmental honors courses count toward the total number of honors credit hours required for Honors College graduation. Students are also encouraged to complete an undergraduate thesis for graduation from the Honors College with distinction. Students may enroll for thesis credit by completing the necessary approval forms and scheduling HNRC 483 Honors Thesis/Independent Study or, in some departments, by scheduling a departmental honors thesis course.

Applicants interested in further information are invited to contact the Honors College Admissions Office at 1-800-487-9122 or 724-357-4971.

Proposed Catalog Description:

Program Requirements

All first year students (freshmen and transfer students) are required to live in Whitmyre Hall and are encouraged to remain in the honors residence hall throughout their undergraduate career as space permits. Exceptions to the freshman residency requirements will be made only for nontraditional students (students 25 or older or who are married and/or have children). Application for exemption from this residency requirement should be made in the form of a letter to the Honors College director at the time of application to the program.

Honors College students are required to maintain an overall 3.25 GPA. A student who falls below the 3.25 GPA will have one semester of Honors College probation during which he/she may attempt to raise the GPA to 3.25 and remain in good standing. Students who are dismissed from the Honors College due to GPA may apply for readmission after having raised the GPA to acceptable honors standards.

Course Requirements for Students Admitted as Freshmen

Students admitted as freshmen are required to complete 24 credits of honors work including:

- **18 credits:** Honors Core I, II, III (HNRC 101, 102, 201) and Honors Core: Sciences (HNRC 202). HNRC 101 and 102 is a first-year sequence; HNRC 201 and 202 may be taken in either order during subsequent semesters. HNRC 101, 102, and 201 replace Liberal Studies requirements for Composition I (ENGL 101), three humanities courses (ENGL 121, HIST 196, 197 or 198, and either RLST 100 or PHIL 120), and one fine arts course (either ARHI/MUHI/THTR 101 or DANC 102). HNRC 202 replaces Liberal Studies requirements for either one non-laboratory science and one social science *or* two non-laboratory sciences *or* two social sciences, depending on the units selected.
- **6 credits:** Additional honors course work / experiential education

Students are encouraged to complete at least one honors course during every academic year, although it is recognized that this might not be possible for students participating in study abroad or off-campus internships. For information on departmental honors programs, please see the individual college listings. Departmental honors courses count toward the total number of honors credit hours required for Honors College graduation. Students are also encouraged to complete an undergraduate thesis for graduation from the Honors College with distinction. Students may enroll for thesis credit by completing the necessary approval forms and scheduling HNRC 483 Honors Thesis/Independent Study or, in some departments, by scheduling a departmental honors thesis course.

Students are required to do at least one of the following experiential components including a study abroad, internship, Honors Thesis, or Independent Study. In the absence of a suitable co-curricular experience, an additional 400 level major course or approved graduate course may be substituted.

Applicants interested in further information are invited to contact the Honors College Admissions Office at 1-800-487-9122 or 724-357-4971.

Rationale: The Honor's Core listing had not been updated since the changes to the Liberal Studies program were made.

16 Department of Sociology—Catalog Description Changes and Course Title Change

a Catalog Description Change: APPROVED

Current Catalog Description:

SOC 336 Sociology of the Family **3c-01-3cr**

Prerequisite: SOC 151

A sociological study of the family from various theoretical viewpoints. Special emphasis is on the contemporary American family. Covers a variety of topics, such as mate selection, power relationships and roles in the family, parent-child interaction, marital satisfaction, divorce, and others.

Proposed Catalog Description:

SOC 336 Sociology of the Family **3c-01-3cr**

Prerequisite: SOC 151

A study of family dynamics and patterns using sociological research methods and theories. Examines social, cultural, and historical changes that have altered the nature of family life and created challenges for public policy. Addresses contemporary problems and issues encountered by families and approaches to dealing with these problems.

Rationale: This course description more accurately reflects current course content (as depicted in the syllabus of record) and is more consistent with contemporary language within the subfield of family sociology.

b Catalog Description and Title Change: APPROVED**Current Catalog Description:****SOC 342 Social and Cultural Aspects of Health and Medicine** **3c-0l-3cr****Prerequisite:** 6cr in SOC or ANTH

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 Medical Sociology** **3c-0l-3cr****Prerequisite:** SOC 151

A review of medical sociology. Focuses upon the sociological examination of health, illness, and healing; health inequalities; medicalization; medicine as a profession; healing occupations; interactions within medical settings; the social organization of health services; and bioethics. Examines current, major issue in public policy and healing.

Rationale: The current course description and title date back prior to 1992 when Sociology and Anthropology were a joint department. Neither the course title nor the course description was revised to reflect the split. These changes reflect the fact that this course is and has been taught from a sociological perspective since 1992. The new course title and catalog description reflect more succinct and appropriate terminology that is widely recognized in the field of Sociology. These changes do not reflect or require revisions to the course content. The prerequisite for this course is also being revised. The revision will make SOC 342 consistent with other upper level Sociology courses by requiring SOC 151.

17 Department of History – Course Revisions and Catalog Description Changes**i Current Catalog Description: APPROVED****HIST 332 History of Early China** **3c-0l-3cr****Prerequisites:** Sophomore standing; HIST 195 (nonmajors)

China from the dawn of history to the Tang Dynasty. Focuses on the creation of the intellectual and political systems that have dominated China and East Asia down to the present. Looks in depth at the origins of Chinese philosophy and the imperial system.

Proposed Catalog Description:**HIST 332 History of Early China** **3c-0l-3cr****Prerequisites:** Sophomore standing and 3cr of college history

China from the dawn of time to the Tang Dynasty. The course will focus on the creation of the intellectual and political systems that have dominated China and East Asia down to the present. Looks in depth at the origins of Chinese philosophy and the imperial system.

Rationale: The course is a currently approved Liberal Studies Elective and Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multicultural Awareness. Justification for Global and Multicultural Awareness: The course deals primarily with non-dominant cultures. Cultures are presented on their own terms, going beyond mere description of a culture. Students will examine the ways Chinese and East Asian societies have established systems of values, norms, and ideas. Students will be enabled to gain knowledge of the past and interrelations among communities.

LS elective justification: The course addresses critical-thinking and scholarly discourse. There is content that addresses the contributions of racial minorities and of women. The course extends beyond core concepts. This course meets the standards for Information literacy; students will analyze various types of sources, both primary and secondary. They will demonstrate their ability to analyze these sources in the papers and exams

ii Current Catalog Description:

APPROVED

HIST 334 History of Modern China

3c-01-3cr

Prerequisites: Sophomore standing; HIST 195 (nonmajors)

The history of China from the late Ming to the present. The Late Imperial political economic and social systems and the problems they faced in the 19th century. Reforming China from Self-Strengthening to Mao. Revolutionary society and its discontents. The Reform era and China today.

Proposed Catalog Description:

HIST 334 History of Modern China

3c-01-3cr

Prerequisites: Sophomore standing and 3cr of college history

The history of China from the late Ming the present. The Late Imperial political, economic and social systems and the problems they faced in the 19th century. Reforming China from the Self-Strengthening to Mao. Revolutionary society and its discontents. The reform era and China today.

Rationale: The course is a currently approved Liberal Studies Elective and Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multicultural Awareness. The course deals primarily with non-dominant cultures. Cultures are presented on their own terms, going beyond mere description of a culture. Students will examine the ways Chinese people have established systems of values, norms, and ideas. Students will be enabled to gain knowledge of the past and interrelations among communities.

LS elective justification: The course addresses critical-thinking and scholarly discourse.

There is content that addresses the contributions of racial minorities and of women. The course extends beyond core concepts. This course meets the standards for information literacy because students will analyze various types of sources, both primary and secondary. They will demonstrate their ability to analyze these sources in the papers and exams.

iii Current Catalog Description: **APPROVED**

HIST 337 History of Modern Japan **3c-01-3cr**

Prerequisites: Sophomore standing; HIST 195 (nonmajors)

The history of Japan from the beginning of the Tokugawa period to the present. Japan's early modern political, economic, and social systems, their transformation in the Meiji era, and the Japanese people's struggles and successes in the 20th century.

Proposed Catalog Description:

HIST 337 History of Modern Japan **3c-01-3cr**

Prerequisites: Sophomore standing and 3cr of college history

The history of Japan from the beginning of the Tokugawa period to the present. Japan's early modern political, economic and social systems, their transformation in the Meiji era and the Japanese people's struggles and successes in the 20th century.

Rationale: The course is a currently approved Liberal Studies Elective and Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multicultural Awareness. The course deals primarily with non-dominant cultures. Cultures are presented on their own terms, going beyond mere description of a culture. Students will examine the ways Japanese people have established systems of values, norms, and ideas. Students will be enabled to gain knowledge of the past and interrelations among communities. Liberal Studies Elective justification: The course addresses critical-thinking and scholarly discourse. There is content that addresses the contributions of racial minorities and of women. The course extends beyond core concepts. This course meets the standards for Information Literacy because students will analyze various types of sources, both primary and secondary. They will demonstrate their ability to analyze these sources in the papers and exams.

18 Department of Philosophy– Course Revisions, Catalog Description Changes

i Current Catalog Description: **APPROVED**

PHIL 323 Political Philosophy **3c-01-3cr**

An inquiry into the philosophical concepts underlying the major political theories from ancient Greece to the modern era. Emphasizes major authors and texts to demonstrate a continuum of ideas and their modifications, replacement, and revival, as well as novel political ideas. Possible topics: commonality, peace, internationalism, sovereignty, nature of the state, law, the ruler, cosmopolitanism, nationalism, social contract, liberty, obligation, property, racism, sexism, slavery.

Proposed Catalog Description:

PHIL 323 Political Philosophy

3c-01-3cr

Through an examination of Ancient, Modern, and contemporary political thought, the course will introduce students to the key issues of political philosophy: the justification of government authority, the role of the government in the just distribution of wealth in society, the nature of equality, the nature and importance of individual liberty and rights, the connections between race, gender, and political power, and the question of the universal applicability of concepts fundamental to European and American political philosophy in light of increasing globalization.

Rationale: The basic elements of the proposed catalog description are the same as those in the current description. The changes are primarily stylistic.

ii Current Catalog Description:

APPROVED

PHIL 450 Philosophy of Law

3c-01-3cr

An examination of the nature of law and its relationship to such questions as morality, obligation, judicial review, justice, rights, punishment, liberty. The course combines philosophical theory with consideration of selected court cases to develop a philosophical and legal understanding of law and its place in society.

Proposed Catalog Description:

PHIL 450 Philosophy of Law

3c-01-3cr

An examination of central issues in the philosophy of law, including law and morality, the interpretation of law, and philosophical and legal issues concerning punishment, justice, rights, and liberty. The course combines philosophical theory with consideration of selected court cases to develop an understanding of law and its place in society.

Rationale: The basic elements of the proposed catalog description are the same as those in the current description. The changes are primarily stylistic.

19 Department of Chemistry—Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science in Education – Chemistry (*)

Bachelor of Science in Education – Chemistry (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 125
Natural Sciences: PHYS 111-121 and 112-122
Social Science:
Liberal Studies Elective: 3cr, MATH 126, no courses with CHEM prefix

44 Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **44**
Mathematics: MATH 125
Natural Sciences: PHYS 111-121 and 112-122
Social Science:
Liberal Studies Elective: 3cr, MATH 126, no courses with CHEM prefix

College:	29	College:	31
Preprofessional Education Sequence:		Preprofessional Education Sequence:	
COMM 103 Digital Instructional Technology	3cr	COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr	EDSP 102 Educational Psychology	3cr
Professional Education Sequence:		Professional Education Sequence:	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting	2cr	EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting	2cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDEX 323 Instruction of English Language Learners with Special Needs	2cr
EDUC 242 Pre-Student Teaching Clinical Experience I	1cr	EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 342 Pre-Student Teaching Clinical Experience II	1cr	EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 441 Student Teaching	1cr	EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
EDUC 442 School Law	1cr	EDUC 441 Student Teaching	12cr
EDUC 451 Teaching Science in the Secondary School	12cr	EDUC 442 School Law	1cr
	1cr	EDUC 451 Teaching Science in the Secondary School	3cr
	3cr		
Major:	32	Major:	36-37
Required Courses:		Required Courses	
CHEM 113 Advanced General Chemistry I (1)	4cr	CHEM 111 General Chemistry I <i>or</i> CHEM 113 Advanced General Chemistry I	4cr
CHEM 114 Advanced General Chemistry II (1)	4cr	CHEM 112 General Chemistry II <i>or</i> CHEM 114 Advanced General Chemistry I	4cr
CHEM 214 Intermediate Inorganic Chemistry	2cr	CHEM 214 Intermediate Inorganic Chemistry	3cr
CHEM 231 Organic Chemistry I	4cr	CHEM 231 Organic Chemistry I	4cr
CHEM 232 Organic Chemistry II	4cr	CHEM 232 Organic Chemistry II	4cr
CHEM 321 Quantitative Analysis	4cr	CHEM 325 Analytical Chemistry I	4cr
CHEM 341 Physical Chemistry I	4cr	CHEM 341 Physical Chemistry I	4cr
CHEM 343 Physical Chemistry Laboratory I	1cr	CHEM 343 Physical Chemistry Laboratory I	1cr
CHEM 499 Problems in Chemistry Education	1cr	CHEM 390 Chemistry Seminar II	1cr
		CHEM 498 Problems in Chemistry	1cr
Controlled Electives: (2)	4cr	Controlled Electives: (2)	
Select 4cr from the following:		BIOC 301 or CHEM 351	3-4cr
CHEM 322, 342, 344, 351, 410, 411; BIOC 301, 311		At least 3cr additional CHEM or BIOC at or above the 300-level	3cr
Other Requirements:		Other Requirements:	8
BIOL 111 Principles of Biology	4cr	BIOL 111 Principles of Biology I	4cr
GEOS 111 Earth Science for Educators I <i>or</i> GEOS 113 Earth Science for Educators II	3cr	GEOS 201 Foundations of Geology	4cr
GEOS 112 Earth Science for Educators I Lab <i>or</i> GEOS 114 Earth Science for Educators II Lab	1cr		
Free Electives:	7	Free Electives:	0-1
(#) Total Degree Requirements:	120	Total Degree Requirements:	120
(*) See requirement leading to teacher certification, titled "3 step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.		(*) See requirement leading to teacher certification, titled "3 step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.	
(1) CHEM 111 and 112 can be substituted for CHEM 113 and 114.		(1) Program contains one writing-intensive course (CHEM 343), students need to acquire another W-course in Liberal Studies or as an elective.	
(2) A minimum of 6cr of Controlled Electives, including either CHEM 351 or BIOC 301, is required for the ACS-certified degree in Chemistry Education.		(2) Students in the chemistry education program who wish to earn an ACS-certified degree in chemistry must take two credits of CHEM 498, including a written report, and complete at least 7cr, including two lab courses, of CHEM or CHEM or BIOC at or above the 300-level.	
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.			

Rationale

Response to curriculum changes outside chemistry – Several courses still listed in the B.S. Chemical Education degree program no longer exist, and so this new track updates the

requirements in Geoscience (GEOS 201). Also, the requirements of the Pre-professional and Professional Education sequences increased from 29 to 31cr, and we were able to accommodate this increase without going beyond 120 total hours. As the field of Chemistry evolves; the importance of biological applications continues to grow. Therefore, the department now feels that no student can realistically be said to have been educated in chemistry without taking a biochemistry course. Biochemistry I or Biochemistry will now be required for the B.S.ED – Chemical Track.

The changes in the Liberal Studies requirements have allowed us to add 4-5cr of chemistry to the degree program without exceeding 120 total hours. These changes allow the Chemical Education program to be very close to the requirements of the American Chemical Society Committee on Professional Training for approved degrees in chemistry. A student who chooses to take at least 7 additional credit hours of upper-level CHEM or BIOC coursework, and an additional credit of independent study/research, will qualify for the approved degree. We have included this possibility as a note in the degree program.

The independent study/research requirement (CHEM 499) was added to the Chemical Education degree program in 2002. Since then, it has proved quite successful, but the chemistry faculty feels that the separation between CHEM 498 and CHEM 499 is artificial and unnecessary, and so the independent study/research requirement has been changed to CHEM 498, as in the other chemistry degree programs. Based on tracking data for chemistry majors, we have decided to change CHEM 113 and 114 from a course reserved for Chemistry and Biochemistry majors to a course designed for advanced students of any major. Therefore, the Freshman Chemistry requirement has been changed to an option of 111/112 or 113/114. Nearly half of our graduates in chemistry have historically taken CHEM 111 & 112.

20 Department of Management—New Courses

i Catalog Description:

APPROVED

MGMT 461 Business Leadership Theory

3c-01-3cr

Prerequisite: Junior standing or instructor permission

Introduces the student to the various leadership styles such as autocratic, laissez-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.

Rationale: Leadership is a critical topic for college students, including business majors. Corruption, unethical behavior, greed, payoffs, kick-backs, extreme short-term focus for individual gains, in business, the non-profit sector and government continues to be the topic of media headlines. University students need to be exposed to the positive attributes of effective leaders as well as the negative methods used by those covered in the scandals. This course is designed for all university students as a general elective. The content is a stand-alone course not offered in the Military Science, Business or other departments at IUP. Some of the components covered in MGMT 461/561 are briefly touched in either MGMT 310 or MGMT 311, but there is not sufficient room/time on the syllabus to cover the various theories, models and approaches to effective leadership.

ii Catalog Description:**APPROVED****MGMT 462 Applied Business Leadership Skills****3c-01-3cr****Prerequisite:** Junior standing, MGMT 461 or instructor permission

Focuses 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.

Rationale: Leadership is a critical topic for all college students, including business students. University students need to be exposed to the positive attributes of effective leaders as well as the negative methods used by those covered in the scandals. Students will discuss the leadership skills of many current leaders and those in the past. Students will conduct self-assessments of their own leadership styles. They will be assigned a number of mini-cases with the objective of analyzing the leaders involved in a cross-cultural environment. Students will also participate in several leadership activities throughout the semester. This offering is designed as the second course for any university student. The content is not offered in other courses at IUP. An existing course would not have time or room to cover the advanced, innovative and exploratory topics and disciplines of leadership.

21 Department of Economics—Course Revision**APPROVED****Current Approved (10-12) Catalog Description:****ECON 239 Economics of Sports****3c-01-3cr**

Introduces and develops the economic way of thinking as it applies to the sports industry. Topics covered include: the organizational structure of the major American sports leagues (e.g., revenue sharing, salary restrictions, and competitive balance), labor issues in sports (e.g., free agency, reserve clause, unions, strikes, and discrimination), the legal relationship between sports and government (e.g., the relationship between antitrust law and sports), and the issue of sports and public finance (e.g., location and financing of sports franchises and public ownership of stadiums and arenas).

Proposed Catalog Description:**ECON 239 Economics of Sports****3c-01-3cr**

Introduces and develops the economic way of thinking as it applies to the sports industry. Topics covered include: the organizational structure of the major American sports leagues (e.g., revenue sharing, salary restrictions, and competitive balance), labor issues in sports (e.g., free agency, reserve clause, unions, strikes, and discrimination), the legal relationship

between sports and government (e.g., the relationship between antitrust law and sports), and the issue of sports and public finance (e.g., location and financing of sports franchises and public ownership of stadiums and arenas).

Rationale: The course is being submitted for approval as a Liberal Studies Elective course. The department feels that the course will be highly effective at building quantitative reasoning skills in IUP's students due to the fact that it uses sports as a delivery method for higher-order analytical concepts. We feel that anxiety with regard to mathematics and quantitative analysis is often a serious roadblock for students and that this anxiety can be alleviated when such tools are applied to a topic that many students find intrinsically fun and interesting. Additionally, it is our strong opinion that all students should be introduced to the economic way of thinking and that the inclusion of ECON 239 to the list of Liberal Studies Electives will allow us to introduce more students to this vital tool-kit.

22 Department of Anthropology—Course Revision and Catalog Description Change

APPROVED

Current Catalog Description:

ANTH 211 Cultural Anthropology

3c-01-3cr

An introduction to the discipline of anthropology: the study of human beings through time and across cultures. Organized around select themes that allow students to explore the nature and relevance of anthropological methods, theories, and perspectives. These themes may include, but are not limited to, human origins, evolution and human behavior, gender roles, the links between environment and culture, and social stratification. A strong emphasis is on the effects of globalization on human cultures, and the potential for anthropology research to address contemporary issues like cultural and environmental sustainability, public health, and social equity.

Proposed Catalog Description:

ANTH 211 Cultural Anthropology

3c-01-3cr

Introduces the major concepts, theories and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. Emphasis given to how traditional and non-traditional cultures undergo change as a result of globalization and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered may include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. A wide geographic coverage in the course provides a basis for global comparisons of cultural similarities and differences among human societies.

Rationale: The course objectives have been updated to meet current expectations for student-centered measurable objectives. The course is a current Non-Western Course and is being submitted in the Global and Multicultural Awareness category.

23 Department of Communications Media—Course Revision

APPROVED

Current Catalog Description:

COMM 101 Communications Media in American Society **3c-01-3cr**
Required of COMM majors. An introduction to the evolution, status, and future of communications media. Explores intrapersonal communication through self-assessment, values clarification, and feedback; interpersonal communication through interviews, observations, case studies, and gaming; and mass communications through the examination of the processes and the technology utilized to disseminate and manage information. Career paths, field applications, professional associations, and the primary literature are investigated.

Proposed Catalog Description:

COMM 101 Communications Media in American Society **3c-01-3cr**
Required of COMM majors. An introduction to the evolution, status, and future of communications media. Explores intrapersonal communication through self-assessment, values clarification, and feedback; interpersonal communication through interviews, observations, case studies, and gaming; and mass communications through the examination of the processes and the technology utilized to disseminate and manage information. Career paths, field applications, professional associations, and the primary literature are investigated.

Rationale: The course is currently approved as a Liberal Studies Elective, and is being revised to meet the new curriculum criteria for this category. Course facilitates information literacy by raising awareness of the history of media technologies, discussed both the historical context of their development, and the technology's relevance within the current context. In addition, topics such as media regulations, media effects, and media theories teach students to view media not only as consumable products, but as texts that should be critically examined and evaluated.

24 Departments of Professional Studies in Education and Special Education and Clinical Services—Program Revision and Course Revision

a. **Course Revision:** **APPROVED**

Current Catalog Description:

FDED 440 Orientation to Teaching in Urban Centers **3c-01-3cr**
Provides an understanding of learners and their unique learning needs and conditions. Emphasizes understanding the origin of attitudes and values and how these affect the relationships which exist between students and teachers. Special attention given to practical application of theoretical information to problems of urban education. Emphasizes field trips and guest speakers.

Proposed Catalog Description:

FDED 440 Orientation to Teaching in Urban Centers **2c-01-2cr**

Provides an understanding of urban learners and their unique learning needs and conditions. Emphasizes understanding the origin of attitudes and values and how these affect the relationships which exist between students and teachers. Special attention given to practical application of theoretical information to problems of urban education.

Rationale: The proposed revisions are to bring the Urban Track into compliance with the 135 credit limit mandated by the Board of Governors for four year programs of study. The Board of Governors has mandated that our program of study in its entirety be no more than 135 credits. The Urban Track within the new Early Childhood/Special Education (ECSP) major is currently at 138 credits due to two specialized courses intended to focus specifically on preparing our majors to work in urban settings. Since approval is pending that our majors need only take three of the previously required four science courses which were 2.5 credits each, this change would bring the number of credits for the Urban Track specialization down to 135.5 credits. This is still over the limit mandated by the Board of Governors. One of the specialized courses in the Urban Track is FDED 440, Orientation to Teaching in Urban Centers. It is being proposed to change that course from a 3 credit offering to a 2 credit offering. The old EDUC 499 Multicultural/Multiethnic Education course, which was dropped in our switch to the new program of study, was of similar content and was a 2 credit course. Students now receive some of the content in the new ECED 117 course and in their EDEX 460 course; thus, some of the content can be reviewed briefly but not as much time is needed to cover the content. The FDED 440 course can easily be adapted to reflect a work load concomitant with a 2 credit course without losing its ability to achieve the outcomes of the 3 credit course that it is now. This change will bring the Urban Track option to 134.5 credits which is within the 135 credit limit required by the Board of Governors.

b. Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science in Education—Early Childhood Education/Special Education (*)

Bachelor of Science in Education—Early Childhood Education/Special Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **46**
Humanities: HIST 196
Mathematics: MATH 151
Natural Science: SCI 101, 102, 103, 104
Social Science: GEOG 101, 102, or 104, PSYC 101
Liberal Studies Electives: 3cr, MATH 152

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **43.5 (1)**
Humanities: HIST 196
Mathematics: MATH 151
Natural Science: SCI 101, 102, 103, 104 (3 of 4 required) (2)
Social Science: GEOG 101, 102, or 104, PSYC 101
Liberal Studies Electives: 3cr, MATH 152

College: **22**
Preprofessional Education Sequence:
 COMM 103 Digital Instructional Technology *or*
 EDEX 103 Special Education Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:
 EDSP 477 Assessment of Student Learning:
 Design and Interpretation of

College: **22**
Preprofessional Education Sequence:
 COMM 103 Digital Instructional Technology *or*
 EDEX 103 Special Education Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:
 EDSP 477 Assessment of Student Learning:
 Design and Interpretation of

	Educational Measures	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 442	School Law	1cr
EDUC 461	Student Teaching	5cr
EDUC 471	Student Teaching	5cr

Major:

Required Courses: (1)

ECED 117	Family, Community, and School Relationships in a Diverse Society	2cr
ECED 200	Introduction to Early Childhood Education	3cr
ECED 221	Literature for the Young Child and Adolescent	3cr
ECED 250	Language Development	3cr
ECED 280	Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr
ECED 310	Science, Health, and Safety for All PreK to Grade 4 Learners	3cr
ECED 351	Literacy for the Emergent Reader PreKGrade 1 Learners	3cr
ECED 411	Social Studies for All PreK to Grade 4 Learners	3cr
ECED 451	Literacy for the Developing Reader Grades 2-4 Learners	3cr
ECSP 112	Growth and Development: Typical and Atypical	3cr
ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
ECSP 340	Introduction to Classroom and Behavior Management	3cr
ECSP 440	Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners	2cr
EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)	3cr
EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)	3cr
EDEX 460	Family Perspectives on Disability	3cr
EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury	3cr (5)
EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities	3cr (6)
ELED 313	Teaching Mathematics in the Elementary School	3cr (7)
MATH 320	Mathematics for Early Childhood	3cr

Total Degree Requirements:

131

	Educational Measures	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 442	School Law	1cr
EDUC 461	Student Teaching	5cr
EDUC 471	Student Teaching	5cr

63 Major:

Required Courses: (1)

ECED 117	Family, Community, and School Relationships in a Diverse Society	2cr
ECED 200	Introduction to Early Childhood Education	3cr
ECED 221	Literature for the Young Child and Adolescent	3cr
ECED 250	Language Development	3cr
ECED 280	Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr
ECED 310	Science, Health, and Safety for All PreK to Grade 4 Learners	3cr
ECED 351	Literacy for the Emergent Reader PreKGrade 1 Learners	3cr
ECED 411	Social Studies for All PreK to Grade 4 Learners	3cr
ECED 451	Literacy for the Developing Reader Grades 2-4 Learners	3cr
ECSP 112	Growth and Development: Typical and Atypical	3cr
ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
ECSP 340	Introduction to Classroom and Behavior Management	3cr
ECSP 440	Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners	2cr
EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 269	Identifying and Understanding Children with Academic and Social Learning Needs Pre-K-Adolescence	3cr (3)
EDEX 278	Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs in Birth through Adolescence	3cr (4)
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)	3cr
EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)	3cr
EDEX 460	Family Perspectives on Disability	3cr
MATH 320	Mathematics for Early Childhood	3cr
MATH 330	Teaching Mathematics in the Elementary School	3cr (7)

Total Degree Requirements:

128.5

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

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

Rationale: With the change in liberal studies requiring 7-8 credits in Natural Science, we can reduce the total requirements from 131 to 128.5. EDEX 469 and 478 are being replaced with EDEX 269 and 278 because program faculty and ECSP majors reported that students were not receiving instruction in special education until the junior and senior years. Based on this feedback, EDEX 269 and EDEX 278 were approved in 2012. ELED 313 has been changed by the Mathematics Department to MATH 330 when the ELED courses were deleted.

c. Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science in Education–Early Childhood Education/Special Education Urban Track (*)

Bachelor of Science in Education–Early Childhood Education/Special Education Urban Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Humanities: HIST 196
Mathematics: MATH 151
Natural Science: SCI 101, 102, 103, 104 (1)
Social Science: GEOG 101, 102, or 104, PSYC 101
Liberal Studies Electives: 3cr, MATH 152

46 Liberal Studies: As outlined in Liberal Studies section with the following specifications: **43.5**
Humanities: HIST 196
Mathematics: MATH 151
Natural Science: SCI 101, 102, 103, 104 (1) (2)
Social Science: GEOG 101, 102, or 104, PSYC 101
Liberal Studies Electives: 3cr, MATH 152

College: **22**
Preprofessional Education Sequence:
 COMM 103 Digital Instructional Technology *or* 3cr
 EDEX 103 Special Education Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
 EDUC 442 School Law 1cr
 EDUC 461 Student Teaching 5cr
 EDUC 471 Student Teaching 5cr

22 College: **23**
Preprofessional Education Sequence:
 COMM 103 Digital Instructional Technology *or* 3cr
 EDEX 103 Special Education Technology 3cr
 EDSP 102 Educational Psychology 3cr
Professional Education Sequence:
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
 EDUC 442 School Law 1cr
 EDUC 461 Student Teaching 5cr
 EDUC 471 Student Teaching 5cr

Major: **63**
Required Courses: (1)
 ECED 117 Family, Community, and School Relationships in a Diverse Society 2cr
 ECED 200 Introduction to Early Childhood Education 3cr
 ECED 221 Literature for the Young Child and Adolescent 3cr
 ECED 250 Language Development 3cr
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr
 ECED 351 Literacy for the Emergent Reader PreKGrade

63 Major: **63**
Required Courses: (1)
 ECED 117 Family, Community, and School Relationships in a Diverse Society 2cr
 ECED 200 Introduction to Early Childhood Education 3cr
 ECED 221 Literature for the Young Child and Adolescent 3cr
 ECED 250 Language Development 3cr
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr
 ECED 351 Literacy for the Emergent Reader PreKGrade

ECED 411	1 Learners Social Studies for All PreK to Grade 4 Learners	3cr	ECED 411	1 Learners Social Studies for All PreK to Grade 4 Learners	3cr
ECED 451	Literacy for the Developing Reader Grades 2-4 Learners	3cr	ECED 451	Literacy for the Developing Reader Grades 2-4 Learners	3cr
ECSP 112	Growth and Development: Typical and Atypical	3cr	ECSP 112	Growth and Development: Typical and Atypical	3cr
ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr	ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
ECSP 340	Introduction to Classroom and Behavior Management	3cr	ECSP 340	Introduction to Classroom and Behavior Management	3cr
ECSP 440	Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners	2cr	ECSP 440	Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners	2cr
EDEX 111	Introduction to Exceptional Persons	3cr	EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr	EDEX 269	Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury	3cr
EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)	3cr	EDEX 278	Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities	3cr
EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)	33cr	EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDEX 460	Family Perspectives on Disability	33cr	EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)	33cr
EDEX 469	Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury		EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)	3cr
EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities	3cr	EDEX 460	Family Perspectives on Disability	3cr
ELED 313	Teaching Mathematics in the Elementary School	3cr	EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities	3cr
MATH 320	Mathematics for Early Childhood	3cr	MATH 320	Mathematics for Early Childhood	3cr
Other Requirements:			Other Requirements:		
FDED 440	Orientation to Teaching in Urban Centers	3cr	FDED 440	Orientation to Teaching in Urban Centers	2cr
FDED 441	Field Experiences in Urban Centers	3cr	FDED 441	Field Experiences in Urban Centers	3cr
Total Degree Requirements:		138	Total Degree Requirements:		134.5

(*) 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) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

(*) 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) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

(2) Students will select three of the four sciences.

Rationale: With decrease in science requirement to 7-8 credits, ECSP majors will select 3 of the 4 science classes (SCI 101, 102, 103 or 104); the liberal studies requirement will be 43.5 credits and the total degree requirement will be 134.5 credits. EDEX 269 will replace EDEX 469; EDEX 469 will be deleted from this program. EDEX 278 will replace EDEX 478; EDEX 478 will be deleted from this program. ELED 313 was changed to MATH 320 by the Mathematics Department. FDED 440 is being changed from a 3 credit course to a 2 credit course. The revised Urban Track does two EDUC 342 field experiences the second one is on-site during their senior year. The first three changes listed above are in line with the program revision changes submitted for the Early Childhood Education/Special Education program. The last change is proposed in order to bring the Urban Track under 135 credits as mandated by the Board of Governors.

Research Committee (Senator Bonach)

The committee met on April 2, 2013 and reviewed 19 USRC Small Grant proposals and the decision was made to fund 14 proposals totaling \$17,281.00. The next meeting will be held on May 7, 2013 at 3:15 pm in Stright 301.

- Dr. Bryna Siegel Finer
- Dr. R. Scott Moore
- Dr. Parimal Bhagat
- Dr. Beverly Chiarulli
- Dr. Anne Drolett Creany
- Dr. Lorraine Guth
- Dr. Linda Jennings
- Dr. Kelli Jo Kerry-Moran
- Dr. Amy Labant
- Dr. Crystal Machado
- Dr. Maureen McHugh
- Dr. Nurhaya Muchtar
- Dr. Marveta Ryan-Sams
- Dr. Teresa Shellenbarger

Student Affairs Committee (Senator Desmond) The next meeting will be in the fall.

University Development and Finance Committee (Senator Wick)

The next meeting is May 7th at 3:30 PM in Sutton 218.

Senator Radell pointed out that IUP's official June 30, 2012 audit shows an "unrealized loss on interest rate swap[s]" of \$24,366,438. Although IUP is not alone in its involvement with derivatives (Harvard lost about \$1 billion to terminate their interest rate swaps), we do not have Harvard's massive endowment to fall back on. The recording of the unrealized loss on interest rate swaps is on page 16 of the audit report. He understands that "unrealized" means that we have not paid out anything on derivatives at the point of the audit, however, if our derivative contracts work like some of Harvard's, their existence precludes us from re-financing at more attractive fixed rates. At some point Harvard decided it was better to spend \$1 billion to get out of the derivative contracts than to continue them. When the Administration reports the scenarios, the potential for unrealized losses to morph into realized losses and the opportunity costs of being locked into arrangements with hefty termination fees should become clear.

He then made a motion that was seconded that the Development and Finance Committee request from the Administration, for reporting to the Senate, best case, worst case and most likely case scenarios from IUP's derivative contracts on residential revival and other debt. Are there termination fees, and if so, how much are they? The motion was approved.

The committee is meeting next week and will discuss the request.

Academic Affairs Committee (Senator Dugan)

The committee will be meeting May 7th at 3:30 PM location to be determined.

FOR ACTION:

Item 1: Revisions to Academic Standards Policy

COMMITTEE PULLED ITEM FROM AGENDA

Current Academic Standards Policy

A. Purpose: The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate students. Designated subpopulations are subject to modifications listed in Section F.

B. Definitions

1. Academic Good Standing: Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
2. Probation: Students whose CGPA falls below the 2.00 standard are on probation during the next fall, spring, or summer semester for which they are registered.
3. Extended Probation: Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on extended probation.
4. Academic Recovery Plan: Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving academic good standing.

C. Administrative Review and Enforcement of Standards

1. Each college, regional campus, and the Department of Developmental Studies will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each fall, spring, and summer semester.
 - a. Students earning a 0.00 CGPA at the end of their first semester of full-time enrollment will be dismissed from the university.
 - b. Other students falling below the 2.00 CGPA standard will be continued on probation for one semester and be required to develop and implement an Academic Recovery Plan.
 - c. Students still below the 2.00 cumulative GPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward academic good standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.

- d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.
- e. Students who regain academic good standing but again fall below the 2.00 CGPA standard in a subsequent semester are awarded another semester of probation and, where appropriate, extended probation.

D. Academic Recovery Plan: Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to academic good standing. The plan must be developed with and approved by the appropriate Academic Standards Officer.

1. Analysis: Students must identify the factors causing their unsatisfactory achievement.
2. Planning: Plans must include a schedule of minimum grades needed to achieve academic good standing.
3. Commitment: Students must commit to the changes in behavior necessary to achieve academic success. This might include changes in time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer.
4. Documentation: Each plan must include a satisfactory method of documentation. Records of attendance at classes and support services, journaling of activities supporting academic success, and conferences are potential vehicles to be considered.

E. Dismissal and Readmission

1. Students dismissed under this policy may not be readmitted for at least one calendar year.
2. Dismissed students are not eligible for enrollment in any session (including summer sessions) for at least one calendar year. After one calendar year dismissed students may enroll in summer courses, but they are cautioned against enrolling without consulting their Academic Standards Officer.
3. Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
 - a. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
 - b. Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision.
 - c. The Registrar's Office will officially change the major based on the officer's readmission letter to the student.

4. Students may be readmitted only once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy after two or more years of separation or the Fresh Start Policy after three or more years of separation.

F. Special Populations

1. **Department of Developmental Studies/Act 101 Program:** Students admitted through the Department of Developmental Studies remain under the direction of the Department of Developmental Studies until reaching the 2.00 CGPA standard. Students dismissed after earning a 0.00 CGPA in their initial Department of Developmental Studies/Act 101 program may apply for readmission only to the next Department of Developmental Studies/Act 101 program.
2. **Regional Campuses:** Students admitted through a regional campus must remain at that campus until reaching the 2.00 CGPA standard.
3. **Part-time Students:** Continuing Education and Others: This policy will be applied on a pro-rata basis for part-time students. Students are considered to be part-time if, at the close of the drop-add period of the given semester, they are enrolled in fewer than 12 credits of classes.

2013 Revision: Academic Standards Policy (to take effect Fall 2013)

- A. **Purpose:** The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate students.

B. Terminology

1. **Academic Good Standing:** Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
2. **Probation:** Students whose CGPA falls below the 2.00 standard are on Probation during the next fall, spring, or summer semester for which they are registered.
3. **Extended Probation:** Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on Extended Probation.
4. **Academic Recovery Plan:** Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving Academic Good Standing.
5. **Academic Recovery Hold:** An Academic Recovery Hold is placed on the records of students who fail to submit an Academic Recovery Plan, preventing them from processing any registration transaction.

C. Administrative Review and Enforcement of Standards

1. Each college, regional campus, and the Department of Developmental Studies will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each fall, spring, and summer semester.
 - a. Students earning a 0.00 CGPA at the end of their first semester of enrollment will be dismissed from the university, except for students enrolled in only one course (up to four credit hours), who may be placed on probation at the discretion of the appropriate Academic Standards Officer.
 - b. Other students falling below the 2.00 CGPA standard will be placed on probation at the end of the semester. They may continue on probation for one semester. They will be required to develop and implement an Academic Recovery Plan.
 - c. Students still below the 2.00 CGPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward Academic Good Standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.
 - d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.
 - e. Students who regain Academic Good Standing but again fall below the 2.00 CGPA standard in a subsequent semester are permitted another semester of probation and, where appropriate, extended probation.
 - f. Students who fail to establish an Academic Recovery Plan prior to the beginning of registration for the next semester will incur an Academic Recovery Hold preventing registration.
 - g. Students referred by the Office of Admissions for first year study at a regional campus may transition to the Indiana Campus upon achieving 24 credits through two regular academic terms at a 2.00 CGPA.
 - h. Students admitted through the Department of Developmental Studies remain under the direction of the Department for the first academic year and until reaching the 2.00 CGPA standard.

D. Academic Recovery Plan: Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to Academic Good Standing. The plan must be developed with and approved by the appropriate Academic Standards Officer (or designee).

1. **Analysis:** Students must identify the factors contributing to their unsatisfactory achievement.
2. **Planning:** Plans must include a schedule of minimum grades needed to achieve Academic Good Standing.

3. **Commitment:** Students must commit to changes in behavior necessary to achieve academic success. This might include better time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer (or designee).
4. **Documentation:** Each plan must include an explanation of satisfactory methods of documentation. It is the student's responsibility to provide documentation supporting compliance with the agreed upon plan, if requested.

E. Readmission

1. Students dismissed under this policy may not be readmitted for at least one calendar year.
2. Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
 - a. A decision for readmission of a student in probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Registrar's Office will officially change the major based on the Academic Standards Officer's readmission letter to the student.
 - b. A decision for readmission of a student enrolled at a regional campus at the time of dismissal or voluntary withdrawal, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Academic Standards Officer of the regional campus.
 - c. A decision for readmission of a student enrolled in the Department of Developmental Studies/Act 101 at the time of dismissal or voluntary withdrawal is the responsibility of the DVST Academic Standards Officer.
3. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
4. Students may be readmitted only once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy or the Fresh Start Policy.

Rationale:

As a part of its five year review of academic policies, the Academic Committee revised the "Academic Standards Policy" in order to better represent the intent of the policy, the needs of all undergraduate populations served by the policy, and the changes in the IUP academic calendar. As a result of this review and conversations with the populations affected, changes to the policy include:

1. Cleaning up and tightening terms and definitions.
2. More accurately representing the policy's impact on the now - continuous academic year.
3. Including groups formerly known as "special populations" within the main policy because they follow the same policy.
4. Aligning the provisions of the policy for regional campus students with the provisions of transition for said students elsewhere within the policy, so that they are in agreement.
5. Clarifying that the policy is in force for any period during which there are classes, even if only one course is taken.

Minor revisions include:

1. Clarification of administrator roles and when designees are acceptable.
2. Clarification of responsibilities for students and administrators.
3. Clarification of readmission procedures after dismissal.

FOR ACTION:

Item 2: Revisions to Grades Appeal Policy

APPROVED

Original Policy:

IUP Student Grade Appeal Policy

Grade Review Policy

If a student disagrees with the evaluation of his/her work by the instructor but has no basis for a charge of "discrimination" or "capricious evaluation" or "error," the student should discuss the matter directly with the instructor and, if unsatisfied, with the chairperson of the department in which the course was offered and, if still unsatisfied, with the dean of the college in which the course was offered. In such cases, the decision of the instructor shall be final.

If a student believes that an improper grade has been assigned, an appeal may be filed on the following grounds:

1. **Discrimination:** On the basis of race, religion, national origin, sex, age, ancestry, handicapped status, gender identity, sexual orientation, or political affiliation.
2. **Capricious Evaluation:** Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily in a written statement during the first week of the course) or grade assigned arbitrarily on the basis of whim or impulse. The student may not claim capriciousness if he or she disagrees with the subjective professional evaluation of the instructor.

3. **Error:** Demonstrable, objective determination that a mathematical or clerical error resulted in the entry of an incorrect grade.

Procedures of Appeal

Level I: Informal Resolution

Every effort should be made to resolve the disagreement at Level I. The student must first seek a resolution to the disagreement with the instructor either in person or in writing. If the student is not satisfied with the results, the student must then speak with the chairperson of the department that offers the course. If still unsatisfied, the student must discuss the matter with the dean of the college in which the course is offered. A Student Government Association member may accompany and advise the student during the Level I procedures. Only after all attempts for resolution at Level I have been exhausted may the student initiate Level II.

Level II: Appeal Screening

- A. **Composition:** Each year there shall be appointed a Grade Appeals Committee to determine the existence of the substantive basis for appeal. The committee will be composed of seven voting members: three faculty members appointed by APSCUF, three members elected by and from the Senate Academic Committee (one faculty, one administrator, one student), and one student appointed by the Student Government Association. A quorum consists of a majority of the committee. To take action, a majority of those present must be faculty members. If a quorum of the Level II committee is not available to meet within the designated time limits, the Provost's Office will seek additional members from the appointing bodies. If these bodies are unable to respond in a timely manner, the Provost's Office may select additional members from the appropriate groups.
- B. **Procedure to Initiate Appeal:** To initiate Level II of the appeal, the student must file an appeal form with the Provost's Office. This form must be filed within 60 calendar days of the beginning of the semester immediately following the semester in which the grade was received. The Provost's Office may extend the 60-day limit only in unusual circumstances when equity demands it and when the student's own procrastination or misunderstanding did not substantially contribute to the delay. (Note: Grade appeals will not generally be processed during the summer. Therefore, the appeal of any grade received in the spring or summer sessions normally will be processed in the fall. A review will be scheduled in the summer only when the student's academic eligibility is jeopardized by the grade in question or when the student is a graduating senior.) The Provost's Office will notify the appropriate dean, department chairperson, faculty member, APSCUF president, and the Student Congress president of the student's initiation of the Level II process.
- C. **Procedure to Process Appeal:** The student will be expected to submit written documentation of his/her complaint, and the faculty member will be expected to submit in writing the course grading procedure and any other pertinent information. Appeals based on discrimination will be reviewed according to current standards of nondiscriminatory action. Appeals based on capriciousness will be reviewed in light of the faculty member's announced evaluation and grading system. The committee will review the materials to deny

or confirm appeal continuance. Denial of appeal continuance must be by a negative vote of four members of the committee. This committee will inform the Provost's Office of its findings. Within five (5) class days of the receipt of the committee's report, the provost or designee will notify the student and the faculty member of the findings. If the basis for appeal is determined to be substantive, the provost or designee will schedule a Grade Review Panel within 15 class days to be convened before the conclusion of the semester.

Level III: Appeal Review

- A. **Composition:** The Grade Review Panel will consist of five voting members: one academic dean or associate dean and four faculty members. The Student Congress Executive Committee designee may advise as requested by the student. The affirmative action officer will advise in appeals based on discrimination. The panel will be constituted from the Grade Review Pool by random selection. The panel chairperson will be elected by and from the panel before each review.
- B. **Membership:** The Grade Review Pool will be established in the spring semester to serve for the following academic year. Using random selection methods, the pool and rotational order within the pool will be established by the Provost's Office. A pool of three deans or associate deans and 12 full-time faculty members will be maintained. In establishing the membership for each review panel, before each review the names of those designated as primary members of the specific panel and available as alternates will be supplied to all parties involved. A panel member may request (to the provost or designee) disqualification due to a conflict of interest. The student and the faculty member may eliminate names in proportion to the composition of the panel. Each may eliminate only one dean/associate dean and four faculty members. The instructor and the student will be supplied a list of all primary and secondary pool members. The opportunity to disqualify panel members will take place only once. Resulting vacancies will be filled from the appropriate pool of alternates so that the panel will be composed of one dean/associate dean and four faculty members. If through self-disqualification and challenges a panel cannot be constituted from the pool, then the Provost's Office will supplement the pool using appropriate random selection methods.
- C. **Procedure:**
1. Both the student and the instructor will have the right to appear before the panel, present witnesses, and offer evidence. In addition to those specified in Level III, Section A, each may also bring one observer, with whom he or she may consult but who may not participate in the review.
 2. The panel shall determine its rules of order for internal operation. After hearing the evidence brought forth, the panel will privately deliberate and render a decision. If the grade appeal is upheld, the panel will constitute a committee of three appropriate faculty members (knowledgeable in the discipline but excluding the faculty member against whom the complaint was lodged), who will review the student's work and recommend the appropriate grade or suitable remedy. The panel will incorporate this

information in its determination, which it then forwards to the Provost's Office for implementation, ordinarily within 30 days. The Provost's Office will initiate the processing of grade changes resulting from Level III decisions. The Provost's Office will notify the student of grade changes resulting from Level III decisions.

3. The written report sent to the Provost's Office will state whether the student's appeal is upheld or denied; if upheld, the committee's evaluation and remedy will be included. Both the student and the faculty member have the right to review all documents related to the appeal. All documents supporting the report will be sealed and kept for one year to ensure the appropriate action is taken before they are destroyed or returned to the individual presenting the evidence.
4. The Level III decision is final for all involved parties.

Ancillary Provisions

- A. **Continuing Rights:** This appeal does not supplant any legal rights afforded by the Commonwealth of Pennsylvania and/or the Government of the United States. Nothing in this policy abrogates or modifies any provisions of or rights under the Collective Bargaining Agreement.
- B. **Discrimination in this policy generally means unlawful discrimination.** To the extent that any form of discrimination identified in this definition is not unlawful discrimination, this definition shall not be taken to create a cause of appeal against the university. In such cases, the final appeal procedures stated in this policy will be final and binding on the student.
- C. **Tenure and Promotion Committee Membership on Grade Appeals Committees:** Members of the universitywide tenure and promotion committees may not serve concurrently on grade appeals committees.
- D. **Support Mechanism:** The Provost's Office, after consultation with the Senate Academic Committee and APSCUF, will be responsible for identifying a pool of at least 10 faculty members well versed in the preparation of grade appeals who will be available upon request to help students or faculty prepare documentation for the grade appeals process.
- E. **Training/Support:** The Provost's Office will offer yearly information sessions/workshops to assist deans, chairs, grade appeals panel/committee members, and members of Student Government Association/university in identifying issues and to provide guidance for the resolution of grade appeals.
- F. **Dissemination of Grade Appeal Information:** The Provost's Office will annually report to the university community a statistical summary of grade appeal data that does not compromise confidentiality including (1) the number of appeals filed, (2) the resolutions at levels II and III, and 3) the final implementation of level III decisions.

- G. **Appeals on Procedural Grounds:** Decisions may not be challenged merely because the Provost's Office fails to comply with Ancillary Provisions D, E, or F above.
- H. **Intentional Misrepresentation:** Intentional misrepresentation in the filing of grade appeals by students will be referred to the university judicial system for students. Intentional misrepresentation by faculty in the grade appeals process will be referred to the Provost's Office.
- I. **Confidentiality:** Students, faculty, administrators, and staff involved in processing and hearing grade appeals must respect the confidentiality of all aspects of these proceedings. Those breaching confidentiality subject themselves to possible disciplinary action. This shall not abridge the First Amendment rights of the student appellant nor the instructor against whom the appeal has been filed.
- J. **Intended Purpose:** The grade appeal procedures are designed simply as a means to resolve differences between students and faculty related to grading. Unless there is intentional misrepresentation, the results of a grade appeal may not be used for disciplinary action of personnel.
- K. **Faculty Compensation:** If a Review Panel (hearing) is scheduled at a time in the summer when any faculty member involved is not under contract, the faculty member will be compensated under terms mutually agreed upon at Meet-and-Discuss.
- L. **Review of Policy:** Every five years the Senate Academic Committee will review, in consultation with the campus community, the operation of the Grade Appeals Policy and recommend changes deemed appropriate.
- M. *** Amendment:** Amendments may be implemented upon concurrence by University Senate, APSCUF Representative Council, and Meet-and-Discuss.

***Note:** In the amendment process above, specification of University Senate implies the Council of Trustees' role in approving Senate actions and recognizes the Council of Trustees' final action to change policy.

Revised Policy

IUP Student Grade Appeals Policy

Purpose:

Grade Review and Grade Appeal are designed as means to resolve differences between students and faculty related to grading.

Grade Review:

A student may disagree with the instructor's professional evaluation of his or her work, but have no grounds for making an appeal based on a claim of discrimination, capriciousness, and/or error

as defined below. In these cases, the student should discuss the matter directly with the instructor and, if unsatisfied, with the chairperson of the department in which the course was offered and, if still unsatisfied, with the dean of the college in which the course was offered. If resolution does not occur during grade review, the decision of the instructor shall be final. If there is basis for claiming discrimination, capriciousness, and/or error, the student may proceed with a grade appeal.

Grade Appeal:

If a student believes that an improper grade has been assigned, an appeal may be filed only on the following grounds:

1. **Discrimination:** On the basis of race, ethnicity, color, religion, national origin, sex, age, ancestry, disability, gender identity, sexual orientation, veteran status, or political affiliation.
2. **Capricious Evaluation:** Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily in a written statement during the first week of the course) or grade assigned arbitrarily on the basis of whim or impulse. Disagreement with the instructor's professional evaluation is not sufficient by itself for a claim of capriciousness.
3. **Error:** Demonstrable, objective determination that a mathematical or clerical error resulted in the entry of an incorrect grade.

Procedures of Appeal

Level I: Informal Resolution

Every effort should be made to resolve the disagreement at Level I. Once a student has determined the proper grounds for appeal, he or she must first seek a resolution to the disagreement with the instructor either in person or in writing. If the student is not satisfied with the results, the student must then speak with the chairperson of the department that offers the course. If still unsatisfied, the student must discuss the matter with the dean of the college that offers the course. A Student Government Association member may accompany and advise the student during the Level I procedures. Only after all attempts for resolution at Level I have been exhausted may the student initiate Level II.

Level II: Appeal Screening

- D. **Composition:** Each year there shall be appointed a Grade Appeals Committee to determine the existence of the substantive basis for appeal. The committee will be composed of seven voting members: three faculty members appointed by APSCUF, three members elected by and from the Senate Academic Committee (one faculty, one administrator, one student), and one student appointed by the Student Government Association. A quorum consists of a majority of the committee. To take action, a majority of those present must be faculty members. If a quorum of the Level II committee is not available to meet within the designated time limits, the Provost's Office will seek additional members from the

appointing bodies. If these bodies are unable to respond in a timely manner, the Provost's Office may select additional members from the appropriate groups.

- E. **Procedure to Initiate Appeal:** To initiate Level II of the appeal, the student must file an appeal form with the Provost's Office. This form must be filed within 60 calendar days of the beginning of the semester immediately following the semester in which the grade was received. The Provost's Office may extend the 60-day limit only in unusual circumstances when equity demands it. (Note: Grade appeals will not generally be processed during the summer. Therefore, the appeal of any grade received in the spring or summer sessions normally will be processed in the fall. A review will be scheduled in the summer only when the student's academic eligibility is jeopardized by the grade in question or when the student is a graduating senior.) The Provost's Office will notify the appropriate dean, department chairperson, instructor, APSCUF president, and the Student Government Association president of the student's initiation of the Level II process.
- F. **Procedure to Process Appeal:** In addition to the appeal form, the student will be expected to submit pertinent information/ documentation and rationale for his/her complaint, which will serve as supporting evidence. The ~~faculty member~~ instructor will be expected to submit in writing the course grading procedure and any other pertinent information. The Assistant to the President for Social Equity or designee will advise in appeals based on discrimination. Appeals based on capriciousness will be reviewed in light of the instructor's announced evaluation and grading system. The committee will review the materials to deny or confirm appeal continuation. Denial of appeal continuation must be by a negative vote of a majority of those present. This committee will immediately inform the Provost's Office of its findings. Within five (5) class days of the receipt of the committee's report, the Provost or designee will notify the student and the instructor of the findings. If the basis for appeal is determined to be substantive, the Provost or designee will schedule a Level III Grade Appeal Panel within 15 class days to be convened before the conclusion of the semester.

Level III: Appeal Review

- D. **Composition:** The Grade Appeal Panel will consist of five voting members: one academic dean or assistant/associate dean and four faculty members. The Student Government Association ~~Executive Committee~~ designee may advise as requested by the student. The Assistant to the President for Social Equity or designee will advise in appeals based on discrimination. The panel will be constituted from the Grade Appeal Pool by random selection. The panel chairperson will be elected by and from the panel before each review.
- E. **Membership:** The Grade Appeal Pool will be established in the spring semester to serve for the following academic year. Using random selection methods, the pool will be established by the Provost's Office. A pool of three deans or assistant/associate deans and 12 full-time faculty members will be maintained. In order to establish the membership for each appeal panel, before each appeal, the names of pool members will be supplied to all parties involved. A panel member must recuse him or herself if there is a conflict of interest. The student and the instructor each may eliminate only one dean or

assistant/associate dean and two faculty members.- The opportunity to disqualify panel members will take place only once. If through self-disqualification and challenges a panel cannot be constituted from the pool, then the Provost's Office will supplement the pool using appropriate random selection methods.

F. Procedure:

5. Both the student and the instructor will have the right to appear before the panel, present witnesses, and offer evidence. In addition to those specified in Level III, Section A, each may also bring one observer, with whom he or she may consult but who may not participate in the proceedings.
6. The panel shall determine its rules of order for internal operation. After hearing the evidence brought forth, the panel will privately deliberate and render a decision. If the grade appeal is upheld, the Provost's Office will assemble a committee of three appropriate faculty members (knowledgeable in the discipline but excluding the instructor against whom the complaint was lodged), who will review the student's work and recommend to the panel the appropriate grade or suitable remedy. The panel will incorporate this recommendation in its determination, which it then forwards to the Provost's Office for implementation, ordinarily within 30 days. The Provost's Office will initiate the processing of grade changes resulting from Level III decisions. The Provost's Office will notify the student of grade changes resulting from Level III decisions.
7. The written report sent to the Provost's Office will state whether the student's appeal is upheld or denied; if upheld, the committee's evaluation and remedy will be included. Both the student and the instructor have the right to review all documents related to the appeal. All documents supporting the report will be sealed and kept for one year to ensure the appropriate action is taken before they are destroyed or returned to the individual presenting the evidence.
8. The Level III decision is final for all involved parties.

Ancillary Provisions

- N. **Amendment:** Amendments may be implemented upon concurrence by University Senate, APSCUF Representative Council, and Meet-and-Discuss. In the amendment process, specification of University Senate implies the Council of Trustees' role in approving Senate actions and recognizes the Council of Trustees' final action to change policy.
- O. **Appeals on Procedural Grounds:** Decisions may not be challenged merely because the Provost's Office fails to comply with Ancillary Provisions E, J, or I.
- P. **Confidentiality:** Students, faculty, administrators, and staff involved in processing and hearing grade appeals must respect the confidentiality of all aspects of these proceedings.

Those breaching confidentiality subject themselves to possible disciplinary action. This shall not abridge the First Amendment rights of the student appellant nor the instructor against whom the appeal has been filed.

- Q. **Continuing Rights:** This appeal does not supplant any legal rights afforded by the Commonwealth of Pennsylvania and/or the Government of the United States. Nothing in this policy abrogates or modifies any provisions of or rights under the Collective Bargaining Agreement.
- R. **Discrimination:** Discrimination in this policy generally means unlawful discrimination. To the extent that any form of discrimination identified in this definition is not unlawful discrimination, this definition shall not be taken to create a cause of appeal against the university. In such cases, the final appeal procedures stated in this policy will be final and binding on the student.
- S. **Dissemination of Grade Appeal Information:** The Provost's Office will annually report to the university community a statistical summary of grade appeal data that does not compromise confidentiality including (1) the number of appeals filed, (2) the resolutions at levels II and III, and 3) the final implementation of level III decisions.
- T. **Faculty Compensation:** If a Level III Grade Appeal Panel (hearing) is scheduled at a time when any faculty member involved is not under contract, the faculty member will be compensated under terms mutually agreed upon at Meet-and-Discuss.
- U. **Intended Purpose:** Unless there is intentional misrepresentation, the results of a grade appeal may not be used for disciplinary action of students or instructors.
- V. **Intentional Misrepresentation:** Intentional misrepresentation in the filing of grade appeals by students will be referred to the university judicial system for students. Intentional misrepresentation by faculty instructors in the grade appeals process will be referred to the Provost's Office.
- W. **Support Mechanism:** The Provost's Office, after consultation with the Senate Academic Committee and APSCUF, will be responsible for identifying a pool of at least 10 faculty members well versed in the preparation of grade appeals who will be available upon request to help students or faculty prepare documentation for the grade appeals process.
- X. **Tenure and Promotion Committee Membership on Grade Appeals Committees:** Members of the university wide tenure and promotion committees may not serve concurrently on grade appeals committees.
- Y. **Training/Support:** Upon request, the Provost's Office will offer information sessions/workshops to assist deans, chairs, grade appeals panel/committee members, and members of Student Government Association/university in identifying issues and to provide guidance for the resolution of grade appeals.

Rationale: As part of its routine five year review, Academic Committee members clarified terms and eliminated repetition in order to make the policy more readable and easier to follow. Revisions also more clearly distinguished Grade Review and Grade Appeal.

Awards Committee (Senator Wisnieski)

The 2013 University Senate Distinguished Faculty Awards winners for this year are:
Teaching: Dr. Fredalene Bowers, Human Development and Environmental Studies
Research: Dr. Mike Sell, English
Service: Dr. Edel Reilly, Mathematics

Non Credit Committee (Senator O'Neil)

FOR INFORMATION

The Non-credit Committee members met with Dr. Ken Coles at the Planetarium on Tuesday, April 2.

Dr. Coles has been taking care of the Planetarium since 2004. He does public shows on a regular basis for organizations such as the Boy Scouts, Girl Scouts, school districts, IUP Parents day, and many more. He estimates seeing approximately 800 people a year. A nominal fee is charged to help pay for general maintenance and use of light bulbs. The projector used is 45 years old, and it is an optical/mechanical projector. The Planetarium is funded by the Natural Science and Mathematics Dean's office and the Geoscience Department.

Some of the topics of his presentations:

The most recent: April 17, 2013: **Impact! The Late Heavy Bombardment**

Some of his earlier presentations:

Dark of the Moon-Lunar Eclipse

Messenger at Mercury

Discoveries from the Moon

Curiosity on Mars

Discoveries from Mars

Ring around a New World: Saturn

The committee found this to be an excellent community outreach area for our campus. Dr. Coles is always looking for ways to reach out to the Indiana community. He suggested offering non-credit classes. We feel that non-credit classes would be very successful.

Library and Educational Services Committee (Senator Jozefowicz)

Appreciation was given to President Driscoll for addressing concern over the snow day notification shortcomings.

A question was raised about the new library hours during Fall 2013 and the information behind the decision to extend the hours. The respond given stated that library hours were reduced in 2010 but in 2012 there was an increase demand for more hours. Both undergraduate and graduate students requested the hours be extended to 24/7 but financially not possible at the moment. There are residual funds from the first floor renovations that will be used to fund hours for 24/4 starting in the fall. This will be revisited after two years at which time a decision will be made as to whether to continue this practice or perhaps scale back to only at mid-term and final exam times.

FOR INFORMATION

During the most recent LESC meetings (April 2 and April 16) LESC major talking points have included the following:

- A. Snow day notification shortcomings
 - Open question: For emergency notification, who at IUP determines when to email, as well as use text messaging and/or telephone calls? What is the protocol for disseminating this information to the university community?
- B. Moodle 1.9 Course Conversions
- C. ACPAC Technological Exploration and Innovation Fund request for proposals
- D. Degree Works
- E. IUP Winter Session survey
- F. Online Information Literacy Design Center (OILDC) publicity
- G. Test Scoring services report regarding faculty slow to pick up old exams
- H. Horizon Report (<http://www.nmc.org/publications/2013-horizon-report-higher-ed>)
- I. Windows 8/Office 2013 (administrative decision: stay with Windows 7 through 2013-2014)
- J. IT Services workshops
- K. National Library Week (April 14-20, 2013)

L. Delay of D2L upgrade

M. Copyright Policy Draft (remains under legal review)

N. Likely change in IUP Library (main campus) hours beginning Fall 2013:

- 24/5 from 11:00 am Sundays – 7:00 pm Fridays with extended weekend hours relative to recent past
- Overnight hours to allow for secure study space access, though no library services

O. IUP Library (main campus) to pilot change in some study carrel space

P. Optical Test Scoring issue of faculty abandoning their exams at the scanning center

Q. The following three points regarding the status of the IUP Office of Distance Learning and the Distance Education Planning and Work Group (DEPWG) appeared as part of the LESC Report to the University Senate during the October 9, 2012 University Senate meeting. The DEPWG has not been re-convened during the 2012-2013 academic year. LESC remains concerned about the future of IUP's distance learning courses and programs and wishes to update the Senate concerning the DEPWG.

1. May 8, 2012 email from Dr. Werner, Interim President to the IUP community:

To achieve better service to our students and faculty while simultaneously reducing administrative costs, the following organizational changes are effective May 25, 2012:

1. The Office of Distance Learning and Continuing Education is abolished.
2. Responsibility for Continuing Education is assigned to the Vice President for Enrollment Management and Communications, James Begany, including the responsibility for marketing winter and summer terms.
3. Responsibility for technical support for Distance Education is transferred to the Chief Information Officer, William Balint.
4. Responsibility for the Graduate On-line Program Initiative is transferred to the Dean of Graduate Studies and Research, Timothy Mack.

2. Brief background/timeline of the DEPWG:

- March 17, 2008 Senate agenda—LESC brought forward a recommendation:

...LESC would like other IUP university stakeholders in distance education to join us and request that the Provost's Office take the following action:

A cross-disciplinary, cross-divisional Strategic Planning for Distance Education Work Group should be formed and given the charge to more

fully investigate the range of issues and possible strategies associated with expansion of IUP's distance education programs.

This work group should be formed this semester and begin work as soon as possible. This work group should report to the Provost's Office and to the University Senate. Work group membership should include a mixture of faculty and administrative staff who collectively are able to reflect the interests of both the undergraduate and graduate teaching missions of IUP. Furthermore, work group membership should include but not be limited to, constituencies such as the University Senate's UWUCC, UWGC, and LESC; ACPAC; various services of the Academic Affairs Division, Administration and Finance Division, and Student Affairs Division; and APSCUF.

- April 11, 2008 Senate agenda—after working with then Interim Provost Werner, Nick Kolb, and other constituencies, LESC brought forward a follow-up recommendation for the formation of the DEPWG:

Charge: The Distance Education Planning and Work Group is charged with: identifying opportunities and strategies to expand and enhance IUP's engagement in offering high-quality distance education courses, programs, and services; identifying impediments and opportunities to offering high-quality courses and programs through distance education; and, proposing policies and strategies to remove those impediments or enhance existing incentives.

Membership: Members include individuals having been recommended by the following bodies and approved by the Provost: UWUCC, UWGC, LESC, ACPAC, APSCUF, and the Council of Chairs. Additional members include individuals appointed by the Provost, in consultation with other Vice Presidents, from the Council of Deans, the Student Operations Group, and appropriate administrative offices in the Divisions of Academic Affairs, Administration and Finance, and Student Affairs. Members should include a mixture of faculty and administrative staff who collectively are able to reflect the interests of both the undergraduate and graduate teaching missions of IUP. The Chair of the Group is appointed by the Provost.

Reporting Line: Academic policy or curricular recommendations are to be directed to the University Senate for consideration by the appropriate committee of that body. Recommendations on administrative matters are to be directed to the Provost for consideration by the university administration.

- The DEPWG was formed over Summer 2008, began meeting in Fall 2008, and accomplished some of its intended goals over the next three years, though leadership of the group frequently changed.

- The Executive Director of the Office of Distance Learning and Continuing Education was the most recently tasked leader of the DEPWG. Even prior to the abolishment of the Office of Distance Learning and Continuing Education, the DEPWG had not been convened for more than one year.
3. In light of the abolishment of the Office of Distance Learning and Continuing Education and the delegation of responsibilities across multiple offices (including, though not limited to, those listed in Dr. Werner's email), there is an even stronger need for the DEPWG or similar group where key constituencies can come together to serve as a clearinghouse for distance learning issues, plan strategy for future growth of distance learning at IUP, and deal with current challenges.

Hence, LESC would once again like other IUP university stakeholders in distance education to join us and request that the Provost's Office revisit the premise for the creation of the DEPWG, potentially address changes in structure to reflect organizational changes at IUP that have affected distance learning, and convene this group.

University Planning Council (Senator Reilly)

The University Planning Council met on April 1st.

There were two items on the agenda.

1. Proposed changes to the performance funding measures. These changes include the following
 - a. Degrees awarded—changes in trajectory
 - b. Closing the achievement gap—NO CHANGES
 - c. Closing the access gap—NO CHANGES
 - d. Faculty diversity—changes in trajectory
 - e. Private support—NO CHANGES
 - f. Student persistence—change in trajectory for third year only
 - g. Administrative expenditures—changes in trajectory
 - h. Institutional productivity—changes in trajectory
 - i. Private giving—eliminate internal measures and continue with measurement compared to peers
 - j. External grant support—NO CHANGES
2. The second item on the agenda was discussion about the composition and purpose of UPC. Dr. Driscoll proposed creating a steering committee to coordinate the work of UPC and its subcommittees. Co-Chairs for this steering committee were selected:
 - Dr. Moerland—Provost and Vice President for Academic Affairs
 - Dr. Randy Martin—Co-chair of Council of Chairs

The council will meet again on May 15th .

Presidential Athletic Advisory Council (Senator Hinrichsen)—No Report

Academic Computing Policy Advisory Committee (Senator Ford) Scott Moore was elected as the faculty co-chair.

University Budget Advisory Committee (Senator Soni)—No Report

New Business

A motion was made and second to recognize all retiring and outgoing senators for their time and dedication to the University Senate. The motion was approved.

Meeting was adjourned at 4:57 PM

Respectfully Submitted by

Edel Reilly

University Senate Secretary