UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM
October 8, 2013
3:30 – 5:00 p.m.

Approval of Order

A. Approval of minutes from Sept 10th Senate meeting

B. Approval of current agenda items and order

Reports and Announcements

A. President Driscoll

B. Provost Moerland

C. Chairperson LaPorte

D. Parliamentarian Smith-Sherwood

E. Vice Chairperson Popeck

Standing Committee Reports		**Chairperson**	**Appendix**	**Page(s)**
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New Business

Adjournment

Appendix A
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Lewis

FOR INFORMATION:

The following was approved by the UWUCC to be offered as a distance education courses: Note that the provost is the final signature on these proposals.

- HPED 209 Motor Behavior
- HPED 256 Applied Human Structure and Conditioning
- ECON 345 International Trade
- ECON and FIN 143 Financial Wellness
- EDSP 373 Psychology of Adolescent Education
- EDSP 376 Behavior Problems
- EDSP 378 Learning
- GEOG 261 Geography of Wine
- HPED 143 Contemporary Women's Wellness
- FSMR 280 Introduction to Apparel Buying
- BIOL 117 Understanding HIV Biology and AIDS

FOR ACTION:

1 Department of History—New Course

HIST 385 People in Nature: An Introduction to Environmental History 3c-01-3cr
Prerequisites: Sophomore standing and three credits of college history
Examines the ways in which human perceptions of nature, human manipulations of nature, and natural constraints on human activities have interacted and changed over time. Drawing material from early modern and modern Europe as well as the United States, this course will treat the effects of climate change, industrialization, agricultural crisis, deforestation, and modern conservation and environmentalism through rotating case studies. We will examine the following comprehensive questions with each case study: How have climate, soil, biota, and other natural factors shaped human ways of making a living from the land? How have they influenced culture more generally? How has human action, in various times and places, modified natural ecosystems? How do we describe the resulting "hybrid" landscapes? How have different cultures described and analyzed nature?

Rationale: This course will be both an upper-level elective course for History and Social Studies Education majors, as well as a Liberal Studies elective in the Global Citizenship category for all undergraduates. The course content is discrete and cannot be incorporated into existing History courses. There is a 30 character limit in Banner, however, there is no limit for a title as it will appear in the catalog. The History Department has decided to keep the full title, but will use An Introduction to Environmental History (exactly 30 characters) for Banner.

2 Department of Special Education and Clinical Services—New Course

DISB 440 Ethical and Professional Behaviors 1c-0l-1cr
Prerequisites: DISB Major, junior standing, 2.75 GPA
Emphasizes the professional standards and ethical behaviors of disability services professionals. Covers information about and the laws surrounding the ages of birth to three years and over 21 years of age. Students will be exposed to the wide range of services in which they can be employed.

Rationale: This course is a required course for the Disability Services majors. It teaches content that is not covered in any other classes the students take. This is the only course in their program designed specifically for these students.

3 Department of Anthropology—Course Revisions, Catalog Description Changes, and Course Title Change

a Course Revision:

Current Catalog Description:

ANTH 110 Contemporary Anthropology 3c-0l-3cr
An introduction to the discipline of anthropology: the study of human beings through time and across cultures. This class is 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 110 Contemporary Anthropology 3c-0l-3cr
Provides an introduction to the discipline of anthropology: the study of human beings through time and across cultures. This class is 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 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.

Rationale: The course description, outline, and objectives were updated in the first round of Liberal Studies revisions to meet requirements as both a Social Science Knowledge Area and a Global and Multicultural Awareness Learning Skills Area. This

application explains the strategic link made between the revised objectives and the Global and Multicultural Awareness Learning Skills Area. The discipline of Anthropology, although it developed within the context of Western science, is inherently global and multicultural in its attention to the details of peoples' lives, languages, and cultures around the world. As detailed under objectives, this course is intended to help students identify cultural similarities and differences through cross-cultural comparisons, as well as to empower students to use newly acquired knowledge of the processes of human biological evolution and cultural change to examine contemporary cultural and biological diversity. Finally, the comparative, holistic, diachronic, and scientific perspective of anthropology is presented as a tool for critical thinking about global social issues.

b Course Revisions and Catalog Description Changes:

i Current Catalog Description:

ANTH 271 Cultural Area Studies: Africa 3c-01-3cr
Explores the cultural diversity of the continent of Africa. The first unit examines the historical processes which shape modern society, including the formation of indigenous African empires, the evidence for trade routes, slave trading, and colonialism. The second unit examines the nature of African traditional societies, including analyses of forager and agricultural groups. The last unit covers issues of contemporary development in Africa such as famine and agricultural policy, the status of women in economic development, and apartheid. Reading includes ethnographic and historical accounts of African society as well as selections by African writers on the issues of contemporary society. (Also offered as SOC 271; may not be taken for duplicate credit.)

Proposed Catalog Description:

ANTH 271 Cultural Area Studies: Africa 3c-01-3cr
Critically evaluates media headlines about African issues, and reaches beyond these headlines to appreciate the complexity and diversity of people's lives in sub Saharan Africa and the diaspora. Course readings, assignments, and ethnographic films explore the nature of anthropology research in Africa, the impact of colonialism on social and political life, and the contemporary struggles of people to define their place in local, national, and global communities. Readings include ethnographic, historical, and popular accounts, as well as selections by African writers on issues of contemporary society, such as wildlife conservation, resource extraction, post-conflict development, food aid, and refugee relief and resettlement.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program and advances in anthropological theory and perspectives. This course has not been crosslisted with SOC 271 in over a decade. The course was approved as a Global and Multicultural Awareness course, a Liberal Studies elective with Global Citizenship designation.

ii Current Catalog Description:

ANTH 272 Culture Area: China **3c-01-3cr**
Designed to assist the student in developing an understanding of contemporary China. While the course will begin with prehistoric and historic aspects of China, the focus will be on contemporary issues presented in the context of anthropological theory. Specific Chinese cultural components that will be investigated include values, attitudes, norms, social organization, linguistics, and folklore. (Also offered as SOC 272; may not be taken for duplicate credit.)

Proposed Catalog Description:

ANTH 272 Culture Area: China **3c-01-3cr**
Provides a broad introduction to Chinese culture and society from an anthropological perspective. Following an overview of China's geography and history, the rest of the course covers a range of topics pertaining to Chinese traditional culture, including marriage, family, education, governance, gender, religion, language, health, art and music. The course relies on cross-cultural comparisons to help locate Chinese culture and customs within a broader world-wide context. It also encourages students to consider the transformation (rather than elimination) of traditional cultural elements as globalization has come to play an increasingly important role in China's social and economic development.

Rationale: The proposed catalog description reflects changes in the Liberal Studies curriculum, in the course content over the past years, as well as in contemporary scholarship in anthropology about China, including an increased emphasis on cross-cultural comparison and the need to understand modern transformations in the context of traditional patterns of behavior and thought. This course has not been crosslisted with SOC 271 in over a decade. The course was approved as a Global and Multicultural Awareness course, a Liberal Studies elective with Global Citizenship designation.

iii Current Catalog Description:

ANTH 273 Cultural Area Studies: Southeast Asia **3c-01-3cr**
An introduction to the peoples and cultures of Southeast Asia. Prehistory and the development of indigenous states in the area and analysis of impact of world religions, such as Islam, and Western colonialism. Also examines modern hunter-gatherer and farming societies and discusses contemporary issues in social and economic change, including the Green Revolution, tropical deforestation, the struggle of ethnic minority tribal people, and the plight of Indochinese refugees. (Also offered as SOC 273; may not be taken for duplicate credit.)

Proposed Catalog Description:

ANTH 273 Cultural Area Studies: Southeast Asia 3c-01-3cr

Introduces the peoples and cultures of mainland and island Southeast Asia. Traces prehistory and the development of indigenous states in the area and impact of: world religions, trade, and Western colonialism. Course themes include: the state, violence, marginality and gender. Issues include: ethnic minority tribal peoples, tropical deforestation, gender, effects of genocide, art and tourism, and migration.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, and to reflect contemporary scholarship in anthropology about the region. This course has not been crosslisted with SOC 271 in over a decade. The course was approved as a Global and Multicultural Awareness course, a Liberal Studies elective with Global Citizenship designation.

iv Current Catalog Description:

ANTH 274 Cultural Area Studies: Latin America 3c-01-3cr
An introduction to the peoples and cultures of Latin America. Focuses on the prehistory and development of pre-Columbian complex societies in Mesoamerica and the Andes and analyzes the impact of European colonialism on these major regions. Also examines contemporary issues, such as civil wars, economic development, rural-urban migrations, and migration and immigration of Latin American peoples into the United States. (Also offered as SOC 274; may not be taken for duplicate credit.)

Proposed Catalog Description:

ANTH 274 Cultural Area Studies: Latin America 3c-01-3cr
Provides an overview of the diverse societies of Latin America from the perspectives of anthropology and Latin American studies. Through an historical, cross-cultural, and comparative approach, it explores the cultural, economic, political and social life in many societies of this large and diverse region, and transnational nature of many of these societies as a result of globalization. Themes covered are race, ethnicity and gender as they appear in Latin America; political and economic processes; rural underdevelopment and urbanization, transnational movement and cultures; religion; and indigenous social movements.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, and to reflect contemporary scholarship in anthropology about the region. This course has not been crosslisted with SOC 271 in over a decade. The course was approved as a Global and Multicultural Awareness course, a Liberal Studies elective with Global Citizenship designation.

c Course Revision, Course Title Change, and Catalog Description Change:

Current Catalog Description:

ANTH 350 Anthropology of Women 3c-0l-3cr
For any student with an interest in the lives of women around the world, regardless of whether or not he or she has a strong background in anthropology. Examines the social roles, rights, and responsibilities of women cross-culturally, viewing both women's productive (economic) functions as well as reproductive functions. Reading describes the position of women in technologically simple societies and addresses the comparative position of women in the industrialized socialist and capitalist countries. The central theme is an examination of how the position of women changed in the 20th century.

Proposed Catalog Description:

ANTH 350 Anthropology of Gender 3c-0l-2cr
Explores the primary category of social difference into which humans are universally socialized, which is the gendered nature of women's and men's experiences in the world from an anthropological perspective. Introduces students to cross-cultural experiences of gender and the social constructions of gender. Readings focus on the intersection of race, class, sexuality and gender, and the impact on gender of technology, colonization, globalization and the nation-state. Considers the experiences of men and women around the world from various frameworks, including reproductive, social, economic, post-colonial and post-structural.

Rationale: The proposed title change reflects contemporary anthropological perspectives on the importance of gender as it is expressed by men and women and corrects the implication that women are, by default, non-normative. This course continues to focus heavily on the gendered experience of women cross-culturally, but in the context of social forces that affect men and women differently. The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, global political changes (omits reference to socialist vs. capitalist countries), and updates the theoretical perspectives in sociocultural anthropology. The course was approved as a Global and Multicultural Awareness course, a Liberal Studies elective with Global Citizenship designation.

d Course Revision and Catalog Description Change

Current Catalog Description:

ANTH 430 Anthropology of Food 3c-0l-3cr
All humans must obtain food in order to ensure their subsistence, but the ways in which we satisfy this basic physiological need are not the same for everyone. Examines how human evolutionary history influences contemporary consumption patterns. Discusses how patterns of human migration influenced the development of cuisines and how what we eat is often determined by historical patterns of colonization and contemporary

political struggles. Discusses the cultural basis for definitions of what is edible and what is prohibited. Examines patterns of food use in our culture and how science may influence our patterns in years to come.

Proposed Catalog Description:

ANTH 430 Anthropology of Food **3c-0l-3cr**
Focuses on the influences of biology, culture, political economy and history on what and how peoples of the world eat. Readings, lectures, films and projects link the dietary implications of foraging, crop domestication, state formation and industrial capitalism to food choices and health. Examines various sociocultural practices relating to the uses of food in marking social difference, maintaining social relationships, and dealing with cultural constructions of health, illness, and the body. Considers the influence of the agricultural revolution, colonization and globalization on the transformation of food meanings, practices and availability.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, expands the scope of the course, and updates the theoretical perspectives in sociocultural anthropology. The course was approved as a Global and Multicultural Awareness course, a Liberal Studies elective with Global Citizenship designation.

4 Department of Nursing and Allied Health Professions—Program Revision

Current Program:

Bachelor of Science—Clinical Laboratory Science

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Natural Science:** CHEM 111-112 **Writing Intensive:** one required **Liberal Studies Electives:** 3cr, PHYS 111, no course with MEDT prefix		44
Major:		32
Required Courses: (1)		
MEDT 494	Clinical Microbiology	8cr
MEDT 495	Clinical Chemistry	10cr
MEDT 496	Clinical Hematology/Coagulation	6cr
MEDT 497	Clinical Immunohematology	4cr
MEDT 498	Clinical Immunology/Serology	2cr
MEDT 499	Clinical Seminar	2cr
Other Requirements:		38
BIOL 111	Principles of Biology I	4cr
BIOL 150	Human Anatomy	3cr
BIOL 151	Human Physiology	4cr
BIOL 250	Principles of Microbiology	3cr
BIOL 364	Immunology	3cr
CHEM 231	Organic Chemistry I	4cr

Proposed Program:

Bachelor of Science—Clinical Laboratory Science

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Natural Science:** CHEM 111-112 **Writing Intensive:** one required **Liberal Studies Electives:** 3cr, PHYS 111, no course with MEDT prefix		44
Major:		32
Required Courses: (1)		
MEDT 494	Clinical Microbiology	8cr
MEDT 495	Clinical Chemistry	10cr
MEDT 496	Clinical Hematology/Coagulation	6cr
MEDT 497	Clinical Immunohematology	4cr
MEDT 498	Clinical Immunology/Serology	2cr
MEDT 499	Clinical Seminar	2cr
Other Requirements:		38
BIOL 111	Principles of Biology I	4cr
BIOL 150	Human Anatomy	3cr
BIOL 151	Human Physiology	4cr
BIOL 250	Principles of Microbiology	3cr
BIOL 364	Immunology	3cr
CHEM 231	Organic Chemistry I	4cr

CHEM 232	Organic Chemistry II	4cr
CHEM 323	Analytical Methods	4cr
CHEM 351	Biochemistry	4cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr
Free Electives:		6
#Total Degree Requirements:		120

(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section of Requirements for Graduation.
(1) These courses are offered by affiliating, hospital-based Schools of clinical laboratory science (also known as medical technology). Areas of study are consistent with requirements of the National Accrediting Agency for Clinical Laboratory Sciences and are completed during the final 12 months of the degree program at an affiliating school.

CHEM 232	Organic Chemistry II	4cr
CHEM 325	Analytical Methods	4cr
CHEM 351	Biochemistry	4cr
PHYS 112	Physics II Lecture	3cr
PHYS 121	Physics I Lab	1cr
PHYS 122	Physics II Lab	1cr
Free Electives:		6
#Total Degree Requirements:		120

(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section of Requirements for Graduation.
(1) These courses are offered by affiliating, hospital-based Schools of clinical laboratory science (also known as medical technology). Areas of study are consistent with requirements of the National Accrediting Agency for Clinical Laboratory Sciences and are completed during the final 12 months of the degree program at an affiliating school.

Rationale: This program was revised to show the changes made by the Chemistry Department. CHEM 323 Analytical Methods was changed by the Chemistry Department to CHEM 325 Analytical Methods.

5 Department of Biology—New Courses

a BIOL 201 Principles of Ecology and Evolution 3c-3l-4cr
Prerequisite: For Science Majors only
Introduction to ecology, including physiological and behavioral ecology, population and community ecology, and ecosystem and landscape ecology, and to evolution, including natural selection and population genetics, speciation, and phylogenetic history and systematics of life. Develops skills in the use of the scientific method. For Science majors.

b BIOL 202 Principles of Cell and Molecular Biology 3c-3l-4cr
Prerequisite: CHEM 111 or 113
Introduction to the structure and function of prokaryotic and eukaryotic cells and their cellular biochemistry, with emphasis on the genetic flow of information from DNA to RNA to protein and the regulatory events, including cell-cell communication, that instruct these pathways. Develops skills in the use of the scientific method. For Science majors

c BIOL 203 Principles of Genetics and Development 3c-3l-4cr
Prerequisite: BIOL 202 or permission of instructor
Introduction to the science of genetics, with an emphasis on the basic principles of Mendelian genetics, the genetics of populations, molecular genetics and the genetics of development. For Science majors.

Rationale: The core curriculum is being revised to create three pillars of Biology: BIOL 201 Principles of Ecology & Evolution, BIOL 202 Principles of Cell & Molecular Biology, and BIOL 203 Principles of Genetics & Development. The change in the core curriculum constitutes a shift in philosophy, moving away from a lengthy list of topics to a more integrated and focused cluster of courses. Also, we are shifting away from the old-fashioned botany-zoology dichotomy to a modern levels-of-organization approach. BIOL 201 Principles of Ecology & Evolution is designed to be the first biology course for freshman biology majors. It will replace BIOL 112 Principles of Biology II. BIOL 112 included evolution, ecology, and reproduction and development. The new course will focus only on ecology and evolution. Developmental biology content is being shifted to BIOL 203 Principles of Genetics & Development. As BIOL 201 Principles of Ecology & Evolution is proposed to be the first biology course for incoming students, the amount of content is being reduced to better serve the needs of students with diverse levels of preparation for college-level work. The numbering system follows the model of the Geoscience Department, in which majors courses begin at the 200-level and the 100-level courses are designated for nonmajors and liberal studies courses. As proposed, BIOL 203 will give the students the proper background for a variety of upper level courses that the student will take in the third and fourth years. The intention is to offer BIOL 203 as writing-intensive, since it is replacing BIOL 263, currently a writing-intensive course.

6 College of Humanities and Social Sciences—Catalog Description Change

Current Catalog Description:

Students in the College of Humanities and Social Sciences must demonstrate an intermediate level of foreign language proficiency as a college requirement for graduation. They may choose any of the languages offered, including self-instruction in the Critical Languages, described below. Intermediate-level foreign language courses in Chinese, French, German, and Spanish will also count as Liberal Studies electives. For students with previous foreign language instruction or experience, individual placement into foreign language courses may be done during placement testing and registration before the first semester at IUP. Students whose placement test demonstrates competence equivalent to the intermediate level are considered to have fulfilled the foreign language requirement. Students with no previous foreign language background will take entry-level courses, which may be counted as free electives in the total required for graduation.

Any foreign student, registered as such at IUP, whose acquired native language is other than English and who demonstrates an acceptable proficiency in English, is exempt from the foreign language requirement if the department of the student's major does not require a specific foreign language.

Proposed Catalog Description:

Students whose primary major is in the College of Humanities and Social Sciences must complete up through the twelfth credit hour of a foreign language sequence. They may

choose any of the languages offered, including the self-instruction in the Critical Languages program. Some courses taught in the traditional format (Chinese, French, German, Japanese, Spanish) also count towards Liberal Studies electives. Courses in American Sign Language and computer languages do not count towards the college language requirement.

For students with previous foreign language instruction or experience, individual placement into foreign language courses may be done during placement testing and registration prior to the first semester at IUP. Students may also take a placement exam before, but not after, beginning course work in a particular language. Students who place into classes beyond the twelfth-credit hour within a foreign language are considered to have met the language requirement. Students who place beyond the introductory course, but not beyond the twelfth-credit hour, are only required to complete through the twelfth credit. For example, the first courses in the Spanish curriculum are three four-credit classes: SPAN 101, 102 and 201. A student who places into SPAN 102 would only need to pass SPAN 102 and 201 in order to meet the language requirement. Students with no previous foreign language background will take entry-level courses, which may be counted as free electives in the total required for graduation.

Any undergraduate international student, registered as such at IUP, whose acquired native language is other than English and who demonstrates an acceptable proficiency in English, is exempt from the foreign language requirement if the department of the student's major does not require a specific foreign language. Also, any student with a secondary major in the College whose primary major does not require foreign language does not need to complete the college-level requirement.

Rationale: An attempt has been made to clarify that this policy only applies to students with a primary major in CHSS (secondary majors whose primary major is in another college are bound to their college requirements, but not ours). Also clarified is how "intermediate" translates into credit hours in the different languages and what languages fulfill the requirement. Finally, the wording was updated to address "international" rather than "foreign" students.

7 Department of Political Science—New Course

PLSC 404 Women and Politics **3c-0l-3cr**

Focuses on the role of women in political life and policies that especially affect women in both developing and developed countries.

Rationale: Women are the majority of most countries' population yet they remain a political minority. The political situation of women and the strategies developed to enhance women's participation in governance varies greatly. By examining these different strategies and divergent outcomes students also learn about different cultures as well. This course is quite standard at many other universities. Focus will especially be on women's participation in political parties and social movements, women as voters and candidates in political national elections, the relationship between feminism and the state and gender within international politics. The course will examine in a cross-national, cross-regional perspective current developments in the field of women and politics.

Appendix B
University-Wide Graduate Committee
Co-Chairs Piper and Baumer

FOR ACTION:

1. **Minor Course Revision:** Title and Course Description

   Department: Political Science

   Course: PLSC 570: The Practice of Public Administration

   Catalog Start Date: Spring 2014

   Rationale:

   This course for decades has served as a core course in the Master of Arts in Public Affairs program. The proposed changes in the course title and description will more accurately represent what is covered in the course as well as how it is presented.

   Current Title/Catalog Description:

   PLSC 570 Introduction to Public Administration 3 credits

   Theories of organization and structural organization, personnel processes, executive functions, financial administration, the politics of administration, public relations, and problems of democratic control of bureaucracy.

   Proposed Title/Description

   PLSC 570 The Practice of Public Administration 3 credits

   Examines the environment and structure of public sector organizations, organizational theory, organizational culture, intergovernmental and intra-organizational relations, leadership and ethics, the planning, management and evaluation of programs and services, the administration of human resources, budgeting and finance, and management information. Emphasizes the integration of theory and practice through case studies and projects.

2. **Course Deletion**

   Department: Art

   Course: ART 525: Arch in Contemporary Society

Catalog Start Date: Immediately upon approval

Rationale:

The course has not been taught since 1974, and the department does not foresee offering the course in the future. We would like to have the course number available for a newly proposed dual listed course, ART 525 Critical Practice.

The deletion will have no impact upon curriculum, students, faculty workloads, or other departments. The course has been inactive since 1974.

3. Dual-level Major Course Revision

Department: Educational and School Psychology

Course: EDSP 852/952: School Psychology Internship

EDSP 852: School Psychology Internship for Certification Students and EDSP 952: School Psychology Internship for Doctoral Students

Catalog Start Date: Fall 2014

Rationale Summary
The proposal is to change the current Internship Course (EDSP 952) to a dual listed course (proposed as EDSP 852/952) for university and other professionals to differentiate between a student who is enrolled in the course as a certification student and a student who is working towards the doctoral degree. Additionally, the purpose of this proposal is to align the syllabus of record with Minor Course revisions that were approved on December 6, 2011.

Rationale Details
The proposed major course revision and dual-level proposal to the current EDSP 952 to the proposed EDSP 852 and EDSP 952 is for a required course in both the school psychology certification program and the doctoral program. Prior to taking this course, all certification and doctoral students must earn the grade of 'B' or higher in all core coursework. For certification students, this course serves as a culminating experience. Therefore, it is not a prerequisite for any future courses. For doctoral students, the doctoral internship is taken after all coursework is completed. This Major Course Revision and Dual-Level proposal will not significantly impact either the certification or doctoral programs. Additionally, the approval of this Major Course Revision and Dual-Level proposal will allow for the following alignments:

According to the National Association of School Psychologists (NASP) model for training and practice (Ysseldyke, 2006), advanced training at the doctoral level should be demonstrated. Additionally, in the NASP Standards for Graduate Preparation of School Psychologists (2010a), doctoral programs in school psychology should promote the development of competencies that surpass the expectations of a certification student.

Therefore, doctoral students should develop advanced competencies throughout their graduate program that are utilized and reflected throughout their internship experience. The current course (EDSP 952) does not distinguish between a certification and doctoral student enrolled in the course.

The current syllabus of record for EDSP 952 includes language about internship specialty tracks (School-Internship, Family-School Internship, and Neuropsychology and Learning Disorders Internship). The internship specialty tracks were eliminated by approval of a Minor Program Revision at IUP Senate on December 6, 2011 in which specialty tracks were discontinued. Therefore, the current syllabus of record does not reflect the current practice.

Catalog Description:

EDSP 852 involves a supervised field experience in a public school setting for a minimum of two consecutive semesters, three credits each semester (3c-01-3sh), which are typically taken immediately after the student's last term of coursework. Students must accumulate a minimum of 1200 clock hours during their internship experience. Throughout this experience, students will have the opportunity to apply their understanding and skills in the general practices of school psychology, which has been developed throughout their courses in the program. Approved school psychologist certification candidates must pass all core coursework prior to enrolling in the internship course. Therefore, they must earn a "B" or higher in all core courses and all "incomplete" grades must be resolved prior to starting internship. Students must also successfully complete the comprehensive exams before starting their internship experience.

EDSP 952 involves a supervised field experience in a public school setting for a minimum of two consecutive semesters, three credits each semester (3c-01-3sh). The student will have the opportunity to apply and synthesize his/her advanced understanding and skills in the practice of school psychology through doctoral-level activities that require leadership within the school setting. This is a minimum 1600 hour applied experience. Approved school psychologist doctoral candidates must pass all core coursework prior to enrolling in the internship course.

Prerequisite:

EDSP 852: Approved school psychologist certification candidates must pass all core coursework prior to enrolling in the internship course. Therefore, they must earn a "B" or higher in all core courses and all "incomplete" grades must be resolved prior to starting the internship. Students must also successfully complete the comprehensive exams before starting their internship experience.

EDSP 952: Approved school psychology doctoral candidates must pass all core coursework prior to enrolling in the internship course.

4. **New Course/Dual-Level**

Department: Music

Course: MUSC 403/503: Practicum in String Pedagogy

Catalog Start Date: Spring 2014

Rationale:

The course will be an elective in the Masters of Music Degree program in the Department of Music. The course, a practicum in teaching string pedagogy, will provide valuable hands-on training for masters students with an emphasis in music education or in performance. Typically a high percentage of masters students specializing in string performance will teach string students in a variety of settings throughout their careers. Music education masters students, if string specialists, are able to continue development of their skills in teaching strings through the practicum course, or, if a non-string specialists, have the opportunity to develop new skills in this area. This course will assist these students in preparing for the job market, where there is currently a great shortage of qualified string teachers in the public schools nationwide.

This course also fits into the IUP String Project, a teacher-training program for IUP undergraduate and graduate music students, which provides string instruction for pre-college students in the community. Since its inception in 2004, the String Project, an official IUP program, has provided a hands-on string instrument teaching experience in individual and ensemble settings. This course will provide a framework in which to incorporate the teacher-training portion of the IUP String Project into the curriculum of the Music Department and will support one of the main missions of the department, that of training future music educators. All IUP students involved in the IUP String Project will be required to take this course for each semester that they are involved. The course is approved for repeatable credit.

Catalog Description:

MUSC 503 Practicum in String Pedagogy 1 credit

Course description
Practical applications of string methods and string pedagogy techniques for instruction in hands-on teaching experiences in individual and ensemble settings. Emphasis will be on sequential instruction and reflective assessment of teaching techniques and goals.

Prerequisites: FBI, Act 34, and Act 151 clearances, approval of instructor

5. **Program Revision:** MBA – Information Systems Concentration

Sponsoring Department: Management Information Systems and Decision Sciences (MISDS)

Catalog Start Date: Spring 2014

Rationale:

This is an addition to the existing concentrations in the MBA program.

Seven MBA concentrations were approved by the Senate in the Fall of 2008 as follows:

Concentration	Offering department
1. Entrepreneurship	Management
2. Finance	Finance
3. Human Resources Management	Management
4. International Business	Management
5. Marketing	Marketing
6. Professional Accountancy	Accounting
7. Supply Chain Management	Management

The MISDS (Management Information System and Decision Sciences) department's Information Systems (IS) concentration was not included at that time due to curriculum domain issues with the BTST Department, in the Eberly College of Business. Most of these issues have now been sorted out and rationalized. The MISDS department is ready to advance its MBA IS concentration. There is significant demand for this concentration especially from international students.

Catalog Description:

The IS concentration is designed to be offered to an audience with basic exposure to IS. It will serve to further their understanding of IS/IT concepts and principles. For those students that already have a background in IS/IT, the value added will come from the enhanced business and managerial focus in the course content. The courses will integrate learning from other business and technical courses, and apply them to a business and managerial context. This program will help prepare students to take a diverse set of roles in the IS/IT industry, depending upon their background and interest. IS/IT is pervasive in today's business and a variety of roles exist for students to explore and build a career in this area. For instance sustainability is emerging as an important topic in the area of IS/IT that students can explore. The IS/IT area is a dynamic and fast evolving discipline and as such course offerings in the concentration will be periodically adjusted as per market conditions and trends in the industry.

Program objectives:

The concentration will serve to further students' understanding of IS/IT concepts and principles. The courses will provide value add through enhanced business and managerial focus in the context of the IS theory and practice. The courses will integrate learning from other business and technical courses, and apply them to a business and managerial context.

The concentration will help prepare students to take a diverse set of roles in the IS/IT industry, depending upon their background and interest.

Admission Prerequisites:

None

Degree/Program Requirements:

MBA students seeking to specialize can take nine additional credits of prescribed coursework and receive a concentration in IS.

Any three of the following courses with a course code of IFMG5XX or IFMG6XX (currently in the catalog and forthcoming) excluding IFMG 640.

IFMG 481/581 Special Topics in Information Systems
IFMG 460/560 Analysis and Design
IFMG 580 Distributed Business Information Systems
IFMG 663 Project Management for Information Technology Professionals

6. Variability of Delivery

Program: MBA and MBA Executive Track/Eberly College of Business

Catalog Start Date: Upon Approval

Summary

IUP MBA and MBA-Executive Track Programs at Arab American University, Palestine Eberly College of Business and IT proposes to offer the IUP MBA and IUP Executive Track MBA Programs under an inter-institutional agreement with Arab American University - Jenin (AAUJ), Palestine. The method of offering these programs will be the same as the current IUP MBA program at PES campus in Bangalore, India. The agreement to offer the MBA/EMBA Program in Palestine has been approved by the IUP administration and PASSHE. This "variability of delivery proposal" requests permission to add Palestine as a new off-campus location for the MBA/EMBA program with 12 graduate credits being transferred from AAUJ as has been done from PES since 2005. Each of the faculty teaching the transferred courses shall possess credentials similar to the ones expected of IUP faculty. Eberly College's "Criteria for Judging Faculty as Academically Qualified (AQ) or Professionally Qualified (PQ)" will be used to approve the faculty proposed by AAUJ . As has been done in India, the four courses will be picked by mutual consultation between AAUJ and IUP and will be based on the best capabilities of our partner university. AAUJ has over 25 doctoral qualified faculty members to select from. The syllabus-of-record for all MBA core courses and foundations courses have been shared with AAUJ faculty and the transferred courses will be based on the syllabus-of-record of IUP courses. The students will be surveyed at the end of each year to determine the difference in academic rigor and quality of the courses taught by IUP and AAUJ faculty. In India, we have not experienced significant

differences in satisfaction between IUP and PES (our Indian partner) faculty. With close monitoring of the program as well as with periodic assessment, we expect to replicate that in Palestine.

The admission criteria for this program will be the same as what is used for MBA and the Executive MBA Track applicants on campus. The MBA applicants will take the TOEFL and GMAT, as per the requirement at IUP. The students in the Executive MBA Track will not be taking either TOEFL or GMAT. That is the norm in the Executive MBA track at IUP. However, they will go through a thorough interview process to ascertain their language skills. The prospective executives are mostly employees from the international banking sector as well as from the U.N. and other NGOs who are accustomed to working mostly using English language. They are required to write reports in English and communicate with counterparts in English most of the time. We do not expect any language barriers with this group.

The Graduate School admission staff members routinely use World Education Services and other services to evaluate transcripts and degrees. There has been a well-established process for this. All applicants will be required to demonstrate that their degree is the equivalent of a four year degree from an accredited university. The India MBA program has graduated more than 550 students and to date, the Graduate School has rejected no more than a couple of applicants forwarded by our partners in India in almost a decade. That is mainly because we have fully educated the partners' admission staff about IUP's admission guidelines and criteria. We will do the same with our Palestinian counterparts.

The MBA classes will be taught at the rural Jenin main campus and the Executive MBA classes will be taught at AAUJ's center in Ramallah, the capital of the Palestinian Territory (West Bank). The EMBA classes will be taught during their weekends (Fridays and Saturdays) and the MBA classes will be taught on Mondays to Wednesdays. Faculty will get rest on Thursdays and Sundays, on which days they will travel to the other location. The commute time is only one hour and fifteen minutes. There are Western style living accommodations arranged for faculty in both locations. A car with a driver will be available for faculty throughout their stay.

To protect IUP faculty interests, the contract with AAUJ clearly states that: "In the event of an actual, imminent or anticipated hostile environment based on natural, industrial, or political causes or military action, IUP will not be required to deliver instruction onsite."

Rationale:

This will allow IUP to enter a growing market for MBA programs in the Middle East and extend the opportunity for professionals in an underserved community like Palestine to obtain a world-class MBA degree. In addition, this will significantly enhance the cross-cultural exposure of IUP faculty and provide faculty members with colleagues at AAUJ who have expertise in the economy and management of a region that is of scholarly interest among U.S. academics.

MBA Program:

The target audience for the program would be recent graduates and professionals in Palestine and the surrounding region. This program will be administered in the same manner as the IUP Bangalore MBA Program which was approved by the UWGC in 2003 and has been operational since 2005.

Teaching Method: All courses will be taught 100% in class on a cohort basis. Two IUP faculty members will team teach each course. At any given time, only one course will be taught on site and each course will have fourteen class meetings over a 4-week period. Each of the two faculty members of the teaching team will teach for two weeks on site. Since there will be two cohorts (two sections of the 3-credit courses per subject), the first faculty member in a team will teach the first 50% of both the sections of the 3-credit course and the second faculty member will teach the second half of the course resulting in each faculty member getting a total of 3 credits. Five of the eight IUP-taught courses will be taught during the summer and the winter breaks and they do not require any alternate arrangements on campus. Three courses are taught during Fall and Spring semesters. In the first cohort, it is proposed that one course will be taught in each of the three semesters--Spring 2014, Fall 2014, and Spring 2015. During those times when the faculty member is away from IUP, the on-campus courses and other responsibilities of the faculty member will be covered by the other faculty member in the two-member team. When the first faculty returns, the roles of the two faculty will be reversed for the latter two weeks of the course in Palestine. In some cases, faculty members would utilize the blended teaching format and put the two weeks of their on-campus course online, as allowed in the CBA. The classes in the international location are not scheduled during peak scheduling/advising periods on campus. In all scheduling decisions, the consent of the faculty members, the chairperson and the dean are sought and the scheduling is done well in advance to help faculty members and the chairperson to plan for the faculty member's absence from campus for two weeks. At any given time period, no more than one faculty member will be away from campus; in addition, no single faculty member is expected to be away more frequently than once in nearly two years on average. All assignments in the international locations are purely voluntary and compensation is based on Article 27 of the CBA. Each participating faculty member is expected to obtain compensation for 3 credits (two 1.5 credit sections). Program completion time will be between 12 to 16 months. A sample schedule is shown below.

Proposed Calendar for the first cohort

Semester in which IUP Faculty will teach in Palestine	DEPT	Course	Sect	Course Description	Cr	Comments	AAUJ-taught Classes
Fall 2013						Nov	ECON 634
Winter 2013	ACCT	607	508	Management Accounting	3.0	Dec-Jan	No AAUJ Classes
	ACCT	607	509	Management Accounting	3.0		
Spring 2014	MGMT	650	508	International Business	3.0	Feb-early Mar	MGMT 613 & QBUS 601 during the rest of Spring
	MGMT	650	509	International Business	3.0		
Summer 2014	MGMT	637	508	Operations Management	3.0	May 15 to Aug 15	No AAUJ Classes
	MGMT	637	509	Operations Management	3.0		
	MKTG	603	508	Marketing Management	3.0		
	MKTG	603	509	Marketing Management	3.0		
	FIN	630	508	Financial Management	3.0		
	FIN	630	509	Financial Management	3.0		
Fall 2014	BTST	670	508	Organizational Communication	3.0	Sept-Oct	BLAW 607 in Nov
	BTST	670	509	Organizational Communication	3.0		
Winter 2014	IFMG	640	508	Information Systems	3.0	Dec-Jan	No AAUJ Classes
	IFMG	640	509	Information Systems	3.0		
Spring 2015	MGMT	695	508	Business Policy	3.0	Feb	General MBA Awarded
	MGMT	695	509	Business Policy	3.0		

MBA-Executive Track:
The target audience for this program is full time working professionals in Palestine with 4+ years of full time professional work experience. The program will be administered in the same manner as the IUP MBA-Executive Track programs in Monroeville/Johnstown/Northpointe which have been approved by the UWGC. The Executive Track has been approved for India location too but has not been offered there until now.
Teaching Method: As described above for the MBA Program.

Impact on existing programs: This program will have no significant impact on other MBA programs offered by the college. As explained earlier, the courses are taught based on Article 27. Since the courses are spread over six departments and over three regular semesters (one course per semester) and over summer and winter breaks, there will be no need for new faculty complement. IUP coursework will be delivered in a compressed format with intensive instruction during IUP's winter and summer sessions. Whenever feasible, courses may be delivered during the regular semester (spring and fall). There will be classes taught by either IUP or AAUJ faculty throughout the entire period from November 2013 to February 2015. All the courses will be taught by faculty members who have volunteered for this schedule and the courses will be scheduled only with the approval of the concerned IUP department chairpersons and college dean.

Outcomes Assessment: Eberly College "Assurance of Learning" (AOL) program currently being conducted for all of our MBA/EMBA programs will also be implemented for the AAUJ-IUP program. Where appropriate, standard student evaluations will be conducted for faculty who are probationary or are being evaluated, as per the guidelines in the CBA. A faculty survey will also be used to get feedback from each faculty who teaches in the program for continuous improvement of the quality of the learning experience. Students will have access to both AAUJ's library as well as to the IUP Library's electronic resources. IUP Library's Eberly Librarian-in-Residence is already in touch with the AAUJ staff to assure library services to the students. AAUJ has American and British faculty teaching English on campus for any language assistance that may be needed.

Support Letters: This program is being offered through an inter-institutional agreement between IUP and AAUJ and has the support of all the departments that offer courses for the MBA program. Faculty compensation for teaching in this program will be governed by Article 27 of the CBA.

FOR INFORMATION:

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

- FDNT 612: Administration of Food Service Systems
-
- CURR 925 Critical Analysis of Issues in Education
- CURR 951 Issues and Processes in Curricular Change

Appendix C
Awards Committee
Co-Chairs Wisnieski and Ritchey

NOMINATION FORM FOR SENATE
Distinguished Faculty Awards

I nominate _____, a member of the

_____(Department/Office)

in one of the following categories (please check only one):

____**Teaching**:	Faculty whose teaching is innovative and effective
____**Creative Arts:**	Faculty who excel in literary, visual, and performing arts
____**Service:**	Faculty who have demonstrated distinguished service to the university
____**Research:**	Faculty who are engaged in significant research

Your Name: _____ Date: _____

Your Address: _____

_____

Your Phone #: _____ Email: _____

****

Nominee's Name:_____

Nominee's Address: _____

_____

Nominee's Phone #: _____ Email: _____

****

NOTE:

1. All nominations (this form) must be received by the committee (awards-committee@iup.edu) by **4:00 pm, December 18, 2013**. Submit this form by email as a pdf or word attachment. ***Electronic submissions only.***
2. Faculty may be **self-nominated** or be nominated by another faculty member, administrator, staff person, alumna/alumnus, or student.
3. All candidates nominated for awards will be asked to supply the following information by **4:00 pm, January 31, 2014:**
   a) A one-page personal statement (electronically)
   b) Current Vita/Resume focusing on the most recent 5 years (electronically)
   c) Table of Contents (hard copy or electronic)
   d) Documentation/Supportive Materials as described in the General Criteria document (hard copy or electronic)
4. Questions about nominations should be directed to Dr. Joette Wisnieski (724-357-2535 or 724-388-6412 or wisnie@iup.edu)

Appendix D
Noncredit Committee
Chair O'Neil

FOR INFORMATION

Non-Credit Committee Interview: Thursday, September 19, 2013

IUP Academy of Culinary Arts
Chef Albert Wutsch
Fairman Center
Punxsutawney, PA

The IUP Academy of Culinary Arts began in 1989. They graduated fifteen students in 1991. As of September 18, 2013 the total number of IUP Academy of Culinary Arts Alumni is 1,507.

52% of Culinary students and 96% of Baking and Pastry students have made dean's list. 58% of Culinary students and 89% of Baking and Pastry students have had perfect attendance.

100% of students have been placed in externships. In Baking and Pastry, students were placed at 15 sites in 5 states. In Culinary, students were placed at 24 sites in 7 states.

The IUP Academy of Culinary Arts is a Culinary Testing Certification location, testing chefs from all over the country.

A full report of all programs, outcomes, personnel, etc. has been submitted with the Senate Minutes and can be obtained from the secretary.

Recommendations from the committee:

It was difficult to find the Fairman center; we recommend signage in town and on the building.

We also recommend that the Academy of Culinary Arts staff discuss with the University Testing Center (UTC), which is part of the Office of Adult and Continuing Education on the Indiana campus, the possibility of utilizing the UTC as a test site for certain culinary certifications or exams.

Thanks!

Appendix E
Library and Educational Services Committee
Chair Ford

FOR INFORMATION

During the Fall 2013 semester LESC has met/is planning to meet face-to-face on September 17, October 15, November 12, and December 10. On each of the dates, we will meet starting at 3:40 pm in Stabley 210.

For the 2013-2014 academic year, the following individuals have been elected to the specified positions for committee leadership and committee liaisons:

- LESC Chair: Ben Ford
- LESC Vice Chair: Theresa Gropelli
- LESC Secretary: Sharon Franklin-Rahkonen
- LESC Liaison to the Distance Education Planning and Work Group: to be determined
- LESC Liaison to the Academic Computing Policy Advisory Committee (ACPAC): Ben Ford
- LESC Liaison to the Educational Services Fee (ESF) Committee: Luis Gonzalez

A. Overview of recent Library Services related announcements/issues/reports
    1. IUP Copyright Policy will be brought before University Senate during the Fall 2013 semester. This policy will address the use of copyrighted resources at IUP in compliance with all applicable copyright laws, including standards of Fair Use; the Digital Millennium Copyright Act (DMCA); and the Technology, Education, and Copyright Harmonization (TEACH) Act.

B. Overview of recent Technology Services announcements/issues/reports
    1. IUP has added a JunkMail folder to all e-mail accounts that do not currently have such a folder. Incoming messages that are flagged as potential spam will be sent to this folder. The change is intended to limit the number of unintentional responses to phishing attempts. Please review the contents of the JunkMail folder regularly.
    2. MyIUP is now active. IUP is in a period of transition: Freshmen have only used MyIUP while Sophomores, Juniors, and Seniors are more experienced with URSA. Please keep this in mind while advising.

C. Status of the Office of Distance Learning and the Distance Education Planning and Work Group (DEPWG)
    1. The DEPWG remains inactive. LESC feels that there is a need for DEPWG or a 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. LESC will continue to monitor this issue during the 2013-2014 year.

D. Information reported from the Academic Computing Policy Advisory Committee through LESC
    1. Kaltura – streaming media service – permits employees to upload, store, and stream videos; integrates with LMS. The media remains the property of the creator.
    2. Blackboard Collaborate – synchronous learning tool – is now available.
    3. Adobe Master Collection is available for university machines as well as employee home computers.
    4. The Virtual Computer Lab (VCL) allows remote access to the software available on IUP computer lab machines.
    5. IUP is now linked to the Pennsylvania Research and Education (PennRen) fiber-optic network, increasing our bandwidth and providing connectivity redundancy.
    6. IT is to be commended for migrating approximately 300 faculty and 2100 courses from Moodle 1.9 to D2L and/or Moodle 2.
    7. College Technology Day is scheduled for January 15, 2014.

Appendix F
Research Committee
Chair Bonach

The September 17, 2013 meeting was organized in two parts. The first part of the meeting was devoted to committee business. The second part of the meeting was devoted to reviewing the University Senate Research Committee proposals. Overall there were 24 USRC Small Grant proposals and the decision was made to fund 21 proposals totaling $23,346.00. The meeting was adjourned at 5:25 P.M. The next meeting will be held on October 15, 2013 at 3:15 pm in Stright 301.

- Drs. Kathryn Bonach and Dana Hysock Witham
- Drs. David Chambers, Mark Piwinsky, and Dighton Fiddner
- Dr. Beverly Chiarulli
- Dr. Mary Beth Leidman
- Dr. Francis Allard
- Dr. Robert Boldin
- Dr. Framarz Byramjee
- Dr. Kimberly Desmond
- Dr. Waleed Farag
- Dr. Eileen Glisan
- Dr. Lorraine Guth
- Dr. Valeri Helterbran
- Dr. Riah Hoffman
- Dr. John McCarthy
- Dr. Bruce Novak
- Dr. Bruce Novak
- Dr. Lora Ott
- Dr. Elizabeth Palmer
- Dr. Jin Su
- Dr. Jin Su
- Dr. R. Tyler Wilkinson

Appendix G
University Budget Advisory Committee
Senator Radell

(Some of what is contained here has been given in the President's and Provost's reports.)

- Enrollment at the "Fall Freeze" was 14,728, which is down 651 students from the Fall of 2012.
- Some of the projections for 2015-2017 come from the PaSSHE and go beyond current CBAs. (e.g., Faculty Salary Projections extend beyond the CBA which expires in 2015.)
- Projections for 8, 14, and 19 million dollar budget shortfalls have spurred a charge to the Budget Advisory Committee to suggest ways to remedy the shortfalls.

Two additional attachments

Handout - Budget Assumptions - Septer

Handout - Three Year General Budget