MINUTES OF THE
IUP UNIVERSITY SENATE

December 1, 2009

Chairperson Broad called the December 1, 2009 meeting of the University Senate to order at 3:35 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Asamoah, Bowers, Dugan, Hulings, Hull, Kennedy, O'Neil, Pike, Stephenson, Wisnieski

The following Senators were absent from the meeting: Allard, Alman, Appolonia, Baginski, Beck, Camp, Clutter, Johnson, Kuo, Mack, Muchtar, Rosenberger, Wheeler, Williams, Zorich

The minutes of the November 3, 2009 meeting were **APPROVED**.

Agenda items for the December 1, 2009, meeting were **APPROVED**

REPORTS AND ANNOUNCEMENTS

President's Report

Good afternoon.
On January 1st, IUP will welcome Mr. Terry R. Carter to serve in the role of vice president for University Relations and executive director for the Foundation for IUP. Mr. Carter has more than 34 years of experience in the fundraising, development and advancement field and has generated a track record of approximately $4 billion in external funding over his career.
Mr. Carter comes to IUP after serving as vice president for development/alumni relations, for the division of medicine at Drexel University, Philadelphia. In that role, he achieved record fundraising totals, increasing private gifts by 34 percent and doubling the giving rate of alumni. He developed a comprehensive fundraising plan for the university's $200-million campaign and collaborated across the university to market and strengthens the institution's brand on a national level. I am confident that Mr. Carter will advance the university's marketing, development and alumni-relations efforts.

I also look forward to presenting IUP graduate Dr. Gerald L. Zahorchak, Pennsylvania secretary of education, with an honorary Doctor of Laws degree during the upcoming Dec. 20 undergraduate Commencement ceremony. Dr. Zahorchak, formerly of Johnstown, received a Master of Education degree from IUP in 1988. The ceremony begins at 1:30 p.m. in the IUP Memorial Field House. Zahorchak also will serve as the speaker for the ceremony. More than 550 undergraduates are expected to participate in the afternoon ceremony and more than 250 graduates are expected for the graduate ceremony at 10:30 a.m. in Fisher Auditorium. I hope that you will make time during this busy season to be part of these ceremonies, which mean so much to our graduates and their families and friends.

I would also like to express my sincere appreciation for your continued participation in IUP's

Common Freshman Reader program. I was very pleased to see a full house for Mr. Bill Strickland's lecture on Nov. 17 and learn of his engaging presentations earlier in the day in several university classrooms. Thank you for engaging our students in this important initiative.

On December 2nd at 4:45 p.m., IUP will celebrate the season with its annual holiday tree lighting event on the East Porch of Sutton Hall. This year marks our fifth year of the holiday tree program, an initiative of Dr. Roberts-Atwater. If you cannot be with us for the event tonight, I encourage you to take time to visit the Blue Room and see the 15 holiday trees that have been sponsored and decorated by a variety of organizations in the IUP and Indiana area communities. These trees and their decorations will be donated to needy families through the Salvation Army *Treasures for Children* program. Members of IUP's fraternities and sororities, along with the Mortar Board membership, have volunteered to decorate these trees, and have collected more than $2,000 for the holiday tree initiative and for Treasures for Children, an increase of more than $500 from last year's donation. You may "vote" for your favorite tree with a monetary donation, with all funds raised by voting donated to an IUP scholarship fund to recognize students who exhibit the attributes of leadership and community volunteer service. Members of IUP's fraternities and sororities will also donate $1,000 for the scholarship effort. This initiative is another illustration of our university's commitment to Civic Engagement and our students' commitment to service above self. I also hope to see you at our annual employee holiday open house Thursday from 2 to 4 p.m. in the Blue Room.
In closing, I want to offer my sincere appreciation to all of you for all that you do to help IUP promote academic excellence and student success. Best wishes for the happiest of holidays.

Provost's Report

Curriculum Revisions
In response to the Senate recommendations from the November 3, 2009 meeting, I accept the following:
From the University-Wide Graduate Curriculum Committee:

A. The following courses are approved by me and may be offered immediately:
   COUN 677 – Crisis Counseling
   SOC 802 Classical Social and Organizational Theories
   SOC 803 Contemporary Social and Organization Theories
   LDRS 900 Dissertation Seminar

B. Program revisions from the Sociology Department for the Doctorate in Philosophy, Administration and Leadership Studies, Nonprofit and Public Sector.

Announcements

1. Academic Strategic Planning
   Academic strategic planning continues to move ahead. The seven working groups (composed of faculty, staff, students, and administrators) are each focusing on a particular broad theme and developing a set of specific goals, objectives, and strategies along with performance outcome metrics that will provide the main ingredients of our five-year academic strategic plan. The seven broad themes, which will serve as the starting point for the seven working groups, are : (1) Enhancing Research and Scholarship; (2) Cultivating a 21st Century Learning Environment; (3) Building a

Community; (4) Creating and Maintaining Well-Supported and Vibrant Academic Programs; (5) Improving Resource Acquisition and Allocation; (6) Developing, Retaining, and Rewarding High Quality and Diverse Faculty, Staff, and Students; (7) Creating an Academic Brand. All members of the academic community are encouraged to go to the public sector of our Share Point web site. That can be done by first going to the Academic Affairs webpage www.iup/academicaffairs.edu and click on the link for strategic planning.

2. New Distribution Formula of Indirect Cost Revenues within Academic Affairs
   I am pleased to announce that, after consultation with the college deans and the RI Faculty Advisory Committee, and pending consultation with the Senate's Research Committee and endorsement by the President's Cabinet, we will be establishing a new distribution formula within Academic Affairs that for the first time directly distributes a portion of the indirect cost revenues, originating from external grants and contracts, to the academic departments and principal investigators who were responsible for securing these external awards through grant writing. This new formula, which provides 5% of indirects to the home departments and 5% to the principal investigators. is designed to both reward and incentivize faculty for their grant writing efforts. This new formula will increase the total percentage of indirects going back to the academic colleges to 55%. This has been done as part of the university's overall plan to significantly increase its success at securing external funds to support our research and scholarly mission and this new formula is expected to go into effect this fiscal year.

3. Faculty Searches
   Recently, as a result of my announcement that 27 faculty searches have been authorized by my office, I have received several e-mails from faculty and chairs expressing concerns about the feasibility of successfully conducting faculty searches this far into the academic year and the filling of any remaining vacant permanent faculty positions next year with temps.
   I have now clarified the status of the remaining vacant permanent faculty positions for which searches have not been authorized for this year. I have informed the deans and chairs that I am now authorizing all such positions (as well as any of the 27 that for any reason are not permanently filled) to be filled with temporary faculty for 2010-11. This insures that all permanent faculty positions will be filled either with tenured/tenure-track faculty or temporary faculty in order to help meet our instructional needs for the next academic year. The fact that I have authorized 27 faculty searches does not mean that all 27 will or should be done this year. I will leave those decisions in the hands of the appropriate dean and the academic departments who are responsible for conducting those searches. They are in the best position to judge whether to conduct a given search. I will certainly respect whatever decision is made in each case.

   Some chairs have been inquiring, that in the event any of the 27 positions were to be left unfilled due to a failed or deferred search, whether I would guarantee that a search would be authorized for the next year. I have responded that I cannot in good conscience make guarantees for searches in future fiscal years given the high degree of uncertainty in the state

economy and in state funding for higher education. I would certainly hope and expect that any deferred or failed searches this year would be resumed next year, especially given the fact that these searches were identified by the deans as their top faculty priorities. But, of course, no one can accurately predict where we will be regarding the budget or what might be imposed on us by PASSHE in 2010-11 and beyond. Therefore, I am still encouraging departments to proceed now with their searches if at all possible.

4. Recent Grant Awards
   IUP has received a $1.26 million award from the Pennsylvania Department of Education to fund the Center for Career and Technical Personnel Preparation. This is the 31st year of the Center. Both in-house and field-based instructors train the vocational teachers throughout western Pennsylvania.

   Ms. Jane Gardner of the Eberly College of Business Management Services Group has received a $384,204 grant from the Pennsylvania Department of Community and Economic Development for the project "WeDnet PA Basic Skills and Information Technology". Congratulations Jane!

Chairperson's Report

I trust everyone had a good Thanksgiving. I know I did. We didn't get rid of all the turkeys, though, but we'll deal with them as they come.

I haven't been terribly busy in my role as chair since the last meeting, but our committees have, as is clear from the agenda. The report from the research committee shows that people are still actively engaged in scholarship. The list of candidates for *emeritus* status from the academic committee is impressive; it shows the caliber of the faculty that we are losing from the university who need to be replaced by equally capable new faculty members. The good news is that some of them will be replaced; the bad news is that not all of them will (at least not with fully-qualified faculty), even though we have more students than ever.

And that, of course, is the crux of the matter. The budget situation has put a dark cloud over everything we do and over how we perceive what others do. The President and trustees are charged with fiduciary responsibility for the university, and they seem to be floundering in the current climate. Meanwhile, the rest of us try to keep on keeping on with more to do and less to work with. In the report from the development and finance committee we have more information than most of us have ever seen before about the financial situation of the university, but, of course, it's there for our information. For the most part, we won't be directly involved in the decision-making processes that derive from that information, so there isn't much we can do but bite our nails and hope for the best. That's a very uncomfortable position to be in, and I'm not convinced that it's necessary.

Venice has for centuries been a center of glass-making. Venetian artisans to this day make beautiful creations out of glass. But, as we all know, glass has a tendency to break, and sometimes the pieces that artisans are working on don't come out the way they should. The tradition was to take all those broken and rejected bits of glass and make bottles, *fiaschi*, out of

them. That's the origin of the word "fiasco." Well, I think our budget makers here and in Harrisburg have been making a lot of bottles lately, and I don't know how many more fiascoes we can use.

Vice-Chairperson's Report

Since we last met the Student Government Association has established a community liaison. This student is responsible for maintaining a close relationship between the Student Government Association and the County of Indiana. The county is very excited about the filling of this position.

Rules Committee (Senator Korns)

The committee will meet on Tuesday December 8 in Eberly Conference Room

There will be an email coming out some about the upcoming elections. Senators are asked to watch out for that and respond accordingly

Senators are also reminded that attendance at Senate is monitored and those who have been absent will be contacted.

Indiana University of Pennsylvania

University Senate
Room 416 Sutton Hall
Indiana, Pennsylvania 15705
Website: *http://www.iup.edu/senate*

November 24, 2009

Dr. Tony Atwater, President
Indiana University of Pennsylvania

Dear Dr. Atwater:

This letter is being sent on behalf of the Rules Committee of the IUP University Senate. The Rules Committee is charged with dealing with questions regarding the governance structure of the University. It has come to the attention of the Committee that provisions of the University Senate Constitution and Act 188 were violated by recent actions of the administration.

The University Senate Constitution states, *"The purpose of the University Senate is to provide a formal means through which the student body, faculty, staff, and the administration, working as a unified group, shall have a representative share in the governance of the University."* It also states that "*the Senate shall have a consultative role to the President and Council of Trustees that is designed to empower the Senate with a significant voice in the governance of the University.*" This consultative role is made possible by the President and Council of Trustees providing "*the University Senate an opportunity to review all policies and make*

recommendations prior to their implementation."

The most recent violation of this provision of the Senate Constitution occurred when personnel budgeting was centralized and personnel managerial budgeting functions transferred from the Office of VP of Academic Affairs and Provost to the Vice President of Administration and Finance. This represented a change in policy that should have been provided to the Senate for review and recommendation prior to implementation.

In a document dated October 22, 2009 entitled "Enhancing the Efficient Management of University Resources", Vice President for Administration and Finance Dr. Wooten stated "Effective July 1, 2009, the IUP Administration reinstituted centralized personnel budgeting guidelines." It is the position of the Rules Committee that the Senate should have been provided the opportunity to review this change in policy.

In this instance, this policy was implemented during the summer at a time when the Senate was not in session. It is recognized that given this implementation date, it may not have been possible to notify the Senate. However, the Constitution provides for these circumstances. Recognizing that immediate notification may not be feasible, the Constitution includes the provision that, *"Occasionally it may be necessary for administrative personnel, during the normal exercise of their duties, to initiate or modify policies when there is insufficient time to present such matters to the University Senate for consultation."* When that is the case, however, the Constitution requires that *"the initiators of such policies shall immediately give notification of their action to the senate Chair and the Chair of the Rules Committee."* In this instance, while there was not a Chair of the Rules Committee at that time, no such notification was provided to the senate Chair.

This change in policy also appears to be in violation of Act 188, the state law governing the institutions of the State System of Higher Education. Item #2 in Section 20-2010-A of the act, Powers and Duties of Institution Presidents, states, (2) *"To make and implement specific campus policies pertaining to instructional programs, research programs, and public service programs and academic standards in accordance with policies of the Board following consultation with council, faculty, and students."* Under Act 188 consultation prior to implementation of this policy change clearly should have occurred. Apparently, such consultation did not take place.

The Rules Committee would like to point out that our insistence on prior consultation is not selectively applied to this administration but has been asserted in the past, when appropriate, as well. For example, the Senate Chair raised this issue at the October 2, 2001 Senate meeting. (See attached) In his remarks in response to the recent closing of the University School, Chairman Nowell stated, *"I am informing you that the Rules Committee of the Senate voted at its recent meeting that, in regards to your recent presentation to the Council of Trustees of a motion to close the University School, you have violated the constitution of the Senate."* Moreover, the Senate Chair and the Chair of the Rules Committee concurred in the opinion that the administrative action of September 2001 *"violated the state law governing the institutions of the State System of Higher Education (Act 188)."* Finally, Chairman Nowell noted, *"Given the major violation of the curriculum process last year, I am afraid that this is a continuing pattern of violations of this law and our constitution, and I urge you to cease and desist your disregard*

for the Senate in your governance of the University."

The Rules Committee raised this issue again in October 2006. In response to several policy changes implemented without Senate consultation, Rules Committee Chair Dr. Ramesh Soni sent a letter to you dated October 26, 2006. (See attached) In it he identified the pertinent sections of the Senate Constitution and reminded the administration of its duty to consult with the Senate prior to implementation of these policies. He stated, "*I am writing to offer a reminder as to the official governance structure of the University. It may be that with so many new persons in the administration, not all new managers have had a chance to read the Constitution of the IUP University Senate, which is an official "blueprint" that codifies major features of the governance structure of the University."* He went on to state, "*The Rules Committee hopes that you will find this letter useful in educating all segments of the university as to the governance structure of the University as codified by the Council of Trustees."*

Given these repeated instances of alleged violations of both Act 188 and the Senate Constitution, the Rules Committee, acting on behalf of the University Senate, is expressing its concern that the shared governance expressed in both documents is not being practiced, to the detriment of the University.

We ask for your response to the following:

1. If you concur with the Rules Committee that this change in the policy of the centralization of personnel budgets is subject to the consultative requirements of the Senate Constitution and/or Item #2 in Section 20-2010-A of Act 188, please refer this policy change to the Senate for its consultation and recommendation.

2. If you do not concur that this change in policy is subject to the consultative requirements of the Senate Constitution and/or Item #2 in Section 20-2010-A of Act 188, provide your reasoning for that position.

3. Finally, if you do not concur that this change in policy is subject to the consultative requirements of the Senate Constitution and/or Item #2 in Section 20-2010-A of Act 188, please provide the Rules Committee with your interpretation of what university policies are under the purview of shared governance and consultation with the Senate and what policies are not.

Sincerely,

Michael T. Korns, Ph.D., CSP
Chair, Senate Rules Committee

cc: Dr. Gerald Intemann
Dr. Rhonda Luckey
Dr. CorneliusWooten

In response to questions made about recent administration decisions, Dr. Atwater submitted and read the following letter to the Senate:

University,

I wish to address issues raised by the Senate Rules Committee about recent management changes in the University's budgeting process. I appreciate this opportunity to respond on this matter.

While I do not agree that the changes represent a new policy, a violation of Act 188 or the University Senate Constitution, I do have a fuller appreciation of how the changes have been viewed by the University Senate Rules Committee.

The administration has not changed how academic programs are funded nor do the changes interfere with a Vice President's ability to manage within his or her budget. The changes were intended to address funding challenges to ensure the financial health and viability of the institution.

We are attempting to create a clearer, truer reflection of personnel costs than was available previously. The effect of the change in budget methodology is that each Vice President must work within his or her division to more clearly define budgetary needs. It was not and is not my intention to limit the Provost's role and oversight of academic decision making. Our objective is to have the budget accurately reflect academic priorities. Let it not be said that greater fiscal discipline is a change in policy.

We face difficult financial challenges. Responding successfully to those challenges clearly requires your involvement. The administration has no desire to circumvent University Senate's consultation or violate the University Senate Constitution. I and the University's Finance and Administration Division stand ready to provide the University Senate with additional information about the methodology and guidelines that have been instituted.

I recognize that the return to centralized personnel budgeting is a significant change in budget management. The university's administration is actively soliciting feedback from all sectors of the University community help IUP successfully implement this methodology. Our hope is that IUP will be better positioned to meet effectively the fiscally constrained budgetary environment of the next three or more years.

President, IUP

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

SOC 281 Oppression and U.S. Social Problems

FOR ACTION:

1 Liberal Studies Committee **APPROVED**

One time approval of SOC 281 Oppression and U.S. Social Problems (in place of SOC 231) to count as a Social Science course for winter session 2010.

2 Department of Computer Science—Course Revisions **APPROVED**

i Current Catalog Description:

COSC 316 Host Computer Security **3c-0l-3cr**
Prerequisites: COSC 110 or equivalent programming course, junior standing or permission of instructor
Provides an introduction to the theory and concepts of computer security in networked systems. The course will look at security issues and policies with regard to hardware, software development, databases, operating systems and networks as well as the use of encryption. The more common attacks on systems will be covered. Vulnerability assessment tools and techniques for defending systems will be explored in various projects.

Proposed Catalog Description:

COSC 316 Host Computer Security **3c-0l-3cr**
Prerequisites: COSC 110 or equivalent course, as approved by instructor
Provides an introduction to the theory and concepts of host computer security. Topics include security and policy guidelines, attack strategies and attacker profiles, users and groups security, file systems and security, integrity management, cryptography basics, back-up utilities, auditing and logging, and strategies for defending user accounts. Designed as a practical hands-on course.

Rationale: There has been an overlap between the original syllabi of records for COSC 316 Host Computer Security and COSC 356 Network Security. The changes are meant to strengthen the course and eliminate the overlaps. Since the course is multidisciplinary, the addition of the operating system functionality topics will provide a good background for the non-computer science majors and aid their transit to the higher level courses.

ii Current Catalog Description:

COSC 356 Network Security **3c-0l-3cr**
Prerequisite: COSC 316 or COSC/IFMG 352
Explores mechanisms for protecting networks against attacks. Emphasizes network security applications that are used on the Internet and for corporate networks. Investigates various networking security standards and explores methods for enforcing and enhancing those standards.

Proposed Catalog Description:

COSC 356 Network Security **3c-0l-3cr**
Prerequisite: COSC 316 **and** either COSC 345 or COSC/IFMG 352
Explores mechanisms for protecting networks against attacks. Emphasizes network security applications that are used on the Internet and for corporate networks. Investigates various networking security standards and studies methods for enforcing and enhancing those standards.

Rationale: After teaching the Information Assurance (IA) curriculum for a number of years, several issues have been raised by various faculty members teaching those courses and by some students too. The main source of these issues is the existence of some overlap among these courses. To respond to these issues, and strengthen our IA Track, the contents of several courses are being modified. Collaborative efforts have been undergoing to minimize that overlap and this proposal represents modifications to COSC 356 Network Security. The change in the course prerequisite and the early coverage of a section reviewing networking basics were necessary to ensure that students have sufficient network background before taking the course.

Another important motivation behind these changes is that the department is preparing itself to be reaccredited by the National Security Agency (NSA) as a Center of Academic Excellence in Information Assurance Education. Therefore, our IA curriculum needs to be updated and changed in accordance with their recommendations.

3 Departments of Professional Studies in Education and Mathematics—New Courses, Course Revisions, Course Title Changes, Catalog Description Changes

APPROVED

a New Courses from Mathematics:

MATH 153 Elements of Algebra **3c-01-3cr**
Prerequisite: MATH 151
Explores some of the basic algebraic concepts including: the real number system, solving linear equations and inequalities with one and two variables. Emphasis will also be placed on studying the coordinate plane, exploring the slope of a line, graphing

lines and writing equations of lines. Connections will be made with the teaching and learning of algebraic concepts in the elementary and middle schools.

MATH 413 Methods of Teaching Mathematics at the Middle Level 3c-0l-3cr
Prerequisites: MATH 152, MIDL 315
Examines the current curricula and methods of instruction used in middle level classrooms. Follows an investigative approach to middle level mathematics instruction through hands-on activities that are standards based. Explores methods of teaching in diverse classrooms and teaching students with special needs.

MATH 461 Discrete Mathematics for Elementary/Middle Level Teachers 3c-0l-3cr

Prerequisite: MATH 152
Topics in discrete mathematics, including systematic counting, graph coloring, networks, and their applications, as well as the historical background and the role of discrete mathematics in today's world. Uses a problem-solving, hands-on approach to content. Explores curricular materials, resources, and activities relevant to teaching discrete mathematics at the Elementary/Middle Level.

Rationale: These courses are in the Middle Level Mathematics Track for the Middle Level Grades 4-8 certification program. All students in these courses should be seeking certification as a middle level teacher.

b Mathematics Course Revisions

i Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

MATH 317 Probability and Statistics for Elementary and Middle School Teachers 3c-0l-3cr

Prerequisites: MATH 152, Elementary Education Concentration
Introduces students to elementary concepts of probability and statistics, which will enable them to analyze data, make predictions, and determine which concepts may be used with children.

Proposed Catalog Description:

MATH 317 Probability and Statistics for Elementary/Middle Level Teachers 3c-0l-3cr

Prerequisite: MATH 152
Introduces students to concepts of probability and statistics by exploring and discovering key ideas related to data analysis and making predictions. Appropriate technology is incorporated throughout the course. Explores curricular materials, resources, and activities relevant to teaching diverse groups at the

Elementary/Middle Level.

ii Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

MATH 420 Patterns and Functions for Elementary and Middle School Teachers 3c-0l-3cr

Prerequisites: MATH 152; Elementary Education concentration
Examines the function concept as applied to elementary real number functions and graphing techniques for these functions. Topics include real number functions such as absolute value, step, linear, quadratic, and other polynomial functions, trigonometric and other periodic functions, exponential and logarithmic functions, and all other inverse functions. Students examine curricular materials that develop function concepts in Grades K-8.

Proposed Catalog Description:

MATH 420 Patterns and Functions for Elementary/Middle Level Teachers 3c-0l-3cr

Prerequisite: MATH 152
Examines and develops expertise with sequences, patterns, and functions, including linear, quadratic, logarithmic, exponential, and trigonometric functions. Appropriate technology is incorporated throughout the course. Explores curricular materials, resources, and activities relevant to teaching diverse groups at the Elementary/Middle Level.

iii Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

MATH 456 Geometry for Elementary and Middle School Teachers 3c-0l-3cr
Prerequisites: MATH 152, Elementary Education concentration
Students become acquainted with an informal, intuitive approach to geometry. Activities and materials for teaching geometrical concepts to children are an integral part of the course.

MATH 456 Geometry for Elementary/Middle Level Teachers 3c-0l-3cr
Prerequisite: MATH 152
Students become acquainted with an informal, intuitive approach to geometry. Activities and materials for teaching geometrical concepts to children are an integral part of the course.

Rationale: The name changes above make the names of the courses consistent with the course name designations in new state guidelines. The references to a

concentrate were eliminated because under the new state mandates for teacher preparation programs, the concentrate for elementary education majors will no longer exist. These course revisions are consistent with the content prescribed in the new state guidelines.

iv Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

MATH 457 Number Theory for Elementary and Middle School Teachers 3c-0l-3cr
Prerequisites: MATH 152, Elementary Education concentration
An introduction to topics of elementary number theory including divisibility, prime numbers, factorization, modular arithmetic, problem solving, and place of number theory in the elementary school curriculum. Examines many number theory activities which can help to strengthen skills with basic facts in an interesting, nonroutine setting.

Proposed Catalog Description:

MATH 457 Number Theory for Elementary/Middle Level Teachers 3c-0l-3cr
Prerequisite: MATH 152
Introduction to topics of elementary number theory including divisibility, prime numbers, factorization, binary numbers, modular arithmetic, identification codes, cryptography, Diophantine equations, Euclidean algorithm, and alternative algorithms. Explores curricular materials, resources, and activities relevant to teaching number theory at the Elementary/Middle Level.

Rationale: The change in the title makes the name of the course consistent with the course name designations in new state guidelines. In the prerequisite the reference to a concentrate was eliminated because under the new state mandates for teacher preparation programs, elementary education certification will no longer exist. The current catalog description does not reflect how the course is currently taught. The changes in the course are consistent with the content prescribed in new state guidelines.

v Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

MATH 458 Logic and Logical Games for Elementary and Middle School Teachers 3c-0l-3cr
Prerequisites: MATH 152, Elementary Education concentration
An introduction to some of the basic ideas, terminology, and notation of mathematical logic and Boolean algebra as well as games of strategy that involve logic. In addition, an investigation of how logic is taught and used in various

programs for the elementary school.

Proposed Catalog Description:

MATH 458 Logic and Logical Games for Elementary/Middle Level Teachers **3c-0l-3cr**

Prerequisite: MATH 152
Basic ideas, terminology, and notation of mathematical logic as well as games of strategy that involve logic. Engages in methods of reasoning and proof in games and in mathematics content. Explores curricular materials, resources, and activities relevant to teaching logic and reasoning at the Elementary/Middle Level.

vi Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

MATH 459 Technology in Elementary & Middle School Mathematics Instruction **3c-0l-3cr**
Prerequisites: MATH 152, Elementary Education concentration
Develops the knowledge, skills and perspectives required for using education technology in teaching mathematics at the elementary and middle school levels. Participants will have hands-on experiences with technology.

Proposed Catalog Description:

MATH 459 Technology in Elementary/Middle Level Mathematics Instruction **3c-0l-3cr**
Prerequisite: MATH 152
Develops the knowledge, skills, and perspectives required for using educational technology in teaching mathematics at the Elementary/Middle Level. Hands-on experiences with technology are an important focus.

vii Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

MATH 471 Basic Concepts of Algebra **3c-0l-3cr**
Prerequisites: MATH 152, Elementary Education concentration
Concepts of basic algebraic structures such as group, ring, integral domain, field, and vector space are studied within the context of mathematical maturity of the student. Other topics include relations and functions, polynomials and polynomial equations, systems of equations and inequalities. Consideration given to development of these concepts in the mathematics curriculum.

Proposed Catalog Description:

MATH 471 Algebra for Elementary/Middle Level Teachers 3c-0l-3cr
Prerequisite: MATH 152
Topics include multiple representations of sequences, integers, expressions, equations, systems of equations, inequalities, and matrices. Representations of expressions and equations will be explored through the use of hands on and visual aides and with appropriate technology. Connections will be made with the teaching and learning of algebraic concepts at the Elementary/Middle Level.

Rationale: These changes make the names of the courses consistent with the course name designations in new state guidelines. The reference to a concentrate was eliminated. The changes make the catalog descriptions consistent with current course content and consistent with the content prescribed in new state guidelines. The course revisions are consistent with the content prescribed in the new state guidelines.

c New Courses from Professional Studies:

MIDL 221 Literature for Middle Level 3c-0l-3cr
Prerequisite: Acceptance into Teacher Education Step 1
Provides a survey of children's literature for middle level students and examines the role of motivation in developing lifelong readers. Selection and evaluation criteria for each genre, including multicultural literature, are developed and applied. Classroom application and extensions of literature are explored and current issues in the field of literature for middle level learners are examined. Appropriate adaptations for resistant readers, students with exceptional needs, and students who are learning English will be explored.

MIDL 222 Reading Instruction and Assessment in Grades 4-8 3c-0l-3cr
Prerequisite: Admission into Teacher Education Step 1; Middle Level Major
Competencies specific to the art and science of teaching adolescents will be introduced with a focus on academic, social, and emotional developmental characteristics of young adolescents as they transition to the middle school. Familiarizes students with the fundamentals of middle-level learning and teaching theory and correspondingly appropriate models of teaching. Planning for instruction will be evidenced through the development of lesson and unit plans which reflect utility in inclusive and diverse settings.

MIDL 311 Social Studies Instruction and Assessment in Grades 4-8 3c-0l-3cr
Prerequisite: Junior Status 57+ credits
Presents an overview of social studies methods instruction in the middle school classroom. It includes the study of objectives, trends, patterns and principles of organization, and techniques of instruction as it relates to social studies content areas: Geography, Pennsylvania History, United States and World History, Economics, and Civics and Government. Instruction will include assessment strategies for diverse middle school learners in inclusive classroom settings.

MIDL 312 Science Instruction and Assessment in Grades 4-8 3c-0l-3cr
Prerequisites: Acceptance into Teacher Education Step 1; BIO 103, GEOS 101/102, SCI 105 all strongly recommended
Emphasizes science as it relates to Middle School students and curriculum, planning for teaching science, and recent innovations in science teaching.

MIDL 315 Classroom Management and Adolescent Development 3c-0l-3cr
Prerequisite: Junior Status 57+ credits
Designed for middle level teacher education majors to create a professional classroom management plan that supports the healthy development of all young adolescents in a diverse middle school environment. Students will discuss, analyze, and apply major concepts, principles, theories, and research related to young adolescent development including adolescents with special needs and English language learners.

MIDL 425 Methods of Teaching Language Arts in Grades 4-8 3c-0l-3cr
Prerequisites: MIDL 222, minimum grade of C
Designed to emphasize the view that the art of communication is an interrelated process, and the task of the middle grades teacher is to integrate the language arts throughout the entire curriculum. Techniques for teaching oral and written communication skills, listening, viewing, and visually representing will be presented. Other integral components of the course include spelling instruction to meet the developmental needs of middle level learners and methods for increasing vocabulary growth. Special emphasis will be given to recent trends and research in middle grades education.

Rationale: These courses are part of the Professional Core courses for the Middle Level Grades 4-8 certification program. All students in these courses should be seeking certification as a middle level teacher. These courses are designed as methodology courses for pre-service teachers who are seeking certification in Middle Level Education Grades 4-8.

d Catalog Description Revisions from Professional Studies

Current Catalog Description:

EDUC 421 Student Teaching var-6cr
Prerequisite: Admission to Student Teaching
An experience in teaching at the elementary level; coordination and visitation by a university faculty member with daily supervision by a cooperating classroom teacher.

Proposed Catalog Description:

EDUC 421 Student Teaching var-5-6cr
Prerequisite: Admission to Student Teaching
An experience in teaching at the elementary level; coordination and visitation by a university faculty member with daily supervision by a cooperating classroom teacher.

Current Catalog Description:

EDUC 441 Student Teaching **var-6-12cr**
Prerequisite: Admission to Student Teaching
An experience in teaching at the elementary or secondary level; coordination and visitation by a university faculty member with daily supervision by a cooperating classroom teacher.

Proposed Catalog Description:

EDUC 441 Student Teaching **var-5-12cr**
Prerequisite: Admission to Student Teaching, successful completion of Step 2 of Teacher Education 3-Step Process
An experience in teaching at the elementary or secondary level; coordination and visitation by a university faculty member with daily supervision by a cooperating classroom teacher.

Rationale: The mandated changes in certification guidelines from the Pennsylvania Department of Education require that the Middle Level Education Grades 4-8 program be revised. Nothing else about the courses has changed but the minimum credit hours from 6 to 5.

Program Catalog Description:

Middle Level Education Grades 4-8 Program **APPROVED**

The program is designed to prepare pre-service teachers to meet the demands of teaching all academic subjects in the middle grades of 4-8. Content and methods courses focus on the developmental and learning characteristics of these students.

Bachelor of Science in Education-Middle Level Education 4-8/Mathematics Specialization (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:			**52**
Mathematics: MATH 151, 152			
Natural Science: BIOL 103, SCI 105, GEOS 101-102			
Social Science: ECON 101 or 121, GEOG 102 or 104, PLSC 101 or 111			
Liberal Studies Electives: 0cr			
College:			**26**
Preprofessional Education Sequence:			
COMM 103	Digital Instructional Technology	3cr	
EDSP 102	Educational Psychology	3cr	
Professional Education Sequence:			
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr	
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr	
EDUC 421	Student Teaching	5cr	

EDUC 441	Student Teaching	5cr	
EDUC 442	School Law	1cr	
EDUC 499	Multicultural/Multiethnic Education	2cr	
Major:			**21**
Required Middle Level Courses:			
MIDL 221	Literature in the Middle Grades	3cr	
MIDL 222	Reading Instruction and Assessment	3cr	
MIDL 310	Instructional Theory and Planning	3cr	
MIDL 311	Social Studies Instruction and Assessment	3cr	
MIDL 312	Science Instruction and Assessment	3cr	
MIDL 315	Classroom Management and Adolescent Development	3cr	
MIDL 425	Language Arts Instruction and Assessment	3cr	
Mathematics Distribution Requirements:			**24**
MATH 153	Elements of Algebra	3cr	
MATH 317	Probability and Statistics for Elementary/Middle Level Teachers	3cr	
MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr	
MATH 420	Patterns and Functions for Elementary/Middle Level Teachers	3cr	
MATH 456	Geometry for Elementary/Middle Level Teachers	3cr	
MATH 458	Logic and Logical Games for Elementary/Middle Level Teachers	3cr	
MATH 471	Algebra for Elementary/Middle Level Teachers	3cr	
One course from : MATH 457, 459, or 461		3cr	
Total Degree Requirements:			**123**

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

Rationale: In response to the Pennsylvania Department of Education's new guidelines for Teacher Certification, this program, Middle Level Education for Grades 4-8 with Mathematics Specialization, has been designed to foster an understanding of middle level learners and their learning needs, focusing on teaching of mathematics and other academic subjects at this level.

All courses in this program have instructional hours embedded for working with English Language Learners and students with a myriad of learning disabilities. The number of hours recommended by PDE have been met. The Middle Level Mathematics track is composed of 30 credits. As outlined by PDE, middle level teachers in grades 4-8 must show evidence of a strong content background in mathematics. The newly-developed courses in the Professional Core are proposed from the Professional Studies Department. The 30 credits in Mathematics Specialization are being included in the course proposal from the Mathematics Department.

Since a strong collegial relationship has existed between Professional Studies in Education and the Mathematics Department through our former K-6 Elementary Education Program, this symbiotic relationship will continue in the delivery of the newly-designed Middle Level Education for Grades 4-8. A letter of support from the Mathematics Education Department is included in this proposal.

4 Department of Physics—New Courses **APPROVED**

PHYS 401 Theoretical Physics **3c-0l-3cr**
Prerequisites: PHYS 131, 132; MATH 125, 126
Prerequisite or Corequisite: MATH 241, or permission of the physics department
Explores the applied mathematics necessary to solve ordinary and partial differential equations in closed and series forms for boundary value problems in intermediate and advanced physics. Coordinate transformations, tensor analysis, special functions and series involving complex variables and integral transforms are also considered.

Rationale: This course will be required by all physics majors but may be taken by anyone who meets the prerequisites. The course is part of a major curriculum revision proposed by the department. There is no single existing course at the undergraduate level that covers the necessary material. The individual courses in which most of mathematical physics material is covered are two-semester sequence courses in mechanics, electricity and magnetism and quantum physics. Under the program revision the latter courses will be condensed into three one-semester courses, requiring some consolidation of the content. The emphasis of this course will be on presenting some of the advanced methods and applications useful for analyzing problems in physics.

PHYS 441 Classical Mechanics **3c-0l-3cr**
Prerequisite: PHYS 131, 132; MATH 125, 126
Corequisite: MATH 241 or permission of the physics department
Covers vectors, generalized coordinates, and, coordinate-transformations to study the mechanics of a particle, and a system of particles in one, two, and three dimensions. Central forces, planetary, and satellite motion, rotation, oscillations, and conservation laws in the Newtonian formulation of classical mechanics will be included and used to solve dynamical problems for various mechanical systems.

Rationale: The proposed course will replace the existing PHYS 222 and 223, a two-semester sequence for a total four credit hours, which covers intermediate and advanced levels. Both semesters are not currently suitable or required for all the physics department programs and as a result it is impossible to ensure adequate enrollment in both courses every year. The course is required by all physics majors but may be taken by anyone who meets the prerequisites.

The proposed course will be part of a major curriculum revision that will be proposed by the physic department. The proposed course will replace the existing course sequence and provide three credit hours instead of four. The content has been modified to present the most essential components at the intermediate level along with selected components at the advanced level.

PHYS 451 Electricity and Magnetism **3c-0l-3cr**
Prerequisites: PHYS 131, 132; MATH 125, 126
Prerequisite or Corequisite: PHYS 441, or permission of the physics department
Treats elements of vector analysis, electrostatics, special techniques for finding electric potential, electric field in matter, magnetostatics, magnetic field in matter, electrodynamics, Maxwell's equations, and electromagnetic waves at the calculus level.

Rationale: This course will replace PHYS 322 and PHYS 323. The course will be required by our undergraduate majors. It may also be taken by other students who satisfy the prerequisites. This course is part of a major curriculum revision proposed that will be proposed by the physics department. The existing courses are a two semester sequence for a total four credit hours which covers intermediate and advanced levels. Currently, both semesters are not required by all the physics programs and as a result it is very difficult to offer both courses every year due to low enrollment. The proposed course will replace the current course sequence and provide three credit hours instead of four. The content had been modified to incorporate all the necessary and updated materials at an appropriate level.

5 Department of Mathematics—Revision of Minor **APPROVED**

Current Minor Program:

Minor–Mathematics **17**

Required Courses: 8cr
MATH 121 and 122 or MATH 123 and 124
Controlled Electives: 9cr (1)
Other courses for math majors, MATH 219 may be included

(1) The following courses are excluded: MATH 100, 101, 105, 110, 115, 117, 214, 217, 417, 418, and courses for the Elementary Education concentration in Mathematics.

Proposed Minor Program:

Minor–Mathematics **17**

Required Courses: 6-8cr
MATH 121 or 125 and MATH 122 and 126
Controlled Electives: 9-11cr (1)
Other courses for mathematics majors, MATH 219 and 250 may be included

(1) The following courses are excluded: MATH 100, 101, 105, 110, 115, 214, 217, 417, 418, and courses for the Middle Level Education 4-8/Mathematics Specialization.

Rationale: The Mathematics Department has eliminated the two-course, 8 credit calculus sequence MATH 123 and MATH 124 and replaced it with a three-course, 9 credit calculus sequence MATH 125, 126, and 225. Only the first two new calculus courses will be required in the minor to accommodate students whose program only requires these first two courses.

From "MATH 121 and 122 ***or*** MATH 123 **and** 124" to "MATH 121 or 125 ***and*** MATH 122 and 126" is being changed to accommodate students who start one calculus sequence, but switch to the other one due to changes of major. MATH 250 is a newer course that can be used to satisfy minor requirements. We list it as courses that can be included for clarity.

Finally, MATH 117 has been removed from the list of excluded courses because it is no longer offered.

6 Department of Geography and Regional Planning—New Course **APPROVED**

RGPL 103 Cities of the World: Issues in Planning and Development **3c-0l-3cr**
Provides an introduction to the developmental and regional planning issues facing contemporary non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as GEOG 103; may not be taken as duplicate credit)

GEOG 103 Cities of the World: Issues in Planning and Development **3c-0l-3cr**
Provides an introduction to the developmental and regional planning issues facing contemporary non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as RGPL 103; may not be taken as duplicate credit)

Rationale: This course is primarily designed for Liberal Studies. Geography presently has a Non-western Social Science Knowledge Area course whose emphasis is regional geography and that leans heavily on cultural, economic, and physical geographic themes. Little attention is paid to the urban environment, in spite of the fact that the world is increasingly urban. There is a strong tradition of urban geography that shares much with sociology and anthropology that would provide an important basis for understanding social science perspectives of the developing world. Importantly for us, we are also a department of Regional Planning. This course is meant to be a hybrid course that draws on basic social science knowledge of urban and developmental geography, but that is flavored with the practical problems facing the cities of the under industrialized world. As such we hope it might serve as an entry point to our planning program. The dual prefix GEOG/RGPL is part of a deliberate strategy toward this end, the course itself is a hybrid.

University-Wide Graduate Curriculum Committee (Senator Piper)

FOR INFORMATION

The University-Wide Graduate Committee provided distance education approval for the following course:

QBUS 601: Data Analysis & Decision Making

FOR ACTION **APPROVED**

New Program

Name of New Program: Master of Science in Biology-Accelerated Track

Sponsoring Department: Biology

Catalog Start Term: Fall 2010

Summary & Rationale:

The Department of Biology proposes an accelerated curriculum track that offers an alternative pathway for progression through the requirements for the degree of Master of Science in Biology. To be called the Accelerated Track, this program will lead to the Master of Science degree with slightly more than one year of post-baccalaureate study as opposed to the two years usually required in the traditional track currently offered by the Department. The Accelerated Track is intended as a small (10-15 students), research-intensive program aimed at ambitious, and highly-motivated IUP undergraduates with a career interest in any area of the biological sciences represented in the IUP Department of Biology. By taking advantage of the proposed track, an exceptional undergraduate student can, with appropriate planning beginning in the junior year, tailor his or her curriculum to complete the requirements for both the B.S. in Biology and the M. S. in Biology in a total of five calendar years. Although students in the proposed program will enroll in graduate courses prior to receiving the bachelor's degree, the proposed program is exclusively a master's program. It involves only graduate-level courses and does not affect any undergraduate program requirements including the 120-credit mandate.

The pedagogic goal of the proposed program is to prepare our most talented, most highly motivated undergraduate students for skilled technical positions in the industrial or academic workforce or for advanced study in graduate or professional school. A strategic goal of the proposed program is to catalyze significant enrollment growth in the Biology graduate program with no significant increase in program costs. Thus, the proposed program responds to a number of mission components articulated at the institutional, system and commonwealth level as well as a national call for action to develop a highly-trained scientific/technical workforce.

The proposed Accelerated Track will provide a mechanism to more effectively engage our strongest undergraduate students, such as those enrolled in the Biology Honors program or the Robert E. Cook Honors College, in scientific research and retain them at IUP as graduate students. Although exclusively a graduate program, the proposed Accelerated Track may have an impact on undergraduate recruitment at IUP, by offering an attractive option for highly motivated high school students or undergraduates at other institutions who might wish to transfer to IUP. The Accelerated Track may prove especially attractive to students at Community Colleges or other PASSHE schools who are considering a transfer to IUP.

The proposed program meets the PASSHE definition of a track because it uses same set of core courses as the traditional track and differs from the traditional track only in the student's choice of electives. Compared to the traditional curriculum track the Accelerated Track requires one less elective class and provides a more concentrated exposure to scientific inquiry. In the proposed program, an IUP junior with an excellent academic record and faculty recommendations may declare intent to enter the Accelerated Track upon baccalaureate graduation. With approval of the Biology Department Graduate Committee, the student as a junior then enters a specialized advising pathway within the Biology Department, begins work toward the master's degree as early as the junior undergraduate year and continues working toward both degrees through the senior year. Upon baccalaureate graduation the student is formally admitted to the IUP School of Graduate Studies and Research, the Biology Department Graduate Program and the Accelerated Track. During the fifth or graduate year, the student completes the master's research project, including the thesis. Students can complete the requirements for both degrees in five years because they will take graduate courses prior to completing the requirements for a bachelor's degree, because they will conduct research or take graduate classes during summers and because the Accelerated Track requires 3 fewer credits than the traditional track. Upon completion of this program students will be prepared for skilled technical positions in the industrial or academic workforce or for advanced study in outstanding graduate or professional schools.

The proposed Accelerated Track will provide a comparatively low-cost alternative to a new degree program based on the traditional model. Compared to a traditional program, the Accelerated Track will reduce costs to the student by decreasing the number of semesters required to obtain a Master of Science degree. The Accelerated Track will minimize startup and continuing program costs to the university by recruiting a new group of graduate students who will enroll in existing courses, not in new courses. Students in the Accelerated Track will not be as dependent on university-funded assistantships as students in the traditional track.

The IUP Department of Biology has a long-term commitment to learning science by doing science and to student research at the graduate and undergraduate levels. The proposed program, with its emphasis on inquiry and concentrated exposure to the process of science, reaffirms this philosophy. We do not envision the Accelerated Track as a replacement or a substitute for our established traditional program. Instead we see the proposed program as an addition to the traditional program and a natural extension of other departmental programs. Our vision is one in which the two tracks reinforce one another as integral parts of one overall program.

Catalog Description:

Master of Science in Biology-Accelerated Track

This curriculum offers an alternative pathway for progression through the requirements for the degree of Master of Science in Biology. This track leads to the Master of Science degree with approximately one year of post-baccalaureate study as opposed to the two years usually required in the traditional track. The accelerated track is aimed at ambitious, highly-motivated

undergraduates with a career interest in any area of the biological sciences represented in the IUP Department of Biology. Upon completion of this program students will be prepared for skilled technical positions in the industrial or academic workforce or for advanced study in outstanding graduate or professional schools.

In this program, an undergraduate with a 3.0 or better overall GPA and strong letters of recommendation selects a faculty mentor, identifies a research project and declares intent to enter the program during the junior year. The student begins work toward the master's degree as early as the junior year, continues working toward both the bachelor's and master's degrees through the senior year and then completes the master's research project, including the thesis, during the fifth or graduate year.

Students working for this degree will complete 32 credits according to the following divisions and will complete an original body of research described in a thesis under the direction of a thesis advisor and the guidance of a thesis advisory committee. The non-thesis option is not available in the Accelerated Track.

At least 50% of all course credits must be at the 600 level or above.

For additional information on this program, contact the Biology Department Graduate Coordinator.

1 Core Courses (20 cr.)

IA Required Courses 11cr.

BIOL 602 Biometry	3 cr.
BIOL 611 Biology Seminar I	1 cr.
BIOL 612 Biology Seminar II	1 cr.
BIOL 795 Thesis	6 cr.

IB Core Elective Requirement

Nine credits are to be selected from biology electives and must include one cell/molecular biology course, one organismal biology course and one ecology course.

II Elective Courses

With the approval of the thesis advisor twelve credits of courses are to be selected from the 500- and 600-level biology elective courses or from related science and mathematics courses.

III Competency Exam

Every student must take a competency exam administered by the candidate's thesis

advisory committee. The purpose of this exam is to ensure that all graduates have a broad-based knowledge of biology, as well as a mastery of their subject matter directly or indirectly pertaining to their research project. This examination must be scheduled after the completion of 18 credits but before the completion of 27 credits. If a student fails this exam, a second exam will be administered which, at the discretion of the committee, can be oral or written. This exam must be taken within a four-month period following the first exam. Failure of the second exam will result in dismissal from the program.

IV Research Requirement

The candidate must conduct original research under the direction of the thesis advisory committee and present a research thesis at the conclusion of the program. The candidate registers for BIOL 795 Thesis, while engaged in research and preparation of the thesis. The candidate will present a public seminar, reporting results of the research, and an oral defense before the thesis committee.

Curriculum Overview:

Summary with course and credit requirements

The components of the proposed curriculum consist of a set of core courses as well as core (i.e. restricted) elective courses and free electives and culminate in a research project described in a thesis. Students in the proposed curriculum may take elective courses prior to taking the core courses and will typically finish the thesis immediately before graduation with a master's degree. The proposed Accelerated Track requires 3 fewer credits in elective courses than the existing thesis track, reducing the total requirements to 32 credits compared to 35 credits in the existing thesis track. Other than this reduction in the number of required semester hours the Accelerated Track has the same course and credit requirements as the existing thesis track. Students in the Accelerated Track may not pursue a non-thesis option.
Students who successfully complete the proposed program will complete 11 credits of required core courses, 9 credits of core elective courses and 12 credits of elective courses. These students will pass a competency exam administered by a thesis advisory committee composed of specialists in the student's sub-discipline of biology and will complete an original research project under the direction of a faculty mentor serving as thesis advisor.
Students who successfully complete the proposed program will earn a total of 32 credits according to the following divisions.

I Core Courses (20 cr.)

IA	Required Courses	11 cr.
	BIOL 602 Biometry	3 cr.
	BIOL 611 Biology Seminar I	1 cr.
	BIOL 612 Biology Seminar II	1 cr.
	BIOL 795 Thesis	6 cr.
IB	Core Elective Requirement	9 cr.

Nine semester hours of course credit selected from biology majors' electives and must include one cell/molecular biology course, one organismal biology course and one ecology course

II Elective Courses (12 cr.)

Students must take twelve credits to be selected with the approval of the thesis advisor from the 500- and 600-level biology elective courses or from related science and mathematics courses.

III Competency Exam

Every student must take a competency exam administered by the candidate's thesis advisory committee. The purpose of this exam is to ensure that all graduates have a broad-based knowledge of biology, as well as a mastery of their subject matter directly or indirectly pertaining to their research project. This examination must be scheduled after the completion of 18 credits but before the completion of 27 credits. If a student fails this exam, a second exam will be administered which, at the discretion of the committee, can be oral or written. This exam must be taken within a four-month period following the first exam. Failure of the second exam will result in dismissal from the program.

IV Research Requirement

The candidate must conduct original research under the direction of the thesis advisory committee and present a research thesis at the conclusion of the program. The candidate registers for BIOL 795 Thesis, while engaged in research and preparation of the thesis. The candidate will present a public seminar, reporting results of the research, and an oral defense before the thesis committee.

Required Core Courses

The proposed Accelerated Track includes the following four required courses for a total of 11 credits.

BIOL 602 Biometry	3 cr.
BIOL 611 Biology Seminar I	1 cr.
BIOL 612 Biology Seminar II	1 cr.
BIOL 795 Thesis	6 cr.

The traditional track includes the same four required courses. Appendix C contains the catalog descriptions for these courses.

Core Elective Courses

The proposed Accelerated Track requires 9 credits in core elective courses, the same requirement as the existing program. The core elective courses must include one cell/molecular biology course, one organismal biology course and one ecology course as outlined in the list presented below.

Elective Courses

The proposed Accelerated Track requires a total of 12 credits in elective courses compared to 15 credits in the existing program. This requirement is fulfilled by courses to be selected with the approval of the thesis advisor from the 500- and 600-level biology elective courses or from related science and mathematics courses.

Tracks

The proposed Accelerated Track does not include sub-tracks or options.

Side-by-side Comparison Table

Traditional Track Total Credits Required = 35*	**Proposed Accelerated Track** Total Credits Required = 32*
I. Core Courses (20 semester hours)	I. Core Courses (20 semester hours)
IA. Required Course (11 cr.)	IA. Required Courses (11 cr.)
BIOL 602 Biometry 3 cr. BIOL 611 Biology Seminar I 1 cr. BIOL 612 Biology Seminar II 1 cr. BIOL 795 Thesis 6 cr. (BIOL 795 requirements include thesis defense)	BIOL 602 Biometry 3 cr. BIOL 611 Biology Seminar I 1 cr. BIOL 612 Biology Seminar II 1 cr. BIOL 795 Thesis 6 cr. (BIOL 795 requirements include thesis defense)
IB. Core Electives (9 cr.)	IB. Core Electives (9 cr.)
BIOL XXX Cell/Molecular Course 3 cr. BIOL XXX Organismal Course 3 cr. BIOL XXX Ecology Course 3 cr.	BIOL XXX Cell/Molecular Course 3cr. BIOL XXX Organismal Course 3 cr. BIOL XXX Ecology Course 3 cr.
II. Elective Courses (15 cr.)*	II. Elective Courses (12 cr.)*
Fifteen semester hours of courses to be selected with the approval of the thesis advisor from the 500- and 600-level biology elective courses or from related science and mathematics courses	Twelve semester hours of courses to be selected with the approval of the thesis advisor from the 500- and 600-level biology elective courses or from related science and mathematics courses
III. Competency Exam	III. Competency Exam
Required	Required

*No specific courses will be deleted in the proposed program, but the proposed program requires 3 credits than the current program. No courses or other items are added in the proposed program.

New Courses: There are no new or revised courses in the proposed program.

Awards Committee (Senator Ritchey)

The deadline for award nominations is Friday December 18, 2009 at 4:00 pm.

Noncredit Committee (Senator Missien)

The committee will meet on Tuesday, December 8 at 2:15 pm in Sutton 207a.

Library and Educational Services Committee (Senator Jozefowicz)

The committee will meet on Tuesday, December 8 at 3:40 pm in Stabley 203

Research Committee (Senator Sciulli)

The committee will meet on Tuesday, December 15 at 3:15 pm in Stright G35.

The committee met on November 10, 2009.
The committee awarded $7,875 in Small Grants to the following individuals:

- Seema Bharathan
- Valeri Helterbran
- Laura Knight
- Crystal Machado
- Tim Nuttle
- Lisa Hammett Price
- Devki Talwar
- Edie West

University Development and Finance Committee (Senator Domaracki)

The committee will meet on Tuesday, December 8 at 3:30 pm in University Towers.

Report to Senate

November 10, 2009

Parking Committee Report – See Attached Report

Budget Report – The PASSHE state appropriation and distribution for the 09-10 budget year has been approved by the Board of Governors. The 4.25% rescission announced by the Governor earlier this year as a onetime rescission for FY2008-2009, has now been made permanent. As a result of this and the state's reduction in the allocation of Key93 funds, the FY2009-2010 state appropriation for PASSHE is

down by 9%. IUP's appropriation funding level for FY2009-2010 is 53.3 million, nearly an 8.5% decrease from the prior year's allocation. IUP will receive an additional 5.1 million dollars in American Recovery and Reinvestment Act (ARRA) dollars. It is not clear at this time exactly how those monies may be spent. The elimination of Key93 funding results in a decrease of 1.5 million dollars for IUP that had been available for deferred maintenance and debt service payments. Also, IUP's share of Performance Funds is down 1.2 million dollars. More detailed information regarding the budget is contained in the attachments to this report.

Old Business

Presidential Residence – Work was done at the President's house to install new driveway lighting from the house to University Drive and in the rear of the house. New soil and an irrigation system were installed in the garden. A fence was installed on the property and new flooring was installed on the second floor.

Stapleton Library - This $900,000.00 project started in October and is 20% complete. A new sidewalk was installed on the Fisher Auditorium side of the library. The old facade of the library will be removed and a new facade and Archway facing the Oak Grove with a patio style entrance area featuring benches and tables will be installed. The project is necessary to provide much needed repairs to the basement mechanical room of the library which is beneath the current library entrance.

Keith Leonard Classroom Improvement Project –A meeting with the Deans and faculty was held to discuss the project. A consulting firm, Comprehensive Facilities Planning, is working with all constituents to relocate classes when the buildings go off line. Initial plans are to move offices to Elkin Hall. The project is targeted to start in July 2010. Currently there are no plans to do anything but move forward with this project.

KCAC – The project remains on schedule with an anticipated completion date of 6-06-11.

Residential Revival Phase II, III, & IV –Phase IV is under construction and on schedule Completion date for the project remains August 20, 2010.

Master Plan Update –J.J. & R. Smith have been awarded the project. J.J. & R. Smith will work in conjunction with Sightlines, who will conduct facilities assessments, on the Master Plan. The first planning meeting with all stakeholders was held during the first week of November. Focus groups will be formed to provide input to the consultants. The next meeting is scheduled for early December.

College of Education Environmental Classroom - An outdoor environmental classroom is being constructed in the alcove of the west end of Stouffer Hall. The outdoor classroom will be used for elementary and middle level science education courses and will contain gardens and ponds creating instructional ecosystems. The project is being funded through donations, grants, and in kind matches.

Seaman's Guaranteed Energy Savings Program - All installation work on this project has been completed. The project is now moving into the schedule setting and data collection phase.

11th Street – This project has been bid and involves resurfacing of 11th Street between Grant Street and Oakland Avenue as well as Clark Parking Lot. A side walk with a drive through depression will be installed across 11th Street along Oakland Avenue and replacing the existing sidewalk to Weyant Hall. The project will start after graduation in May 2010.

Classroom Carpet - All classrooms have been surveyed and classrooms identified for carpet replacement. Approximately $100,000.00 will be spent on new carpet.

Classroom Furniture - All classrooms have been surveyed and classrooms identified for furniture replacement. Approximately $200,000.00 will be spent on new classroom furniture.

Classroom Improvements – Approximately 1.2 million dollars is to be spent over five years on campus wide classroom repair project involving painting, ceiling repair work and new window treatments.

New Business

For Senate Action

Five Year Capital Spending Plan – See attached Five Year Spending Plan.

Respectfully Submitted
Joseph Domaracki
11-15-09

Parking Advisory Committee Meeting

September 29, 2009

Members Present:
Rich Baginski
Lynda Federoff
Sarah Jackson
Marlene Joyce
Rick Kutz
John Lattanzio
Tom Lord
Bill Montgomery
Eugene Pounds
Herlinda Hernandez
Bob Marx
Members Absent:
Holly Boda- Sutton
Greg Cusimano
Mike Kucher
Dave Lorenzi
Ron Trenney
Rick White
Minutes from March 5, 2009 meeting were approved by the committee.
New Business:

1. Reserved Parking Spaces in Parking Garage – Bill Montgomery reported that letters were generated and distributed to those purchasing reserved parking spaces in the garage that addressed when upcoming events were scheduled on campus. This letter also stated that during these events, there reserved parking space may be occupied, and if this happens

they can park in another space. So far, this measure has reduced the number of complaints generated. It was suggested that an email be sent out to those with a reserved space the day before the event, as a reminder to them.

2. Parking Spaces Added during Summer – There were 21 staff spaces added along Locust Street, 7 faculty spaces on Grant Street, 7 staff -2 visitor - handicap and motorcycle spaces on Garman Ave, Suites on Pratt 10-faculty spaces, 3-loading and unloading spaces and 1- building director space.
3. Parking Designation Map – The parking designation map was being updated to show the new suites completed, and ongoing construction and roads closed due to construction.
4. Indigo Bus Ridership – Bill Montgomery reported that ridership has continued increasing as more people are utilizing the services. Also, a new late night shuttle was implemented in place of the student shuttle van service. The late night shuttle is more efficient and reliable and has been a valuable addition to the Indigo service.
5. Robertshaw Parking Lot Phase II – Completion of this lot created 75-80 additional parking spaces for long term parking.
6. Washington Street Parking Lot – Bill Montgomery reported that upon completion of Phase IV of the Residential Revival, the Washington Street Parking Lot will become a Pay-by-Space lot, as indicated last year when the lot was placed into service.
7. Zink West Parking Lot – Bill Montgomery reported that there is a proposed plan to pave the Zink West lot and create 15 parking spaces.
8. Stop Sign at Stadium Parking Lot – A stop sign has been posted at the corner of Pratt Drive entering the Stadium Parking Lot. This stop sign has been beneficial in slowing traffic down when entering the parking lot.
9. It was reported that the eighteen fences off commuter spaces on the Stadium Parking lot would be returned to parking when the KCAC was completed.
10. Evaluation of parking lot designations – Bob Marx has a subcommittee formed to evaluate the current campus parking lot designations.
11. The committee agreed that the current parking meter rates were adequate at this time. No further action was taken.

Ongoing Discussion Items:

1. Green Vehicles – The Parking Department is considering the purchase of green vehicles for the parking enforcement officers. By purchasing these vehicles, the officers can store equipment, supplies, parking boots, and campus literature and maps. The officers will also benefit from using these vehicles in severe weather conditions and will also not be walking for 8 hours every day.
2. Motorcycle Spaces – Lt. Cusimano mentioned that additional motorcycle spaces are needed on campus. He is looking into areas for the spaces to be located. With the weather getting warmer and the price of gas, more people are driving motorcycles and scooters to work.
3. Handicap Parking Spaces at Fisher Auditorium – Currently there are two handicap parking spaces at Fisher Auditorium; however, if there are trailers in the way it makes it difficult to get through to those spaces. Lt. Pounds felt that there was adequate space for vehicles to access the handicap parking area. Lt. Pounds will have the area checked and will follow-up.

Two Formal Motions was recommended to the Vice President for Administration and Finance:

1. New Parking Fine Structure – Bill Montgomery stated that the Chancellor's office advised universities that the maximum parking fine has increased from $25 to $50. Currently violators are charged with a $10 fine. Herlinda Hernandez made a motion to increase the fine to $15. Lynda Federoff seconded the motion. The motion was passed unanimously by thevoting members present at the meeting. **AWAITING APPROVAL BY VICE-PRESDIENT FOR ADMINSTATION AND FINANCE.**
2. Commuter Permits – Lynda Federoff reported that she has witnessed misuse of commuter permits by graduate students. Currently graduate students are issue a permit for 3 years; however, if they leave IUP before 3 years they have been giving their permits to undergraduate students. Lynda Federoff made a motion to have the graduate students receive a yearly parking permit. Herlinda Hernandez seconded the motion. The motion was passed unanimously by the voting members present at the meeting. **AWAITING APPROVAL BY VICE-PRESDIENT FOR ADMINSTATION AND FINANCE.**

Minutes were taken by Megan Kiebler.

Distribution: Dr. Cornelius Wooten and Committee Members

FOR ACTION **APPROVED**

Proposed Five-Year Priority Spending Plan

The following is the proposed five-year priority order of Capital Projects:

Proposed 2010-2011
Keith and Leonard Halls Renovation – Design only

Proposed 2011-2012
Renovation by Replacement of Keith Hall
Renovation by Replacement of Leonard Hall
Weyandt and Walsh Halls Renovation – Design only

Proposed 2012-2013
Keith and Leonard Halls Renovation OF&E

Proposed 2013-2014
Renovation by Replacement Weyandt/Walsh Halls

Proposed 2014-2015
Renovation and expansion of Stapleton and Stabley Libraries

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Indiana University of Pennsylvania

Analysis of Permanent Reductions Targets and Divisional Plans

9/3/09

	FY 2009/2010	FY 2010/2011	FY 2011/2012
Academic Affairs			
Required Reduction	$-	$3,804,094	$219,673
Planned Reduction or revenue	-	1,878,260	2,145,510
Variance - Over (Under)	$-	$(1,925,834)	$1,925,837
Cumulative Variance**	$-	$(1,925,834)	$3
Administration & Finance			
Required Reduction	$-	$628,303	$36,282
Planned Reduction or revenue	-	676,237	-
Variance - Over (Under)	$-	$47,934	$(36,282)
Cumulative Variance	$-	$47,934	$11,652
President's Office			
Required Reduction	$-	$69,053	$3,988
Planned Reduction or revenue	-	-	-
Variance - Over (Under)	$-	$(69,053)	$(3,988)
Cumulative Variance**	$-	$(69,053)	$(73,041)
University Relations			
Required Reduction	$-	$166,979	$9,642
Planned Reduction or revenue	-	116,979	9,642
Variance - Over (Under)	$-	$(50,000)	$-
Cumulative Variance**	$-	$(50,000)	$(50,000)
Student Affairs			
Required Reduction	$-	$326,467	$18,852
Planned Reduction or revenue	356,484	-	18,835
Variance - Over (Under)	$356,484	$(326,467)	$(17)
Cumulative Variance	$356,484	$30,017	$30,000
Total Divisions			
Required Reduction	$-	$4,994,896	$288,437
Planned Reduction or revenue	$356,484	$2,671,476	$2,173,987
Variance - Over (Under)	$356,484	$(2,323,420)	$1,885,550
Cumulative Variance	$356,484	$(1,966,936)	$(81,386)

**** By no later than June 30, 2010 all one time temporary savings proposals must be actualized. Therefore, the Budget Office staff will work with the respective Division/Area to ensure that these one time temporary savings are fully identified.**

FY 10/11 & FY 11/12 General Fund Reduction Plan
Summary
As of August 26, 2009

	Academic Affairs	Administration & Finance	Student Affairs	University Relations	President	Total Reductions from Divisions
FY 10/11 Reduction Target:	**$3,804,094**	**$628,303**	**$326,467**	**$166,979**	**$69,053**	**$4,994,896**
FY 11/12 Reduction Target:	**$219,673**	**$36,282**	**$18,852**	**$9,642**	**$3,988**	**$288,437**
Total Permanent Reductions	**$4,023,767**	**$664,585**	**$345,319**	**$176,621**	**$73,041**	**$5,283,333**

Indiana University of Pennsylvania
State Appropriations and Performance Funding

	FY 2008/2009	FY 2009/2010	FY 2010/2011	FY 2011/2012
Educational & General Appropriation	57,510,081	52,860,923	52,860,923	52,860,923
Academic Facilities Renovation Program	791,828	466,613	466,613	466,613
ARRA - Federal Stimulus Appropriations	-	5,105,610 [1]	5,105,610 [1]	
Performance Funding - E&G	3,164,269	2,231,714	2,231,714	2,231,714
Performance Funding - Program Initiatives	1,054,737	743,905	743,905	743,905
Total Appropriations, Federal Stimulus & Performance Funding	**$62,520,915**	**$61,408,765**	**$61,408,765**	**$56,303,155**

Change in total State funding	**$-**	**$(1,112,150)**	**$-**	**$(5,105,610)**

Notes: [1]Per the system office, it is currently unclear whether ARRA funds are a federal appropriation or grant, restricted or unrestricted. [2]Spending levels for both Fiscal Year 2009-2010 and Fiscal Year 2010-2011 as related to ARRA funds should be for one-time non-recurring expenditures. Otherwise, an additional $5.1 million imbalance will occur (cumulative $10.2 million versus $5.1 million).

2009/2010 Performance Funding
Budget Projection

Available Funds			**$2,975,619**
Requests:	President	100,000	
	Student Affairs	586,152	
	Administration & Finance	225,000	
	University Relations	1,176,481	
	Academic Affairs	963,868	
	Centrally	1,600,200	
	Library/Accreditation	-	
	Reward Performance Funding	-	
Total Requests			**$4,651,701**
Variance			**$(1,676,082)**

2009/2010 Performance Funding
Budget Projection

Sources:			**FY 08/09**	**Priority**		**FY 09/10**
Performance Funding			$4,406,272			$2,975,619
Carry-over			25,610			-
Total Available			**$4,431,882**			**$2,975,619**

Uses: Ongoing Funded Priorities						
		Description				
President						
4005110103	Other_Exp.	University Professorship	25,000	1		25,000
4016298040	Other_Exp.	Community Partnerships	30,000	1		30,000
4004110114	Other_Exp.	Workforce Development	25,000	1		25,000
4005110113	Other_Exp.	Social Equity Program Funding	20,000	1	Adv $10,000 on 9/14/09	20,000
		Total President	**100,000**			**100,000**
Student Affairs						
		Retention: Persistence, Graduation, Internships				
4016298102	5014	SA En. Recr. & Ret - Adm/Athletic Fund Raiser	62,622	2	New Position - Mgr 170 100% TBA	75,000
4016298102	5014	SA Enrollment Retention - Punxsutawney	81,866			
4016298102	5014	SA Enrollment Mgt Ret. Career Services	70,457			
4016298102	5014	Center for Student Success & Retention	-	1	New initiative to promote retention	100,000
		Recruitment: Community College, Diversity Recruitment				
4013215195	Other_Exp.	SA Admissions Prospectus and Marketing	250,000	1		250,000
4016298102	5014	SA Recruitment	69,467	1	Roles, Lori (100%) SUA 380/05 - 2 Temp CT's (100%)	92,279
4016298102	5014	SA Scholarship/Matriculation	68,873	1	Ditch, Allison (100%) SUA 350/04	68,873
		Total Student Affairs	**603,285**			**586,152**
Administration & Finance						
4005631001	Other_Exp.	Emergency Notification System - Siren/Speakers	110,000		Fire Alarm Replacement - University - wide	60,000
4005622301	Other_Exp.	A&F Fleet Mgt	45,000		A&F Fleet Mgt	45,000
4004610102	5205	A&F Transport Overtime - Events	25,000		A&F Transport Overtime - Events	30,000
4004610102	5012	A&F Summer Temporary - Grounds	76,595		A&F Summer Temporary - Grounds	80,000

4016298022	Other_Exp.	A&F Prof. Development- University-wide Programs	10,000		A&F Prof Development - University-wide Programs	10,000
Total Administration & Finance			**266,595**			**225,000**
University Relations						
4016298019	Other_Exp.	UR Re-organization	271,481			271,481
4016298027	Other_Exp.	UR Integrated Marketing	450,000		Adv $25,000 on 8/20/09 & $175,000 on 9/10/09	650,000
4016290135	Other_Exp.	UR Alumni Relations	100,000			100,000
4005851001	Other_Exp.	UR 4th Issue IUP Magazine	80,000			80,000
4016298704	Other_Exp.	UR Web	75,000			75,000
Total University Relations			**976,481**			**1,176,481**
Academic Affairs						
4016298110	5014	AA - Study Abroad Personnel	316,264	1	Academic Excellence & Student Dev. & Success	425,000
4016298031	5985	AA Grad Assistant	120,800	2	Student Dev. & Success & Enrollment Mgt - GA's	130,000
4016298109	501110	AA Faculty Travel	41,974	3	Academic Excellence - new liberal studies curriculum	113,151
4016298108	5013	AA Museum Director	73,817	4	Faculty Professional Development	130,000
				5	Center for Civic Engagement & Study leadership	27,000
				6	Workforce Development & Community Partnerships	60,000
				7	Faculty & Student Diversity & Scholarship support	46,000
				8	Provost Fellow - continuous improvement	32,717
Total Academic Affairs			**552,855**			**963,868**
Central						
4002121311	Other_Exp.	Classroom Renovations	200,000		Used for Permanent Savings	200,000
4002121311	Other_Exp.	Student Minimum Wage Increase	300,000		Used for Permanent Savings	300,000
4016298102	Salary	Funding for director of the Student Success Center		1	Distanislao, Rich (100%) Faculty 20/13	122,000
				1	Sunguard	978,200

Total All			**500,000**			**1,600,200**

Library/Accreditation						
4016298024	Other_Exp.	Library - Ongoing	300,000			-
4016298023	Other_Exp.	Library/Accreditation	801,553			-
Total Library/Accreditation			**1,101,553**			**-**
Reward Performance Funding						
4005110103	Other_Exp.	President	-			
4005230101	Other_Exp.	Academic Affairs	227,082			-
4005410101	Other_Exp.	Student Affairs	15,661			-
4005610101	Other_Exp.	Administration & Finance	-			-
4005811111	Other_Exp.	University Relations	-			-
Total Reward Performance Funding			**242,743**			**-**

Governor's Rescission

Reward Performance Funding Rescission						
	Other_Exp.	Returned Reward Funding to cover Govenor's Rescission	**87,729**			-
Performance Funding Remaining			**$641**			**$(1,676,082)**

Student Affairs Committee (Senator Rieg)

The committee will meet on February 2, 2010 at 3:30 pm in the HUB Conemaugh Room

Academic Committee (Senator Dugan/Novels)

The committee will meet on December 8 at 3:30 pm in 201 McElhaney

FOR ACTION **APPROVED**

Emeritus status for the following retired faculty:
Rosalyn Darling, Sociology
Edwin Fry, Music
Anita Henry, French & German
Ron Smits, English
Sally Thornton, Spanish
Larry Vold, Professional Studies
James Wolfe, Computer Science

FOR INFORMATION

Revisions to the following policies:
1 Classification of Students
2 Advanced Placement and Credit
3 Change of Major

Rationale: As part of its ongoing review of academic policy, Academic Committee revised these policies to clarify language. No substantive changes were made. Originals and revisions are below.

1 Classification of Students

(In order t)To be classified as full-time for the fall, spring, or summer semester, undergraduate students must be currently enrolled in at least 12 credits. Full-time classification for students enrolled in instructional periods (which) that do not conform to the regularly scheduled academic sessions will be based upon the number of enrolled credits during that period of enrollment (e.g., (1) one credit in one week of instruction would equal the minimum full-time certification standard).

For purposes of designating students by class, the following credit classification ranges are used:

Freshmen	28 credits or (less) fewer
Sophomores	29-56 credits
Juniors	57-90 credits
Seniors	91 credits or more

Class designations are based on credits earned rather than credits attempted. Persons holding a degree and working for a second baccalaureate degree may be classified as seniors.

Classification of Students -- Revision

To be classified as full-time for the fall, spring, or summer semester, undergraduate students must be currently enrolled in at least 12 credits. Full-time classification for students enrolled in instructional periods that do not conform to the regularly scheduled academic sessions will be based upon the number of enrolled credits during that period of enrollment (e.g., one credit in one week of instruction would equal the minimum full-time certification standard).

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Juniors	57-90 credits
Seniors	91 credits or more

Class designations are based on credits earned rather than credits attempted. Persons holding a degree and working for a second baccalaureate degree may be classified as seniors.

2 Advanced Placement and Credit/Exemption Examinations

Courses taken by students prior to college admission under the Advanced Placement Program of the College Entrance Examination Board may be recognized by the award of college credit or by exemption from required subjects. Those who earn a grade of 3, 4, or 5 in the Advanced Placement Examination will be granted credit toward the number of credits required for graduation.

For students who have had other unusual opportunities for instruction or have advanced in a given field, an opportunity to gain credit and/or exemption from a course is afforded through examinations. University Testing Services in the Career Development Center (302 Pratt Hall) offers credit options through the College Level Examination Program (CLEP). Students have an opportunity to gain exemption or credit through successful completion of comprehensive examinations by requesting from the academic department an exam as a substitute for completing all the usual requirements of the course.

A student who passes an exemption examination will be exempt from taking that course in his/her academic program. When a student receives credit for a course by examination, the credit will be applied to graduation requirements just as though the course had been taken. If a student is granted exemption only (no credits) from a course, he/she will be permitted

to take a free elective in place of that course. This enables the student to specialize further, correct weaknesses outside the major field, build knowledge in an ancillary area, or be introduced to an entirely different area. Courses for which credit or exemption are awarded by examination will not be used in the determination of grade-point averages.

Advanced Placement and Credit/Exemption Examinations - Revision

Courses taken by students prior to college admission under the Advanced Placement Program of the College Entrance Examination Board may be recognized by the award of college credit or by exemption from required subjects. Those who earn a grade of 3, 4, or 5 in the Advanced Placement Examination will be granted credit toward the number of credits required for graduation.

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3 Change of Major -- (Original)

For students changing majors (or minors) in the College of Education and Educational Technology or in the Eberly College of Business and Information Technology, special policies apply. Please refer to the individual college sections in this catalog for change of major policies pertaining to specific colleges and majors.

To qualify for change of major, a student must be in academic good standing (2.00 cumulative GPA) *and* must meet any other requirements specific to the new major. All teacher certification programs have requirements beyond a 2.00 GPA.

A student must apply for a change of major in the office of the dean of the college in which the student is registered if the curriculum change desired is from one department to another within the same college (for example, change from a mathematics major to a biology major) or in the office of the dean of the college to which the student wishes to transfer if the curriculum change is from one college to another (for example, secondary

education major to biology major). Before seeking a change of major, it is advisable that the student consults with the departmental chairpersons of both the "old" and "new" majors.

When a student changes colleges, the dean (or dean's agent) of the college of the new major will evaluate the student's credits before approving the change. A copy of the evaluation will be made available to the student and his/her new advisor if a change of major is effected.

In cases involving students who are veterans, the dean (or dean's agent) into which the transfer is sought shall give the veteran a statement of prospective approval and the effective date of the proposed changes. This statement shall also indicate the amount of extended training time the change of major will entail and the amount of credit loss, if any. The veteran shall take this statement to the veteran's counselor at least one month prior to the effective date of the change. No transfer of curriculum shall be made by veterans until V.A. approval has been assured.

Change of Major – (Revision)

For students changing majors (or minors) in the College of Education and Educational Technology or in the Eberly College of Business and Information Technology, special policies apply. Please refer to the individual college sections in this catalog for change of major policies pertaining to specific colleges and majors.

To qualify for change of major, a student must be in academic good standing (2.00 cumulative GPA) *and* must meet any other requirements specific to the new major. All teacher certification programs have requirements beyond a 2.00 GPA.

A student must apply for a change of major in the office of the dean of the new major. Before seeking a change of major, it is advisable that the student consult with the departmental chairpersons of both the "old" and "new" majors.

When a student changes colleges, the dean (or dean's designee) of the college of the new major will evaluate the student's credits before approving the change. A copy of the evaluation will be made available to the student and his/her new advisor if a change of major is effected.

In cases involving students who are veterans, the dean (or dean's designee) of the new major shall give the veteran a statement of prospective approval and the effective date of the proposed changes. This statement shall also indicate the amount of extended time the change of major will entail, if any. The veteran shall take this statement to the veteran's counselor at least one month prior to the effective date of the change. No change of major shall be made by veterans until V.A. approval has been assured.

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Reilly)

The council will meet December 7 in Crimson Event Center at 4:00 pm

Presidential Athletic Advisory Committee (Senator Domaracki)

No Report

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The committee will meet next on Wednesday December 9 in Oak Room WestA at 3:00 PM

University Budget Advisory Committee (Senator Radell)

The committee will meet Friday December 4

NEW BUSINESS

None

ADJOURNMENT

The meeting was adjourned at 5:00 PM.

Respectively Submitted

Edel Reilly, Senate Secretary