

**MINUTES OF THE
IUP UNIVERSITY SENATE**

January 27, 2009

Chairperson Broad called the December 2, 2008, meeting of the University Senate to order at 3:37 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Alman, Asamoah, Baker, Dube, Dugan, Farag, Moore, Motycki, Reich, Ritchey, Sink, Stephenson, Valentine, Van Wieren, and Zuraikat.

The following Senators were absent from the meeting: Ames, Appolonia, Ault, Beck, Camp, Clutter, Gossett, Hinrichsen, Knickelbein, Kuffner Hirt, Lemasters, Newcomer, Peterson, Schroeder, Shyrock, Sullivan, and Ziegenfuss.

The minutes of the December 2, 2008 meeting were **APPROVED**.

Agenda items for the January 27, 2009, meeting were **APPROVED** as amended with the following changes: on page 3 in rationale, add 'ATHL' after 'PESP'; on page 9 in the 'Curriculum After Proposed Changes' side, ELR/HSAD 631 should be in the required courses and ELR 612 should be in the elective courses; and a report from the Non-Credit Committee was added.

An election for Vice-Chair was held with three nominees: Josh Moss, Christopher Stith, and John McMurray. Each nominee addressed the Senate, a ballot election was conducted, and Josh Moss was elected as Vice-Chair.

REPORTS AND ANNOUNCEMENTS

President's Report

Good afternoon.

I again am pleased to report to you as fellow members of the University Senate. First, I want to offer my sincere congratulations to Dr. Larry Vold, professor in the Department of Professional Studies in Education. Dr. Vold's success in the Philadelphia Urban Seminar Initiative continues with a grant of \$277,875 from the Pennsylvania State System of Higher Education, a partner in this project. It is significant to note that since 2004, Dr. Vold has received more than \$1 million for this ongoing project. It is designed to meet the needs of students in urban communities who have been disadvantaged economically, socially, and politically.

The program helps "teacher-education" students construct teaching strategies and gain "hands-on experience" in urban settings. These students also participate in community activities and attend professional development seminars conducted by Philadelphia teachers.

Congratulations also are in order for Dr. Melvin Jenkins, professor in the Developmental Studies Department, for his recent award of \$131,000 for the “R. Benjamin Wiley Partnership Program”. This program is a multi-year outreach program that prepares students from urban high schools in Pennsylvania to attend college. Successful students are then invited to matriculate into a Pennsylvania State System of Higher Education university. A large number of these students have chosen to enroll at IUP. In fact, since the program’s inception in 1989, more than 400 students have become part of the IUP community. This year, 25 students from the Wiley Partnership enrolled at IUP.

I am very pleased to inform you that IUP is number one in a very important assessment of student learning. IUP is first in all 14 State System of Higher Education universities, as well as institutions including Duquesne, Penn State, Villanova, Mount Aloysius, Saint Francis, Robert Morris, Shadyside, and Widener, in terms of our passing rate for the State Board of Nursing exam, the National Council Licensure Examination for Registered Nurses, or the NCLEX.

Of the 86 IUP students who were tested from April 1 to September 30, 82 of these students were successful in passing the exam. This means that IUP has a 95 percent passing rate for this period, a 97.47 passing rate for the quarter, and an overall annual passing average of 93.94 percent. This compares to the national average of 87 percent for first-time pass for students, and means that IUP’s students are well above both Pennsylvania and national averages.

This success reflects a significant commitment to student success, as IUP has worked hard to improve testing results by more than 21 percent over a two-year span. Please join me in congratulating Dean Carleen Zoni and the faculty and staff of the Department of Nursing and Allied Health for their diligent work in holding students accountable to high and demanding standards within a model of outstanding teaching and learning.

I hope to see you Thursday evening in Eberly Auditorium at 7 p.m. when IUP hosts nationally known speaker Donna Brazile for IUP’s 19th annual Rev. Dr. Martin Luther King Jr. commemorative program. Ms. Brazile is a political commentator, professor, author and chair of the Democratic National Committee’s Voting Rights Institute.

Ms. Brazile has worked for every presidential campaign since 1976 and was the first African-American woman to lead a presidential campaign. She is a weekly contributor and political commentator for CNN, a political consultant for ABC News and a contributor to National Public Radio’s “Political Corner”.

Thank you for your time and attention.

Provost’s Report

Curriculum Revisions

In response to the Senate recommendations from the December 2, 2008 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:
PLSC 376 Public Sector Budgeting and Financial Management
- B. New Undergraduate Certificate in Cell and Molecular Biology from the department of Biology in the College of Natural Science and Mathematics.
- C. Revision of Minor from the Art department – Minor in Art History

From the University-Wide Graduate Curriculum Committee:

- A. Program revision from the Health and Physical Education department for Master of Education in Health and Physical Education.
- B. New Ph.D. in Safety Science from the department of Safety Science in the College of Health and Human Services.
 - a. Although I approve the 800, and 900-level courses, which are proposed with the program, they will not be offered until the relevant program has been approved by the Board of Governors.

The new programs and major revisions will be presented to the Council of Trustees for action at the March meeting.

Announcements:

- I want to congratulate Dr. Eileen Glisan's recent election as the President of the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL election is a rigorous process involving an independent nominating committee and a national ballot. Dr. Glisan was nominated and elected by her peers from across the nation and represents the best of the best in the foreign language teaching profession.

Recently received substantial grants

- Dr. Melvin Jenkins (Developmental Studies) was awarded \$131,000 from PASSHE in support of the R. Benjamin Wiley Partnership Program.
- Dr. Larry Vold (Professional Studies in Education) was awarded \$277,875 from PASSHE for his Initiatives in Urban Teacher Preparation proposal.
- Mr. Roger White (Criminal Justice Training Center) was awarded \$1,097,977 from the Pennsylvania Commission on Crime and Delinquency to support Pennsylvania Constable Training in the Northwest Region.

Chairperson's Report

Welcome back. I trust everyone had a restorative break. We're going to need all the energy we can muster to make it through the rest of the academic year. It was nice of whoever it was to name this term "spring" semester so that we can at least have the illusion that things will soon be better.

We have a short and straightforward agenda today, so I trust we will be able to move through it quickly. There are, however, a few things that I think we all need to keep before us as we move ahead to future meetings.

The most crucial of these is, of course, Liberal Studies and the reform thereof. I can't emphasize enough the critical nature of this undertaking. Between Middle States and state mandates, both from PASSHE and the Department of Education, we are at a point where our future viability as an institution of higher learning is at stake. We are looking at provisional accreditation if we don't do something. However we feel personally and professionally about the legitimacy of the endeavor, we no longer have any choice about integrating student learning outcomes assessment into not just our general education program (Liberal Studies or whatever else it gets called) but into our entire educational process. And, if we are going to offer our students the kind of education they deserve within the constraints of 120 credits and other externally imposed requirements, we have to make some changes in the current program. The Liberal Studies Committee has a new proposal out there for comment. It does not directly address either the concerns of Middle States or of the outcomes assessment that was done on the current program. It still needs work before it's ready to be voted on, but it will be brought to us for a vote this semester. Keep in mind that the apples don't all have to be without blemishes to make a perfectly decent applesauce.

The other thing I want to mention is the budget crisis. A whole bunch of us spent last Friday and Saturday cooped up at the College Lodge trying to get a handle on how to cut 1.7 million dollars from the academic budget without eviscerating the whole curriculum. ... We weren't very successful, but one way or another, the money will be cut. I don't know what genius at some point in the distant past decided that the university is made up of "divisions," one of which gets called Academic Affairs. Anyone with half a brain knows that what is meant by Academic Affairs is the university, and the other divisions exist to make its work possible. However, this is a case where the language has allowed for a discourse in which one can conceive of each division as having to take a proportional cut as the funds are withdrawn, rather than looking for economies where they will have the least effect on the mission of the institution. It is not clear to me what, if any role the Senate will play in the ultimate decision-making process on this issue, but we need to be vigilant to make sure that those things that are our purview—curriculum, academic policies, student policies, even major spending priorities—are not pushed through without our consent.

Other than that, this spring, as always, we will be having elections. Please consider running again. We need a committed body in order make the Senate work.

Vice-Chairperson's Report

Josh thanked the Senate for their votes and is looking forward to the spring semester. A Speak Up event will be held on February 16 where students will have the opportunity to ask questions to a panel of administrators. If there are any questions, please contact Josh.

Dave Tiscione from the GSA reported that the GSA will be involved in a fundraiser for GSA/United Way – It Just Makes Cents, which is a service project for the local community. The GSA will be holding a Meet and Greet this semester to address student concerns.

STANDING COMMITTEE REPORTS

Rules Committee (Senator Bowers)

The Rules Committee will meet on Tuesday, February 3 at 3:30pm in Wilson Hall. A special election will be distributed in the near future to fill four vacancies on the University Wide Graduate Curriculum Committee.

University-Wide Undergraduate Curriculum Committee (Senators Sechrist and Hannibal)

FOR INFORMATION:

MKTG 437 Services Marketing was approved to be offered via distance education.

FOR ACTION:

APPROVED

1. Department of Mathematics—Catalog Description Change

Current Catalog Description:

MATH 460 Technology in Mathematics Instruction

3c-0l-3cr

Prerequisites: COSC 110, junior status

Laboratory based and designed to provide preservice mathematics teachers with expertise in instructional technology for teaching mathematics at the secondary level. A strong emphasis is placed upon the integration of pedagogy and subject matter knowledge. Open to secondary mathematics education majors only and must be taken within two semesters prior to student teaching.

Proposed Catalog Description:

MATH 460 Technology in Mathematics Instruction

3c-0l-3cr

Prerequisites: COSC 110, junior status, must have a declared major in Mathematics Education or permission of instructor, and must have completed EDUC 242 with a “C” or better.

Laboratory based and designed to provide preservice mathematics teachers with expertise in instructional technology for teaching mathematics at the secondary level. A strong emphasis is placed upon the integration of pedagogy and subject matter knowledge. Must be taken within two semesters prior to student teaching.

Rationale: This course is designed specifically for Mathematics Education students unless otherwise approved by the instructor. Thus, adding the prerequisite of “must have a declared major in Mathematics Education or permission of instructor” is requested. Furthermore, the Mathematics Education program has found that students are not prepared for MATH 460 if they have not taken EDUC 242. In EDUC 242, students learn how to write lesson plans and observe in various public school classrooms. If students have not had the instruction on how to write a lesson plan, they do not have a point of reference for what is happening in the public school classrooms (from a teacher’s perspective) and they struggle with the course.

2. Department of Health and Physical Education—Catalog Description Change

APPROVED

Current Catalog Description:

HPED 175 Prevention and Care of Injuries to the Physically Active **2c-01-2cr**

General information is presented related to the prevention, recognition, and care of both acute and chronic injuries common to participants of physical activity/fitness, and athletics. Topics include prevention techniques, the classification and staging of injury conditions, and basic evaluation techniques, as well as emergency management and follow-up care procedures.

Proposed Catalog Description:

HPED 175 Prevention and Care of Injuries to the Physically Active **2c-01-2cr**

Prerequisite: HPED or PESP majors

General information is presented related to the prevention, recognition, and care of both acute and chronic injuries common to participants of physical activity/fitness, and athletics. Topics include prevention techniques, the classification and staging of injury conditions, and basic evaluation techniques, as well as emergency management and follow-up care procedures.

Rationale: This is a core course that students need to take early in their academic careers to allow them to progress through their curriculum in a timely manner. It is a course in high demand among freshmen, sophomores and transfer HPED, PESP, and ATHL majors. By limiting the course to majors only, it will help ensure that those who need the course will have the opportunity to schedule it.

3. Department of Economics—Program Revisions

APPROVED

Current Program:

Bachelor of Arts - Economics

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 121 (1)
Social Science: ECON 121
Liberal Studies Electives: 9cr, no courses with ECON prefix

College:
 Foreign Language Intermediate Level (2)

Major:
Required Courses:
 ECON 122 Principles of Microeconomics 3cr
 ECON 355 Statistics for Economists (3) 3cr
 ECON 421 Macroeconomic Analysis 3cr
 ECON 422 Microeconomic Analysis 3cr

Controlled Electives:
 Five other ECON courses (4, 5) 15cr

Free Electives: 33-39

Total Degree Requirements: 120

- (1) MATH 115 or 123 may be substituted for MATH 121.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) MATH 214, 217, or 363 may be substituted for ECON 355.
- (4) No more than 6cr of internship credit may be applied toward major.
- (5) No more than one ECON Controlled Electives may be 200-level courses.

Proposed Program:

Bachelor of Arts – Economics

54 **Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **54**
Mathematics: MATH 121 (1)
Social Science: ECON 121
Liberal Studies Electives: 9cr, no courses with ECON prefix

0-6 **College:**
 Foreign Language Intermediate Level (2) **0-6**

27 **Major:** **27**
Required Courses:
 ECON 122 Principles of Microeconomics 3cr
 ECON 355 Statistics for Economists (3) 3cr
 ECON 421 Macroeconomic Analysis 3cr
 ECON 422 Microeconomic Analysis 3cr

Controlled Electives:
 Five other ECON courses (4, 5) 15cr

Free Electives **33-39**

Total Degree Requirements: **120**

- (1) MATH 115 or 125 may be substituted for MATH 121.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) MATH 214, 216, 217, or 363 may be substituted for ECON 355.
- (4) No more than 6cr of internship credit may be applied toward major.
- (5) No more than one ECON Controlled Electives may be 200-level courses.

Current Program:		Proposed Program:	
Bachelor of Arts - Economics/Pre-Law Track		Bachelor of Arts - Economics/Pre-Law Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	54	Liberal Studies: As outlined in Liberal Studies section with the following specifications:	54
Mathematics: MATH 121 (1)		Mathematics: MATH 121 (1)	
Social Science: ECON 121		Social Science: ECON 121	
Liberal Studies Electives: 9cr, no courses with ECON prefix		Liberal Studies Electives: 9cr, no courses with ECON prefix	
College:		College:	
Foreign Language Intermediate Level (2)	0-6	Foreign Language Intermediate Level (2)	0-6
Major:	24	Major:	24
Required Courses:		Required Courses:	
ECON 122 Principles of Microeconomics	3cr	ECON 122 Principles of Microeconomics	3cr
ECON 355 Statistics for Economists (3)	3cr	ECON 355 Statistics for Economists (3)	3cr
ECON 421 Macroeconomic Analysis	3cr	ECON 421 Macroeconomic Analysis	3cr
ECON 422 Microeconomic Analysis	3cr	ECON 422 Microeconomic Analysis	3cr
Controlled Electives:		Controlled Electives:	
Four other ECON courses (4, 5)	12cr	Four other ECON courses (4, 5)	12cr
Other Requirements: Pre-Law Interdisciplinary Track	6-21	Other Requirements: Pre-Law Interdisciplinary Track	6-21
Seven courses, including at least one from each of six areas:		Seven courses, including at least one from each of six areas:	
<i>Business:</i> ACCT 201, ACCT 202, BLAW 235		<i>Business:</i> ACCT 201, ACCT 202, BLAW 235	
<i>Criminology:</i> CRIM 210, 215, 255		<i>Criminology:</i> CRIM 210, 215, 255	
<i>English:</i> ENGL 212, 220, 310		<i>English:</i> ENGL 212, 220, 310	
<i>History:</i> HIST 320, 321, 346		<i>History:</i> HIST 320, 321, 346	
<i>Philosophy:</i> PHIL 101, 222, 450		<i>Philosophy:</i> PHIL 101, 222, 450	
<i>Political Science:</i> PLSC 358, 359, 361		<i>Political Science:</i> PLSC 358, 359, 361	
Free Electives:	15-36	Free Electives	15-36
Total Degree Requirements:	120	Total Degree Requirements:	120
(1) MATH 115 or 123 may be substituted for MATH 121.		(1) MATH 115 or 125 may be substituted for MATH 121.	
(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.		(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.	
(3) MATH 214, 217, or 363 may be substituted for ECON 355.		(3) MATH 214, 216, 217, or 363 may be substituted for ECON 355.	
(4) No more than 6cr of internship credit may be applied toward major.		(4) No more than 6cr of internship credit may be applied toward major.	
(5) No more than one ECON Controlled Electives may be 200-level courses.		(5) No more than one ECON Controlled Electives may be 200-level courses.	

Rationale: In footnote 1, MATH 123 is changing to 125 because the Mathematics Department decided to replace MATH 123 with MATH 125, which is the first course in a three-semester sequence. Currently, students may take MATH 115, MATH 121, or MATH 123 to fulfill the Liberal Studies mathematics requirement. Since MATH 123 will be phased out and replaced by MATH 125, after this revision, students will be able to take MATH 115, MATH 121, or MATH 125.

In footnote 3, MATH 216 is being added to the list of statistic courses that can substitute for ECON 355. MATH 216 has a calculus prerequisite, but ECON 355, MATH 214, and MATH 217 do not have a calculus prerequisite. There is no need for a student who has completed MATH 216 to also take ECON 355, MATH 214, or MATH 217. Also, since MATH 216 is required of ECON/MATH majors, it also should be acceptable for BA Economics and Economics/Pre-Law majors.

University-Wide Graduate Committee (Senators Piper and Baumer)

FOR ACTION

APPROVED

1. New Course: BTED/COMM 609 Innovations in E-Learning
Sponsoring Departments: Technology Support and Training and Communications Media
Catalogue Start Term: Fall 2009

Summary & Rationale:

An increasing number of industries, corporations, universities and K-12 schools are using telecommunication technologies to facilitate e-learning. Consequently, there is a growing need for highly skilled educators and curriculum developers to support e-learning. The proposed course is an elective course in the Master of Education in Business/Workforce Development program. This course will provide students with the proper knowledge, skills, and research necessary to design effective online courses. Many of the graduate students in the M. Ed in Business/Workforce Development program will have the opportunity to work in an educational environment or industry where distance education training is a component. According to Ambient Insight (November 2007) the annual e-learning forecasted growth rate for 2007 to 2012 is over 40% for K-12 and 25% for higher education.

While the course is being taught in both the Technology Support and Training Department and the Communications Media Department, it will also be available for any education major or in-service teacher seeking Act 48 credits.

Catalog Description

I. **Course Description**

BTED/COMM 609 Innovations in E-Learning 3c-01-3sh
Discover the latest developments in e-learning and reflect on how they are changing relationships between teachers and technology. The course invites you to question what constitutes e-learning and why some technological innovations are adopted more readily than others. Hands-on experiences of new communication technologies and an understanding of their effects on teaching and learning practices will be integrated throughout the course.

2. **Program Revision for:** Master of Arts in Industrial and Labor Relations **APPROVED**
Sponsoring Department: Industrial and Labor Relations
Catalogue Start Term: Fall 2009

Summary & Rationale:

The Department of Industrial and Labor Relations (hereinafter "ILR Department") is an exclusively graduate-level department within the College of Health and Human Services, Indiana University of Pennsylvania. The department was created in 1978 as the Department of Labor Relations and the degree conferred to graduates was the Master of Arts Degree in Labor Relations. In 1983, the designations of the department and the degree were changed to "Industrial and Labor Relations." Developments in the economy and employment since 1983, including the pervasive decline of the industrial sector and the significant growth in the service sector, make the continued use of the term "industrial" anachronistic.

Accordingly, the ILR Department proposes that, as of the start of the Fall Semester, 2009, the word “employment” be substituted for the word “industrial” to result in the “Department of Employment and Labor Relations” as well as the “Master of Arts in Employment and Labor Relations” to denote the degree conferred. The acronym “ILR” would thereafter be “ELR.” Implementation of the aforesaid changes will also bring the titles associated with the ILR program into conformity with trends noted in competing academic programs as well as relevant professional organizations. One such professional organization, the University of California, Berkeley Institute of Industrial Relations, as of April 4, 2007 became “The Institute for Research on Labor and Employment (IRLE)”. Similarly, the Industrial Relations Research Association (IRRA), the premier professional association for practitioners in this field, became the “Labor and Employment Relations Association” (LERA) in 2003.

In addition to expanding the focus from “industrial relations” to “employment relations,” there is a trend among competing graduate programs toward a requirement of fewer than 42 credits for the degree. In addition to this external comparison, a survey of other graduate programs at IUP further supports the conclusion that there is a trend toward requiring fewer than 42 credits. It is proposed that the number of credits be reduced to 36 in order to bring the department’s requirements into conformity with this trend.

The said reduction in credits will be accomplished by dropping the requirement of a course in Labor Economics and by merging ILR 611 Development and Theories of the Labor Movement with ILR 613 Fundamentals of American Industrial and Labor Relations. Labor Economics has not been taught and has not been listed in the Graduate Catalog for quite some time. It has been waived routinely for students where both micro- and macro-economics courses were taken with a grade of B or better in their undergraduate program. Students not qualifying for the aforesaid waiver must complete another elective from within the ILR program. ILR 611 Development and Theories of the Labor Movement has a significant amount of natural overlap with ILR 613 Fundamentals of American Industrial and Labor Relations and as part of the proposal herein the two courses will be merged into ELR 613 with the new title “Fundamentals of the American Labor Movement: Theory and Practice”.

The remaining proposed changes are to delete ILR 623 Structure and Governance of Unions from the list of ILR Department Course Descriptions appearing in the Graduate School Catalog, to incorporate the aforesaid “employment” language into all ILR Department course titles and descriptions, to delete ILR 613 as a prerequisite for any ILR courses, and to cross-list HSAD 616 Health Law so that it may be offered as an ILR elective. The updating of the said course titles and descriptions is motivated by the same concerns and trends regarding the department and the degree conferred. A broader focus is more appropriate in the contemporary employment environment. Similarly, ILR 623 Structure and Governance of Unions is too narrowly focused to justify an entire course given the current status of the labor movement.

HSAD 616 Health Law is a course created by the ILR department for the Master of Science in Health Services Administration program, which it offers in partnership with the Department of Nursing and Allied Health Professions. The program commenced last year and failure to cross-list the course as ILR/HSAD 616 Health Law was merely an oversight. It was and is intended to be included among the elective course offering of the ILR Department.

The deletion of ILR 613 as a prerequisite is proposed to bring the curriculum into conformity with reality. It is presently waived in all circumstances and with no discernable detriment to the waiver recipients. Due to the small size of the ILR program, ILR 613 is only offered in the fall semester. Enforcing ILR 613 as a prerequisite would serve to effectively exclude any student desiring to start the ILR program in either the spring or summer semesters as a fulltime student.

Catalog Description:

From page 58:

The College of Health and Human Services offers Master of Arts degrees in Criminology and Employment and Labor Relations; Master of Science degrees in Food and Nutrition, Sport Science, Nursing, Health Services Administration, and Safety Sciences; and a Master of Education degree in Health and Physical Education. A Graduate Certificate of Recognition program is offered in Safety Sciences. Three of the six programs hold national accreditation. Doctorates are awarded in Criminology and Nursing.

From pages 63 and 64:

Department of Employment and Labor Relations

The Master of Arts in Employment and Labor Relations is a multidisciplinary graduate degree program designed to prepare professional practitioners in the field of employment and labor relations in public and private management, unions, government agencies, and neutral and service organizations. The 36-semester-hour program consists of a required core of 21 semester hours and elective course offerings totaling 15 semester hours.

Each student will individually build the elective sequence of the program of study by choosing 15 elective semester hours from among employment and labor relations courses. Courses offered by other departments may be used for elective hours with approval of the advisor and chair.

Students are strongly encouraged to elect an internship to integrate theory and practice in the field. Certain students with exceptional background in relevant work experience or previous course work may qualify for exemption from some courses. As part of their professional growth, students may also participate in the research and training activities of the Pennsylvania Center for the Study of Labor Relations.

Course Requirements for the M.A. Degree

I. Required Core (21 cr.)

ELR/HSAD 610 Employee Rights Under Law 3 cr.

ELR 613 Fundamentals of the American Labor Movement: Theory and Practice 3 cr.

ELR 615 Dispute Settlement 3 cr.

ELR/HSAD 619 Advanced Research in Employment Relations and Health Services Administration 3 cr.

ELR 625 Processes of Collective Bargaining 3 cr.

ELR/HSAD 631 Human Resources Management in the Public Sector 3 cr.
 ELR 641 Contract Administration 3 cr.

II. Elective Area (15 cr.)

Fifteen semester hours shall be chosen from other elective courses in employment and labor relations or from related departments with the approval of student’s advisor and the department chair.

Summary of Proposed Changes

Present	Proposed Change
Department of Industrial and Labor Relations	Department of Employment and Labor Relations
Master of Arts in Industrial and Labor Relations	Master of Arts in Employment and Labor Relations
42 credits required for degree* *see table that follows	36 credits required for degree* (eliminate 6 credits by deletion of Labor Economics requirements and merger of ILR 611 into ELR 613) *see table that follows
ILR 611 Development and Theories of the Labor Movement; ILR 613 Fundamentals of American Industrial and Labor Relations	ELR 613 Fundamentals of the American Labor Movement: Theory and Practice; ILR 611 deleted from catalog
ILR 623 Structure and Government of Unions	ILR 623 deleted from catalog
Existing course titles, descriptions and catalog information containing “industrial” language and acronyms	Existing course titles, descriptions and catalog information updated to incorporate “employment” language
ILR 613 is a prerequisite for ILR 615, ILR 624, ILR 640, ILR 641, and ILR 650	Eliminate ILR 613 as a prerequisite for any ILR courses
HSAD 616 Health Law not available as an ILR elective course due to inadvertently failing to cross-list it when it was created for the HSAD program	Cross-list HSAD 616 Health Law to add ELR/HSAD 616 Health Law as an ELR elective course

Summary Curriculum Comparison

“Old” Curriculum	Curriculum After Proposed Changes
Course Requirements for the M.A Degree I. Required Core (27 cr.)	Course Requirements for the M.A Degree I. Required Core (21 cr.)
<u>ILR/HSAD 610 Employee Rights Under Law 3 cr.</u> <u>ILR 611 Development and Theories of the Labor Movement 3 cr.</u> <u>ILR 612 Labor Relations Practice and Administration 3 cr.</u> <u>ILR 613 Fundamentals of American Industrial and Labor Relations 3 cr.</u> <u>ILR 615 Dispute Settlement 3 cr.</u> <u>ILR/HSAD 619 Advanced Research in Employment Relations and Health Services Administration 3 cr.</u> <u>ILR 625 Processes of Collective Bargaining 3 cr.</u> <u>ILR 641 Contract Administration 3 cr.</u> <u>ECON 530 Labor Economics (or approved substitute) 3 cr.</u>	ELR/HSAD 610 Employee Rights Under Law 3 cr. ELR 613 Fundamentals of the American Labor Movement: Theory and Practice 3 cr. ELR 615 Dispute Settlement 3 cr. ELR/HSAD 619 Advanced Research in Employment Relations and Health Services Administration 3 cr. ELR 625 Processes of Collective Bargaining 3 cr. ELR/HSAD 631 Human Resources Management in the Public Sector 3 cr. ELR 641 Contract Administration 3 cr
II. Elective Area (15 cr.) Fifteen semester hours chosen from other elective courses in <u>Industrial</u> and Labor Relations or from related departments with the approval of student’s adviser	II. Elective Area (15 cr.) Fifteen semester hours chosen from other elective courses in Employment and Labor Relations or from related departments with the approval of student’s adviser
<u>ILR 526 Case Studies in Labor-Management Relations 3 cr.</u> <u>ILR 581 Special Topics in Industrial and Labor Relations 3 cr.</u> <u>ILR 618 Seminar: Current Issues in Industrial and Labor Relations 3 cr.</u> <u>ILR 621 Labor Relations in the Public Sector 3 cr.</u> <u>ILR 622 Discrimination in Employment 3 cr.</u> <u>ILR 623 Structure and Government of Unions 3 cr.</u> <u>ILR 624 Comparative Labor Relations 3 cr.</u> <u>ILR/HSAD 631 Human Resources Management in the Public Sector 3 cr.</u> <u>ILR 632 Compensation Administration 3 cr.</u> <u>ILR 640 Negotiations 3 cr.</u> <u>ILR 642 Concerted Activity 3 cr.</u> <u>ILR 650 Alternative Work Styles 3 cr.</u> <u>ILR/HSAD 751 Conflict Resolution 3 cr.</u> <u>ILR 681 Special Topics in Industrial and Labor Relations 3 cr.</u> <u>ILR 698 Internship 3 cr.</u> <u>ILR 699 Independent Study 3 cr.</u> <u>ILR 795 (Previously ILR 850) Thesis</u>	ELR 526 Case Studies in Employment Relations 3 cr. ELR 581 Special Topics in Employment Relations 3 cr. ELR 612 Employment Relations Practice and Administration 3 cr. ELR 618 Seminar: Current Issues in Employment Relations 3 cr. ELR/HSAD 616 Health Law 3 cr. ELR 621 Employment Relations in the Public Sector 3 cr. ELR 622 Discrimination in Employment 3 cr. ELR 624 Comparative Employment Relations 3 cr. ELR 632 Compensation Administration 3 cr. ELR 640 Negotiations 3 cr. ELR 642 Concerted Activity 3 cr. ELR 650 Alternative Work Styles 3 cr. ELR/HSAD 751 Conflict Resolution 3 cr. ELR 681 Special Topics in Employment Relations 3 cr. ELR 698 Internship 3 cr. ELR 699 Independent Study 3 cr. ELR 795 Thesis

Brief summary of each major change:

1. Substitute the word “employment” for the word “industrial” to become the “Department of Employment and Labor Relations.”
2. Substitute the word “employment” for the word “industrial” to make the degree conferred “Master of Arts in Employment and Labor Relations.”
3. Reduction in the number of required credits from 42 to 36 by deleting Labor Economics and merging ILR 611 Development and Theories of the Labor Movement with ILR 613 Fundamentals of American Industrial and Labor Relations. The merged course will be designated “ELR 613 Fundamentals of the American Labor Movement: Theory and Practice.”
4. Deletion of ILR 611 Development and Theories of the Labor Movement and ILR 623 Structure and Government of Unions from the list of ILR Department Course Descriptions appearing in the Graduate School Catalog.
5. Incorporation of the updated “employment” language into ILR Department course titles and descriptions.
6. Substitute an “E” for the “I” anywhere the ILR acronym appears.
7. Delete the requirement of ILR 613 as a prerequisite for any ILR courses.
8. Cross-list HSAD 616 Health Law to add ELR/HSAD 616 Health Law as an ELR elective course.
9. Update all Graduate Catalog references to incorporate the aforesaid changes.

Student Affairs Committee (Senator Rieg)

The committee will meet on Tuesday, February 3 at 3:30pm in the HUB Conemaugh Room.

Academic Committee (Senators Dugan and Novels)

The committee will meet on Tuesday, February 3 at 3:30pm in 201 McElhaney.

Awards Committee (Senator Ritchey)

The committee will meet on Tuesday, February 3 at 3:30pm in Stabley 203.

Noncredit Committee (Senator O’Neil)

FOR INFORMATION:

The Non-Credit Committee met on Tuesday, January 20 with Dr. Jack Stamp, reviewing the **Center for Music Teaching and Learning**.

Dr. Stamp explained that this program was devised to provide a clearinghouse for the delivery of music lessons to the community. In addition, plans are to have two camps this summer. One of these camps will be an orchestra camp for one week and the other will be a symphonic band camp for one week.

Currently, however, this Center does not have a director. The music department just lost two faculty members through attrition, and they are not permitted replacements. One more faculty member is retiring this year as well.

The department is currently looking for a director and funding opportunities so they can offer music activities, lessons and training to the community.

The committee will meet on Tuesday, February 17 at 2:00pm in Keith 123.

Library and Educational Committee (Senator Jozefowicz)

FOR INFORMATION:

LESC met on December 9, 2008.

Major topics of discussion included

- the Winter Session offering of distance education courses and the corresponding impact on both IT and library services,
- the relatively new IUP anti-spam system blocker option that can be accessed via the IT Support Center web page (<http://www.iup.edu/itsupportcenter/default.aspx>),
- ACPAC's sponsored Technological Exploration and Innovation Fund RfP that has been distributed at the college level and is supposed to be further disseminated from there (see below), and
- ACPAC's December 3, 2008 recommendation to the Provost regarding the replacement of WebCT with a substitute learning management system.
 - As directed by the Provost, the original charge of the ACPAC Online Learning Committee (OLC) was to review the adequacy of Sakai to replace WebCT. Because PASSHE had an exclusive contract with Blackboard, only open source alternatives could be explored. At the request of OLC members, that charge was expanded to a comprehensive review of the functionality of Sakai, Moodle and Blackboard in order to make a recommendation to the CIO and Provost on the next Learning Management System (LMS).
 - The OLC conducted an in-depth functional evaluation of these three LMS, including hands-on pilots and test accounts, workshops, demos, consultant and vendor visits, webinars, and literature review. Based on this evaluation, the OLC recommends that IUP move to Moodle as the new enterprise Learning Management System.
 - More details from the Provost's office are expected to be forthcoming regarding what action IUP will take in moving forward with the adoption of a new LMS.
 - Migration to a new LMS is expected to begin during summer 2009 and must be fully completed by summer 2010.

ACPAC TECHNOLOGICAL EXPLORATION AND INNOVATION FUND

December 2008

The Funds Review Subcommittee of ACPAC (Academic Computing Policy and Advisory Committee) requests proposals from the colleges for the use of the ACPAC Technological Exploration and Innovation Fund. Each of the six academic colleges and the University Service Faculty (Library, Student Affairs, Military Science, etc.) has \$4,000 available to support projects that explore the use of technology. An 8th category will be reviewed directly by the Funds Review Subcommittee. This “Inter-disciplinary” category emphasizes collaboration and interdisciplinary activities, particularly those activities that involve faculty members from multiple colleges. Therefore, a faculty member may apply for funding through the college or directly to ACPAC. Awards will be made to faculty members who propose projects that meet the criteria below.

The ACPAC college representatives will contact the college dean to announce the availability of this funding. The college dean and the chair of the college technology committee should review and submit proposals from the college. The college may determine the appropriate process to review proposals within the college. Each college may recommend one or more projects for funding. For each project, a written proposal should be submitted to the ACPAC Funds Review Subcommittee by 13 March 2009. Each proposal should be one page or less in length and include the name of the faculty member, a description of the project, a budget, and a justification for the use of the funds. Faculty members applying for the “Inter-disciplinary” portion of the funding should submit proposals directly to ACPAC.

The ACPAC Funds Review Subcommittee will validate that the proposed projects meet the criteria for the use of the funds. Awards will be announced by 1 April 2009. Any unused funds will be used for future awards.

All successful recipients will be required to submit a final report of the project including a final budget. Recipients will also be asked to participate in a poster session during the 09-10 academic year.

Criteria for use of ACPAC Technological Innovation Fund

- The ACPAC funds will be used to foster exploration of technological innovation, particularly technology which does not yet exist at the university.
- The use of the ACPAC funds is to encourage innovation and exploration (i.e. “Thinking out of the box”).
- Use of the funds will be permitted for but not limited to travel, training, and professional development necessary to support the evaluation and utilization of new technologies.

- An activity utilizing ACPAC funds may be an appropriate and necessary investigation prior to application for other technology funding (ESF, Technology Fee, grants, etc.).
- Collaboration with colleagues is supported and encouraged.
- Although the funds are not intended to be used to acquire hardware or software, appropriate purchases will be considered that are consistent with the overall intent of exploring emerging technology.

Please address questions or comments to J. Richard McFerron (jr.mcferron@iup.edu) or to other members of the ACPAC Funds Review Subcommittee (<http://atssrv1.ats.iup.edu/acpac/subcommittees.html>).

College proposals should be submitted electronically by 13 March 2009 to J. Richard McFerron (jr.mcferron@iup.edu).

Research Committee (Senator Sciulli)

FOR INFORMATION:

The committee met on December 9, 2008 and awarded \$7,993 in Small Grants to the following individuals:

- Dr. Francis Allard
- Dr. Kimberly Burch
- Dr. Carmy Carranza
- Ms. Nayda Collazo-Llorens
- Dr. Waleed Farag
- Dr. Theresa Gropelli
- Dr. Sue Rieg
- Dr. Timothy Runge
- Dr. Marveta Ryan-Sams
- Dr. Cheryl Wilson

The committee will meet on Tuesday, February 3 at 3:30pm in G35 Stright.

University Development and Finance Committee (Senator Domaracki)

The committee will meet on Tuesday, February 3 at 3:15pm in the University Towers Conference Room.

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Wright)

The next meeting will be on February 2 at 4:00pm in the Crimson Event Center.

Presidential Athletic Advisory Committee (Senator Domaracki)

No report.

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The report was given through the Library & Educational Services Committee. The committee will meet on Wednesday, February 4 at 3:30pm in the Oak Room.

NEW BUSINESS none

ADJOURNMENT

The meeting was adjourned at 4:19 p.m.

Respectfully Submitted,

Tressa Wright, Secretary