

UNIVERSITY SENATE AGENDA

EBERLY AUDITORIUM

December 2, 2008

3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes of the meeting of November 4, 2008
- B. Approval of current agenda items and order

Reports and Announcements

- A. President Atwater
- B. Provost Intemann
- C. Chairperson Broad
- D. Vice Chairperson Fisher

Standing Committee Reports

Chairperson

Appendix

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New Business

Adjournment

APPENDIX A
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Hannibal

FOR INFORMATION:

LBST 499 Social Change: Making It Happen, Distance Education

FOR ACTION:

1. Liberal Studies Committee Actions:

Approved BTST 342 Intercultural Business Communication as a LS Elective and Non-western culture course.

Approved revisions and a title change for GEOG 254 Geography of Russia, Central Eurasia, and Eastern Europe, which is a Liberal Studies Elective and Non-western culture course.

Approved LBST 499 Social Change: Making It Happen, Dr. Ronald Trenney and Dr. David Lorenzi, Health and Physical Education Department.

2. From University-wide Undergraduate Curriculum Committee

Approved by IUP APSCUF Representative Council on November 6, 2008

Policy will be placed in the UWUCC Handbook

DELIVERY OF UNDERGRADUATE PROGRAMS VIA DISTANCE EDUCATION TECHNOLOGY

A. Policy

The purpose of this policy is to ensure that proposed new distance education programs are consistent both in quality and content with their original programs. A proposal must be submitted to the UWUCC when 50% or more of the program requirements (excluding liberal studies and free electives outside of the major) are available through distance education technologies. A proposal addendum addressing these same issues and a rationale for offering the degree totally online is required when the program is to be 100% online. If a class is offered in the classroom and through distance education, it is considered distance education for purposes of this policy. The approval process for delivery of programs via distance education technology follows the committee sequence given for all undergraduate curricular program revisions (see p. 89 of handbook). The UWUCC and the Office of Distance Learning and Continuing Education will maintain a list of approved distance education courses and will notify departments when a program proposal becomes necessary.

B. Proposal Format and Content

In an effort to be as clear as possible, the expected proposal content is explained in detail below. It is expected that completed proposals under this category will be two to five pages in length.

1. UWUCC Cover Sheet (Appendix B)

Indicate “Distance Education Program Delivery Revision or New Program” on the cover sheet.

2. Introduction

Provide a short introduction, including a summary of any changes to the program that occur because of the change in the method of delivery to distance education technology. Please explain the department’s long range intentions in regards to delivering this major totally online. Who is your audience for distance education instruction (on campus, off campus, both)?

3. Method of Delivery

List the method of delivery for the program and its consequences, including the following:

- (a) **Faculty:** Identify how faculty teaching distance education courses will be selected, appointed, and evaluated in a manner that assures maintenance of the academic quality of the program and its goals and objectives. The department needs to document that it has sufficient faculty to deliver the courses/program consistent with the CBA.
- (b) **Course Schedule:** Provide a list of all courses in the major identifying the method of delivery for each. Create a typical two year plan for the major and indicate courses that will be offered online and in the classroom. Indicate which courses will be always available via distance education and which will only be available some semesters (such as only during the summer). What is the typical enrollment in distance education sections? See example on the following page.
- (c) **Advising of Students:** Describe how students whose major is completely or substantially online will be advised and how they will be integrated into departmental activities and programs. How will aspects such as professionalism be addressed for these students?
- (d) **Outcomes Assessment.** Describe how online courses are addressed in your major’s outcomes assessment plan. Identify how student learning outcomes data for the online sections will be collected. How are program student learning outcomes addressed in distance education courses comparable to the traditional method of delivery? Also, describe how data will be used to improve the individual courses, the overall program goals, and graduation rates of students.
- (e) **Statement of Compliance:** The proposal should comply with the relevant distance education article in the Collective Bargaining Agreement and the University-wide Undergraduate Curriculum Handbook.

4. Impact of Program

Provide information relative to the program in each of the following areas:

- (a) **Demand**—Address demand for distance education technologies to show that demand exists and how the program’s marketability will be enhanced in a regional or national market.

- (b) **Impact on existing major**--How has the change to distance education course offerings affected the existing major at IUP (enrollment, reputation, etc.)? What effect will the change to a greater reliance on distance education have on resource allocation and resource sufficiency within the department and within the college? Will sections continue to be available for students who wish to take a course in the classroom?

Rationale: A change in delivery format policy has been in place at the Graduate level for a number of years. As more and more distance education courses have been approved at the undergraduate level, it has become apparent that a policy is needed for Undergraduate programs. The committee spent over a year developing the policy and receiving feedback from various groups.

3. Department of Political Science—New Course

PLSC 376 Public Sector Budgeting and Financial Management

3c-01-3cr

Addresses budgeting and financial management in public organizations with emphasis on state and local government. Theory and practice are integrated in the study of: financial condition assessment, operating budget preparation, process and analysis, capital infrastructure assessment, project planning and budgeting, short and long term debt financing/administration, accounting and auditing as foundations for managerial oversight and control, performance measurement, cash management and investments, and pension administration.

Rationale: This course will be offered as an upper level undergraduate elective. For Political Science majors who must take courses in three of four areas, it will be able to be included as a course under the “Public Policy and Public Administration” category. For those who are Government and Public Service majors, it would more specifically address the role of the administrator in budgeting and financial management and act as a substitute for courses that are no longer offered. Those majoring in Geography or Regional Planning would be the second greatest source of enrollment for this course. Essentially, the course should be of most interest to students who intend to seek employment at the local and state government levels as administrative generalists and planners or enroll in graduate level studies in public administration or planning.

4. Department of Biology—New Certificate

Proposed Catalog Description:

Certificate in Cell and Molecular Biology

N. Bharathan: Coordinator

For students who wish to obtain specialized training in cell and molecular biology without electing the major track, the Department of Biology offers a 15-credit certificate program that consist of four-core courses and one elective course. Completion of the Certificate will help to prepare students for positions in the modern biotechnology workforce. Applications are available at 114 Weyandt Hall. For further information, call 724-357-2352.

Certificate in Cell and Molecular Biology		15
Core Courses:		12
BIOL 410 Molecular Biology Topics	3cr	
BIOL 405 Biology of the Cell	3cr	
BIOL 401 Laboratory Methods in Biology/Biotechnology	3cr	
BIOL 466 Principles of Virology	3cr	
Elective Course (Choose <u>one</u> from among the following):		3
BIOL 323 Introduction to Toxicology and Risk Assessment	3cr	
BIOL 364 Immunology	3cr	
BIOL 460 Fundamentals of Environmental Epidemiology	3cr	
BIOL 481 Biology Special Topics	3cr	

Rationale: The purpose of the proposed Certificate in Cell and Molecular Biology (CCMB) is to help train and produce a new generation of graduates with specialized skills needed to meet emerging career opportunities in the local, national, and global market for biotechnology in general, including drug discovery, gene analysis, agribusiness, sustainable energy, biomedical research and development and future innovations in biological system applications. The students electing the CCMB will take 12 credits of core Biology courses and a 3-credit upper-division elective course that will collectively help prepare the student for the biotechnology workplace at the regional, state or national level.

The proposed CCMB includes existing courses only and does not involve new courses. It does not require new resources or additional faculty. The proposed CCMB represents a novel way to package existing courses that makes them collectively more attractive to students. The Cell/Molecular diploma certification as well as an enhanced ability to compete for positions in the workforce will serve as incentives for students to enroll in the program and complete its requirements.

The core and elective courses in the proposed CCMB will provide students with sufficient content and practical experience to give them a competitive edge in seeking employment in the broad and growing biotechnology sector of the economy. Biotechnology is a dynamic industry that blurs traditional occupational and academic definitions and offers many opportunities for employment that do not always fit the stereotypical image of a biological research scientist. Biotechnology includes, but is not limited to, traditional bench science or clinical science. Often biotechnology in an industrial setting also involves production-level science or management, requiring additional skills such as teamwork, problem-solving and communication in addition to solid familiarity with underlying biology and techniques.

There are currently two B.S. degree programs related to the proposed CCMB at IUP. These two are the Chemistry-Biology interdisciplinary Biochemistry program and the Cell and Molecular Biology Track in Biology. The former program emphasizes physical sciences and allows few elective courses. The latter focuses on life sciences and has more opportunities for electives than Biochemistry. The proposed CCMB falls between these two programs in that it does not emphasize physical sciences compared to Biochemistry but does not require a commitment to a degree track as does the Cell-Molecular Track. We expect the proposed CCMB to fill a niche between the two existing programs.

The primary aim of the proposed CCMB is to use existing resources at IUP to better prepare students for the modern biotechnology workplace. Within the region there is a demand for jobs, for example, the Pittsburgh Life Sciences Greenhouse is a consortium of Carnegie-Mellon University and the University of Pittsburgh allied with economic development groups, local governments and biotechnology trade organizations based in southwestern Pennsylvania. This initiative is funded by approximately \$30M each year derived from the Commonwealth's share of the national tobacco settlement. The goal of the Greenhouse project is to foster the growth of the biotechnology industry in Pennsylvania's southwestern region, with hospitals and universities in Pittsburgh acting together as a hub. Objective Four of the Life Science Greenhouse clearly articulates their emphasis on the region's need for a trained workforce.

5. Department of Art—Revision of Minor

Current Program:

Minor—Art History **18**

Required Courses: **9**

ARHI 205	Ancient to Medieval	3cr
ARHI 207	Renaissance to Modern	3cr
ARHI 224	Introduction to Asian Art	3cr

Three courses from the following: **9**

ARHI 100	Arts of the Twentieth Century	3cr
ARHI 407	Medieval Art	3cr
ARHI 408	Italian Renaissance Art	3cr
ARHI 409	Baroque and Rococo Art	3cr
ARHI 410	Nineteenth-Century European Painting	3cr
ARHI 411	Twentieth-Century European Painting	3cr
ARHI 412	Classical Art	3cr
ARHI 413	Senior Seminar	3cr
ARHI 417	Byzantine Art	3cr
ARHI 418	African Art	3cr
ARHI 423	Art of Japan	3cr
ARHI 425	Arts of China	3cr
ARHI 493	Internship	3cr

Proposed Program:

Minor--Art History **18**

Required Courses: **9**

ARHI 205	Ancient to Medieval	3cr
ARHI 207	Renaissance to Modern	3cr
ARHI 224	Introduction to Asian Art	3cr

Three Additional Courses with an ARHI prefix except ARHI 101 **9**

Rationale: The list of courses was deleted and the phrase “Three Additional Courses with an ARHI prefix except ARHI 101” was added for the following reasons: 1) The Art History curriculum is undergoing minor and major revisions. For example, ARHI 321 History of World Ceramics and ARHI 424 Art of India and Southeast Asia are two new courses recently approved by Senate. The phrase “three additional courses with an ARHI prefix” will allow students to count courses with an ARHI prefix currently not on the list towards the minor. 2) The ARHI 101 course should not count towards the minor, since the course is an art appreciation class.

6. Department of Geography and Regional Planning—Crosslisting, Catalog Description Changes and Course Revision with Course Title Change

A. Crosslisting and Catalog Description Changes:

i. Current Catalog Description:

GEOG 341 Climatology

3c-01-3cr

Examines the elements of weather and climate on Earth. The location and causes of global climatic regions are examined in relation to moving pressure and wind systems. Also considers the climatic history of the planet and recent human modifications of the atmospheric environment.

Proposed Catalog Descriptions:

RGPL 341 Climatology

3c-01-3cr

Examines the elements of weather and climate on Earth. The location and causes of global climatic regions are examined in relation to moving pressure and wind systems. Also considers the climatic history of the planet and recent human modifications of the atmospheric environment. (Also offered as GEOG 341; may not be taken for duplicate credit).

GEOG 341 Climatology

3c-01-3cr

Examines the elements of weather and climate on Earth. The location and causes of global climatic regions are examined in relation to moving pressure and wind systems. Also considers the climatic history of the planet and recent human modifications of the atmospheric environment. (Also offered as RGPL 341; may not be taken for duplicate credit).

ii. Current Catalog Description:

GEOG 342 Physiography

3c-01-3cr

Focuses on landform types and their spatial distribution. Emphasizes the tectonic forces that build landforms and the weathering and erosional processes that erode and shape surface features. The relationship between human activities and landforms is also considered.

Proposed Catalog Descriptions:

RGPL 342 Physiography

3c-01-3cr

Focuses on landform types and their spatial distribution. Emphasizes the tectonic forces that build landforms and the weathering and erosional processes that erode and shape surface features. The relationship between

human activities and landforms is also considered. (Also offered as GEOG 342; may not be taken for duplicate credit).

GEOG 342 Physiography

3c-01-3cr

Focuses on landform types and their spatial distribution. Emphasizes the tectonic forces that build landforms and the weathering and erosional processes that erode and shape surface features. The relationship between human activities and landforms is also considered. (Also offered as RGPL 342; may not be taken for duplicate credit).

iii. Current Catalog Description:

GEOG 343 Geography of Fresh Water Resources

3c-01-3cr

Students learn about surface and groundwater as a resource with unique properties. Fresh water is defined physically by storage in the hydrologic cycle and the values assigned by different cultures. Problems featured relate to consumptive and withdrawal water uses, the problems of water supply and scarcity, water law and its inconsistencies, flooding and floodplain management, sources of contamination and pollution, wetlands, and case studies of selected river basins.

Proposed Catalog Descriptions:

RGPL 343 Geography of Fresh Water Resources

3c-01-3cr

Students learn about surface and groundwater as a resource with unique properties. Fresh water is defined physically by storage in the hydrologic cycle and the values assigned by different cultures. Problems featured relate to consumptive and withdrawal water uses, the problems of water supply and scarcity, water law and its inconsistencies, flooding and floodplain management, sources of contamination and pollution, wetlands, and case studies of selected river basins. (Also offered as GEOG 343; may not be taken for duplicate credit).

GEOG 343 Geography of Fresh Water Resources

3c-01-3cr

Students learn about surface and groundwater as a resource with unique properties. Fresh water is defined physically by storage in the hydrologic cycle and the values assigned by different cultures. Problems featured relate to consumptive and withdrawal water uses, the problems of water supply and scarcity, water law and its inconsistencies, flooding and floodplain management, sources of contamination and pollution, wetlands, and case studies of selected river basins. (Also offered as RGPL 343; may not be taken for duplicate credit).

iv. Current Catalog Description:

GEOG 440 Conservation: Environmental Analysis

Problems of exploitation and utilization of regional resources such as soils, minerals, forests, and wildlife are considered in relation to population, growth and regional planning and development.

Proposed Catalog Descriptions:

RGPL 440 Conservation: Environmental Analysis

Problems of exploitation and utilization of regional resources such as soils, minerals, forests, and wildlife are considered in relation to population, growth and regional planning and development. (Also offered as GEOG 440; may not be taken for duplicate credit).

GEOG 440 Conservation: Environmental Analysis

Problems of exploitation and utilization of regional resources such as soils, minerals, forests, and wildlife are considered in relation to population, growth and regional planning and development. (Also offered as RGPL 440; may not be taken for duplicate credit).

Rationale: These four courses are in the Regional Planning/Environmental Track. We feel that it would be advantageous for Regional Planning students to be able to register for courses within their program with a Regional Planning prefix. The crosslisting will also enable faculty in the department to correctly designate their course teaching load within the planning program, for accreditation and other purposes.

B. Catalog Description Change:

Current Catalog Description:

GEOG 411 History of Geography **3c-01-3cr**

Prerequisites: GEOG 213, 230, 231, 341 or 342

Deals with history of the discipline, great ideas, leading problems, and unresolved issues.

Proposed Catalog Description:

GEOG 411 History of Geography **3c-01-3cr**

Prerequisite: GEOG 230

Prerequisites or Corequisites: GEOG 213, 231, 341 or 342

Deals with history of the discipline, great ideas, leading problems, and unresolved issues.

Rationale: Students who have had all four courses before taking this class do better, but since we get many change of majors as juniors making three corequisites or prerequisites will ease registration. GEOG 230 Cultural Geography is the first course we recommend that majors take and it is the most essential of the current prerequisites.

C. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

GEOG 254 Geography of Russia and the Soviet Sphere **3c-01-3cr**

Examines the Russian Republic and the former Soviet empire, including the new nations emerging from the U.S.S.R. and former satellite nations. Settlement patterns, economics, cultures, and physical environments are studied. Contemporary topical emphasis is on efforts at transformation from communist to market economics and the geopolitical status of the new nations.

Proposed Catalog Description:

GEOG 254 Geography of Russia, Central Eurasia, and Eastern Europe **3c-01-3cr**

Examines the Russian Federation, former Soviet satellites, and the European and Asiatic successor states. The region is the realm of Eurasian languages, historical schisms between eastern and western Europe, and the geographical legacies of the Tsarist and Soviet empires. Topics include terrain and environment, population, economic regions, resources, and geopolitics. These are studied in the context of environmental location and position between Eastern and Western power centers of the 21st century.

Rationale: Changes for the course title and catalog description of GEOG 254 have not been approved since 1994, but the region has changed! The new title and description are consistent with regional terminology established by the Association of American Geographers. Reference to the "Soviet sphere" in the old title is obsolete to future students who were not yet born when the Soviet Union collapsed. The basic structure of the course remains the same because the established framework emphasizes the distinct character of the region and develops appropriate themes. The proposed course title and catalog description reflect the necessary changes in content. The new information of the course comes from current events, the scholarly literature cited in the bibliography, and fieldwork.

APPENDIX B
University-Wide Graduate Curriculum Committee
Co-Chairs Piper and Baumer

FOR INFORMATION:

The following have been approved by the UWGC to be offered as Distance Education courses:

SAFE 800 Pedagogical Practices in Safety Education
SAFE 801 Current Legislation and Consensus Standard
SAFE 803 Quantitative Strategies for Analysis in Safety Sciences
SAFE 804 Legal Aspects of Safety Sciences
SAFE 805 Strategies in risk Control
SAFE 806 Current Issues in Safety Sciences
SAFE 808 Curriculum Evaluation in Safety Education

FOR ACTION

1. Program Revision for: Master of Education in Health and Physical Education
Sponsoring Department: Health and Physical Education
Catalogue Start Term: Spring 2009

Summary & Rationale:

The Masters of Education in Health and Physical Education was first approved in the fall of 2005. The proposed changes are a result of feedback from students who have completed the program. This includes the need for more opportunity for teaching experience and adapted physical education. The program will undergo its first review by the National Council of Accreditation for Teacher Education (NCATE) in 2010. The changes are to strengthen the curriculum in preparation for this review. Changes being considered for adoption by the Pennsylvania Department of Education (Chapter 49) are also being addressed in the proposed curriculum. This includes increasing the amount of credits students are required to take regarding teaching students with special needs.

The required course from the Communications Media Department, originally COMM 600, has been changed to include COMM 614 Instructional Computing Basics and allow the Graduate Coordinator to approve an alternate course. COMM 581 Technology for Teachers has been taught for the past two years and has been taken by graduate students in the HPE masters program. Feedback from students who have taken this course has been very positive indicating it was a great help in learning how to use technology effectively in their classrooms. The Communications Media Department is planning to propose this special topics class in the near future. Once the course is approved, a minor revision will be made to identify this course as a suggested option for the degree.

The requirement for courses taken from the Special Education Department would expand to include EDEX 560 Family Perspective on Disability. This offers students who are already certified teachers a choice in which course best fits their personal needs. The addition of HPED 670 Advanced Seminar in Adapted Physical Education will provide students with experience working with persons with disabilities in the gymnasium, pool, and/or playing field.

Two courses are being added to the list of electives. They include HPED 658 Emergency Management for Schools, a new course being proposed, and HPED 672 Epidemiology of Physical Activity. Both of these

courses will be beneficial to school personnel. HPED 658 would be an appropriate course for anyone working in the school setting and will be open to graduate students from other majors as well as current teachers seeking Act 48 credits.

For those students who are certified K-12 in another area, changes are being proposed to require them to take HPED 698 Internship as a controlled elective. One of the problems noted by the instructors in this program is the lack of opportunity to observe these students in a school setting. These are students who are certified teachers but not required to student teach in order to receive certification in Health and Physical Education. However, due to the unique teaching environments in the gymnasium, pool and/or playing field, it was determined that in the best interest of the students, they have the opportunity to experience supervised teaching particularly in physical education.

After review of the curriculum, it was determined that HPED 601 would be eliminated from the required coursework. The content of the course does not match state and national standards. Therefore to align the curriculum with the academic standards, these three credits have been eliminated and replaced with HPED 670.

Finally, a thesis track is being added to provide those who are interested the opportunity to pursue research in health and/or physical education. This is particularly appealing to the student who comes to the program already certified in health and physical education.

Catalog Description and Summary of Changes

The Master of Education in Health and Physical Education is a 36-credit program that serves the needs of three populations. The first population includes current health and physical educators who are certified teachers in Pennsylvania. The program benefits these individuals through studying contemporary trends in teacher education, broadening their knowledge base in health and physical education, and enhancing their skills as educators with updated teaching methods. The second population consists of teachers who are certified in another area and wish to add health and physical education to their certificate. Students who hold only an elementary certification will be required to complete 6 semester hours of student teaching at the secondary level. Students who hold only a secondary certification will be required to complete 6 semester hours of student teaching at the elementary level. The third population includes those who currently have a non-teaching bachelor's degree and wish to become certified health and physical educators. In addition to completing the 36 credit hours of course work, students seeking initial certification must complete 12 hours of student teaching. The content and field experiences included in this program are based on the national standards of the American Association for Health Education and the National Association for Sport and Physical Education. **Those students not seeking teaching certification in Health and Physical Education may choose between a thesis and non-thesis track.**

Comparison of Current vs. Proposed Program

Current Curriculum

A. Core Courses (9cr.)		
HPED 601	Sport and Society	3 cr.
HPED 634	Current Literature in Health, Sport, and Physical Activity	3 cr.
HPED 640	Research Methods for Health, Sport, and Physical Activity	3 cr.
B. Required Courses (24 cr.)		
HPED 526	Health Science Instruction	3 cr.
HPED 631	Motor Learning	3 cr.
HPED 632	Assessment of Human Physiological Functions	3 cr.
HPED 645	Advanced Teaching Techniques in Physical Education	3 cr.
HPED 655	Health and Fitness for Elementary Children	3 cr.
HPED 680	Seminar	3cr.
COMM 600	Instructional Design and Development	3 cr.
EDEX 650	Exceptional Children	3 cr.
*C. Elective Courses (3 cr.)		
HPED 512	Physical Activity and Stress Management	3 cr.
HPED 550	Curriculum and Programming in Sexuality Education	3 cr.
HPED 650	Wellness: A Classroom Approach	3 cr.
HPED 681	Special Topics	3 cr.

*Other electives may be used, based upon student's undergraduate course record and permission of advisor.

D. Professional Practice (6-12 cr.)
 Students seeking initial certification as health and physical education teachers must also student teach as required by the Pennsylvania Department of Education before the HPE Education Coordinator will recommend approval for certification to the certifying officer at IUP, the dean of the College of Education and Educational Technology.
 *Those who are certified as elementary teachers will complete 6 credits in secondary student teaching.
 *Those certified as secondary teachers will complete 6 credits of elementary student teaching.
 *Noncertified students must complete both the elementary and secondary student teaching for a total of 12 credits.

A culminating activity is required.

Total Credit Hours 36 cr.
Total Credit Hours with Certification 42-48 cr.

**Proposed Curriculum
 Non Thesis Track (Includes Teaching Certification)**

A. Core Courses (6 cr.)		
HPED 634	Current Literature in Health, Fitness, and Sport	3 cr.
HPED 640	Research Methods for Health, Sport, and Physical Activity	3 cr.
B. Required Courses (27 cr.)		
HPED 526	Health Science Instruction	3 cr.
HPED 631	Motor Learning	3 cr.
HPED 632	Assessment in Human Physiological Functions	3 cr.
HPED 645	Advanced Teaching Technique in Physical Education	3 cr.
HPED 655	Health and Fitness for Elementary Children	3 cr.
HPED 670	Advanced Seminar in Adapted Physical Education	3 cr.
HPED 680	Seminar	3 cr.
EDEX 650	Exceptional Children or	3 cr.
EDEX 560	Family Perspective on Disabilities	
COMM 600	Instructional Design and Development	3 cr.
or COMM 614 Instructional Computing Basics or as approved by the M.Ed. Graduate Coordinator		

*C. Elective Courses (3 cr.)		
HPED 512	Physical Activity and Stress Management	3 cr.
HPED 550	Curriculum and Programming in Sexuality Education	3 cr.
HPED 650	Wellness: A Classroom Approach	3 cr.
HPED 658	Emergency Management for Schools	3 cr.
HPED 672	Epidemiology of Physical Activity	3 cr.
HPED 681	Special Topics	3 cr.
*HPED 698	Internship	3cr.
Students who are certified K-12 in another subject area will be required to complete a 3 credit internship in the school setting.		

*Choice of elective will be based upon student's undergraduate course record, graduate course record, and permission of advisor.

*D. Professional Practice (6-12 cr.)
 Students seeking initial certification as health and physical education teachers must also student teach as required by the Pennsylvania Department of Education. Students demonstrating acceptable levels of knowledge, skills, and disposition will be permitted to enroll in EDUC 421 and/or EDUC 441 Student Teaching. A review of student teaching applicant's graduate record will be conducted by the HPE Graduate Pedagogy Committee who will determine if the student has met all requirements to move ahead with certification. Those who are determined to be deficient will not be permitted to student teach. They will receive a degree without Pennsylvania teaching certification.

*Those who are certified as elementary teachers will complete 6 credits in secondary student teaching.

*Those certified as secondary teachers will complete 6 credits of elementary student teaching.

*Noncertified students must complete both the elementary and secondary student teaching for a total of 12 credits.

A culminating activity is required.

Total Credit Hours **36 cr.**
Total Credit Hours with Certification **42-48 cr.**

Proposed Curriculum

Thesis Track (Does not include teaching certification)

A. Core Courses (6 cr.)

HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.

HPED 640 Research Methods for Health, Sport, and Physical Activity 3 cr.

B. Required Courses (9 cr.)

HPED 632 Assessment in Human Physiological Functions 3 cr.

HPED 680 Seminar 3 cr.

**COMM 600 Instructional Design and Development or
 COMM 614 Instructional Computing Basics or as approved
 by the M.Ed. Graduate Coordinator** **3 cr.**

C. Course Selection Level I (6 cr.)

Select two fo the following:

HPED 631 Motor Learning 3 cr.

HPED 670 Advanced Seminar in Adapted Physical Education **3 cr.**

EDEX 650 Exceptional Children 3 cr.
or EDEX 560 Family Perspective on Disabilities

D. Course Selection Level II (6 cr.)

Select two of the following:

HPED 526 Health Science Instruction 3 cr.

HPED 645 Advanced Teaching Technique in Physical Education 3 cr.

HPED 655 Health and Fitness for Elementary Children 3 cr.

***E. Elective Courses (3 cr.)**

HPED 512 Physical Activity and Stress Management 3 cr.

HPED 550 Curriculum and Programming in Sexuality Education 3 cr.

HPED 650 Wellness: A Classroom Approach 3 cr.

HPED 658 Emergency Management for Schools **3 cr.**

HPED 672 Epidemiology of Physical Activity **3 cr.**

HPED 681 Special Topics 3 cr.

***F. Thesis**

HPED 795 Thesis **6 cr.**

Total Credit Hours **36 cr.**

Brief Summary of Changes:

Deletion of HPED 601 from the curriculum.

Addition of HPED 670, EDEX 560, and COMM 614 or as approved by M.Ed. Graduate Coordinator

Add HPED 658, 672 to elective choices

Add HPED 698 Internship as requirement for certified K-12 teachers

Addition of Thesis Track for those not seeking teaching certification

- 2. New Course: HPED 658 Emergency Management for Schools
Sponsoring Department: Health and Physical Education
Catalogue Start Term: Summer 2009

Summary & Rationale:

Concerns about the safety of students at school has become a national concern as recent school shootings, weather related disasters, acts of terrorism, and other emergency situations threaten the concept of schools being “safe havens” for learning. School districts have responded by updating crisis management policies or in some cases finally creating plans for emergency situations. While teachers and other school personnel are responsible for maintaining the safety, health, and welfare of each student, many have not been formally trained to respond to various emergency situations. Since teachers are called upon to become leaders during crisis situations including medical emergencies, violence and crime, evacuation, weather emergencies, student welfare emergencies, and terrorism, the need to prepare them for properly dealing with difficult situations is imperative.

In reviewing the curriculum in the graduate program in Health and Physical Education, the need to include a course specific to emergency situations is clear. There is nowhere in the current curriculum that is specifically devoted to providing students with an opportunity to learn how to properly evacuate the school building during an emergency. Furthermore, classroom lockdown procedures are not taught or demonstrated. While classes do include steps required for reporting child abuse and neglect, how to properly respond to students who are experiencing physical, emotional, or sexual abuse is not thoroughly studied.

In order to assure that teachers are better prepared to respond to school emergencies, this new course is being proposed.

While the course is being taught in the Health and Physical Education Department, it will also be available for any education major or inservice teacher seeking Act 48 credits.

Catalog Description

I. Course Description

HPED 658 Emergency Management for Schools 3c-01-3sh

Prerequisites: none

Provides knowledge, tools, and skills necessary to prepare for and respond to emergency situations that could occur during the school day, at school sponsored events and functions, or while transporting school students. Requires demonstration of appropriate response to a school emergency and skills necessary to maintain the health, safety, and welfare of students.

3. New Course Proposal: HPED 670 Advanced Seminar in Adapted Physical Education
Sponsoring Department: Health and Physical Education
Catalogue Start Term: Summer 2009

Summary & Rationale:

This course provides an opportunity for students to develop as physical educators by teaching current information and offering opportunities for practical experience in providing physical education to students with disabilities. It adheres to the guidelines for teacher preparation as outlined by the National Association for Sport and Physical Education. The course provides updated information and material to help those currently teaching grow as professionals. It also provides a base for understanding and development of teaching skills for those beginning their careers.

Catalog Description:

HPED 670 Advanced Seminar in Adapted Physical Education 3c-01-3sh

Designed to provide K-12 physical education teachers with the knowledge necessary to include students with disabilities in general physical education classes. An overview of current laws, assessment, the IEP process, and information on specific disabilities as relates to physical education will be addressed. Practical experience will be provided by participation of students in the Special Needs Activity Program.

4. Program Title: PhD in Safety Sciences
Department of Safety Sciences
Catalog Start Term: The program will be implemented at the start of the most reasonable summer semester once approval from the Board of Governors has been received.

Rationale

There is a great demand for safety professionals possessing a doctorate who can meet the demands of higher education and industry. This proposed program has the support of the American Society of Safety Engineers (ASSE), the United States largest professional organization for safety professionals. ASSE currently has over 32,000 members around the world. The program also has the support of the United States Department of Health and Human Services' National Institute of Occupational Safety and Health (NIOSH). NIOSH is the occupational safety research arm of the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA). Building upon the strengths of its bachelor's and master's degree programs, Indiana University of Pennsylvania is in the unique position of being only one of a few universities that has the ability of offering this type of program. Utilizing a hybrid format of online education and classroom courses in the Master's degree program, the Department of Safety Sciences expects the successes of the master's degree program to carry over into a doctorate.

Program Summary

With a long history of educating safety professionals at the bachelor's and master's degree levels, the Department of Safety Sciences at Indiana University of Pennsylvania is proposing a Ph.D. in Safety Sciences degree. The Department of Safety Sciences is recognized nationally as one of the leading safety sciences programs in the United States and has been producing top quality students in the field since 1971. Graduates from the Safety Sciences degree programs are hired by employers from a variety of fields including manufacturing, construction, the oil industry, government, and insurance. In 2005, the Department of Safety Sciences became the first program in the United States to begin offering its Master of Science degree in a distance education/summer course format.

Catalog Description

The Doctor of Philosophy in Safety Sciences prepares safety professionals with advanced skills in the anticipation, recognition, evaluation, control, and prevention of safety, health, and environmental hazards in the work environment. Graduates of this degree program will be able to conduct independent research.

Brief Curriculum Overview (including summary of coursed offerings)

New Courses

SAFE 800: Pedagogical Practices in Safety Education

3c-01-3cr

Course Description: Application of educational theories to the safety educator role in higher education will be explored. The course will review of the role of the teacher in both the classroom and internship settings, teaching strategies, and student centered learning outcomes as they pertain to safety sciences.

Prerequisites: None

SAFE 801: Current Legislation and Consensus Standards in Safety Sciences

3c-01-3cr

Course Description: This course will provide students with the new safety legislative and standards development actions taken by governmental agencies and consensus standards development groups in the United States. Current legislative changes will include OSHA, FEMA, EPA, DOT, and FDA regulations. Coverage of updates from national consensus standard groups will include ISO, ICC, ANSI, and the NFPA. Additional standards will be covered based upon legislative activities.

Prerequisites: None

SAFE 802: Advanced Qualitative Methods

3c-01-3cr

Course Description: This course examines the qualitative methods used in social science research, focusing primarily on ethnographic research along with other qualitative methods such as case studies, grounded theory hermeneutics, and interpretive interaction. It provides new researchers with an understanding of the applicability of qualitative research along with the potential challenges and controversies that may be encountered. This course also examines the methods of collecting and analyzing empirical material.

Prerequisites: None

SAFE 803: Quantitative Strategies for Analysis in Safety Sciences

3c-01-3cr

Course Description: Course will focus on epidemiological based test procedures commonly used in published safety research. Students will be required to formulate research hypotheses, test them using the appropriate quantitative research methodologies, and interpret results.

Prerequisites: None

SAFE 804: Legal Aspects of Safety Sciences

3c-01-3cr

Course Description: This course examines the legal framework within which the safety, health and environmental professional must perform. Consideration is given to the historical development of legal aspects of the profession, including current guidelines that impact on regulatory compliance and professional practice. Personal liabilities associated with professional practice, including the possibility of criminal sanctions for workplace injuries, are presented.

Prerequisites: None

SAFE 805: Strategies in Risk Control

3c-01-3cr

Course Description: Tools and strategies for the qualitative and quantitative assessment and management of environmental and occupational risks will be presented.

Prerequisites: None

SAFE 806: Current Issues in Safety Sciences

3c-01-3cr

Course Description: Course will include assigned readings by the instructor as well as student-initiated presentations which will address a wide variety of current safety, health and environmental (SH & E) related issues. Topics are expected to include, but not necessarily be limited to: nanotechnology, the integration of health and safety at the worksite, economic analysis of safety programs, current literature and research challenges in safety and health, hazard abatement, risk management, and loss control.

Prerequisites: None

SAFE 807: Doctoral Colloquium in Safety Sciences

3c-01-3cr

Course Description: This graduate colloquium is designed to have the students work closely with their classmates and the instructor to explore and present various components of safety research. Colloquium students will explore and present details of various research methods in order to gain valuable practice with research and technical presentations.

Prerequisites: None

SAFE 808: Curriculum Evaluation in Safety Education

3c-01-3cr

Course Description: This course examines the various curriculum designs in safety at the undergraduate and graduate level. The student will analyze current accreditation standards in safety education with an emphasis on curriculum evaluation. The students will learn methods for conducting ongoing curriculum revision based on a quality outcomes assessment plan.

Prerequisites: None

SAFE 810: Applied Research I: Experimental Design

3c-01-3cr

Course Description: This course will cover experimental and multivariate statistical procedures. Topics include advanced coverage of Analysis of Variance (ANOVA), multivariate analysis of variance (MANOVA), Analysis of Covariance (ANCOVA), post-hoc tests, planned comparisons, and randomized block designs.

Prerequisites: SAFE 803

SAFE 811: Applied Research II: Correlation and Regression

3c-01-3cr

Course Description: Course emphasizes the theory and application of selected correlational techniques commonly used in safety sciences. Bivariate and multivariate techniques will be addressed. Students will apply the various techniques through the analysis of data sets.

Prerequisites: None

SAFE 812: Applied Research III: Tests and Measurements

3c-01-3cr

Course Description: This course is intended to introduce students to the various topics of testing and measurement as it pertains to the field of occupational safety. Topics include test validity and reliability, test and measurement interpretation and survey design and construction.

Prerequisites: None

SAFE 813: Practicum in Safety Education

3c-01-3cr

Course Description: This course is designed to give students a context for applying the concepts of teaching and learning in safety education. Students are provided opportunities to participate in numerous phases of the teaching role and to experiment with different teaching methods. The focus of the practicum is in the areas of course development, delivery methods, the teaching process, and evaluation as they relate to safety sciences. Students will be required to deliver course modules in classroom settings.

Prerequisites: SAFE 800, SAFE 808

SAFE 995: Dissertation**1-12 cr**Dual Listed Course**SAFE 774/874: Fire Safety in Building Design****3c-0l-3cr**

Course Description: Examines the fundamental principles for the safe design of buildings from a fire hazard standpoint. Emphasis is given to an understanding of the building codes, fire properties of building materials, building design criteria to limit the spread of fire and smoke, control of ignition sources, storage of combustibles and flammables, life safety, and active fire protection systems.

Prerequisites: SAFE 311 or equivalent or permission of instructor

Required Course Work**I. Required Course Work** (Italics indicate a DE course).**1. Core Courses (33 semester hours):**

SAFE 800	<i>Pedagogical Practices in Safety Education</i>	3 cr
SAFE 801	<i>Current Legislation and Consensus Standards in Safety Sciences</i>	3 cr
SAFE 802	Advanced Qualitative Methods	3 cr
SAFE 803	<i>Quantitative Strategies for Analysis in Safety Sciences</i>	3 cr
SAFE 804	<i>Legal Aspects of Safety Sciences</i>	3 cr
SAFE 805	<i>Strategies in Risk Control</i>	3 cr
SAFE 806	<i>Current Issues in Safety Sciences</i>	3 cr
SAFE 807	Doctoral Colloquium in Safety Sciences	3 cr
SAFE 808	<i>Curriculum Evaluation in Safety Education</i>	3 cr
SAFE 813	Practicum in Safety Education	3 cr
SAFE 874	<i>Fire Safety in Building Design</i>	3 cr

2. Advanced Applied Research (9 semester hours):

SAFE 810	Applied Research I: Experimental Design	3 cr
SAFE 811	Applied Research II: Correlation and Regression	3 cr
SAFE 812	Applied Research III: Tests and Measurements	3 cr

3. Dissertation (12 semester hours):

SAFE 995	Dissertation	1-12 cr
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(Students will complete the dissertation in four, three hour segments).

5. Certificate of Recognition

The Certificate of Recognition program in Geography and Regional Planning is called the Geographic Information Science and Geospatial Techniques COR. When this COR was approved in 2006, it was overlooked that CORs may only be created where a major already exists and that the certificate must have the same name. The registrar recently caught the error. The University Wide Graduate Committee therefore proposes a correction to the name of the core to Geography: Geographic Information Science and Geospatial Techniques. The Department of Geography and Regional Planning agrees with this motion and the name change.

APPENDIX C
University Senate Academic Committee
Co-Chairs Dugan and Novels

FOR ACTION:

2008 - 2009
Faculty Emeritus Candidates

Thomas Falcone

Susan Gatti

Barbara Kupetz

Donald McAndrew

Ruth Shirey

Robert Soule

Gene Thibadeau

Marie Twal

Lorraine Wilson

APPENDIX D
University Senate Non-Credit Committee
Chair O'Neil

FOR INFORMATION

The Non-credit Senate Sub-Committee met on October 16, 2008 and reviewed the non-credit culinary arts program. Chef Albert Wutsch Department Chairperson from the Academy of Culinary Arts attended the meeting and discussed the merits of the programs offered at the Culinary Academy.

The Culinary Academy currently has 92 core program students, 30 students in the Baking and Pastry Track, and 52 students on culinary externship. The Culinary Academy also offers study abroad and study tour options in Switzerland and Italy.

Articulation agreements are available to students to further their education in Hospitality Management or Food and Nutrition after completing the Academy's program. Students have ten years after completing the program to take advantage of this option.

Students receive certificates in Sanitation, Nutrition and Supervisory Management to use toward industry certifications. Students are eligible for their first level of professional certifications upon graduation from the Academy.

Chef Wutsch mentioned that they have a new building for their for their pastry and baking program, and are very much in need of a new building for the culinary.

Non-Credit Instruction Subcommittee Report
November 4, 2008

FOR INFORMATION

Interview: Dr. John Anderson, Administration and Leadership Studies

Affiliation: College of Humanities and Social Sciences

The non-credit committee interviewed Dr. John Anderson from Administration and Leadership Studies, in affiliation with the College of Humanities and Social Sciences. Dr. Anderson explained that he has a contract with the Department of Transportation to develop and maintain leadership training and conference activities for Pennsylvania State agencies.

Dr. Anderson has generated \$7.8 million during his tenure at IUP. Most of the training and conferences are scheduled at the Dixon Center in Harrisburg.

The committee recommended he look into corporate training as another option for development.

APPENDIX E
University Senate Research Committee
Chair Sciulli

FOR INFORMATION:

The committee met on November 11, 2008 and awarded \$8,590 in Small Grants to the following individuals:

- Parimal Bhagat
- Beverly Chiarulli
- Christine Clewell
- Linda Jennings
- Daniel Lee
- Gurmal Rattan
- Therese Wacker
- John Woolcock

APPENDIX F
University Senate Development & Finance Committee
Chair Domaracki

FOR ACTION:

Proposed Five-Year Priority Spending Plan

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

Proposed 2009-2010

None

Proposed 2010-2011

None

Proposed 2011-2012

Renovation by Replacement of Keith Hall
Renovation by Replacement of Leonard Hall

Proposed 2012-2013

None

Proposed 2013-2014

Renovation by Replacement Weyandt/Walsh Halls

FOR INFORMATION:

Development and Finance Committee Meeting
Report to Senate
November 13, 2007

Committee Reports

Parking Committee – The R&P Band parking lot is no longer restricted The parking lot is open to faculty, staff and commuters with permits without the 5 p.m. restrictions. The marching band is done for the year so people may park in the lot as long as they would like

Budget Report – Dr. Wooten reported that he and the Provost will be scheduling meetings with the Department Chairpersons during their regularly scheduled College Chairpersons’ meeting. The purpose of these meetings will be to address budget issues as it relates to individual department needs and the projected cutbacks. Dr. Wooten also reported that the University Budget Steering Committee will be formed and will have representation from across section of the university. It is anticipated that the newly established University Budget Steering Committee will work to integrate strategic planning and budget planning processes.

In response to a question raised at a previous Senate meeting regarding money spent on consultants for searches the following data was reported:

2005-2007	RH Perry & Associates	\$79,952.11	Search for VP's of Administration, & Finance and University Relations
2007-2008	RH Perry & Associates	\$59,459.47	Search for Vice President of Administration and Finance
2007-2008	RH Perry & Associates	\$23,256.74	Placement of Interim provost
2007-2008	RH Perry & Associates	\$45,516.24	Search for Vice President of Academic Affairs
TOTAL		\$208,184.56	

***Searches for the Provost and Vice President for Student Affairs were conducted without a search firm.**

Old Business

Reverse 911 – AS of 11-11-08 97% of students have registered fro the service. The remaining 3% have declined. 53% of faculty and staff have registered. Work with the Provost and individual departments will be forthcoming to facilitate a high registration rate among university employees.

KCAC Groundbreaking – Groundbreaking is scheduled for Thursday 11-13-08 at 10:00 a.m.

Residential Revival Phase II, III & IV – Phase II punch list item corrections are nearing completion. Phase III is on schedule and making good progress. Phase IV planning continues with a May 09 groundbreaking date anticipated.

Master Plan Update – The RFP has resulted in sixteen proposals that are currently under review.

Johnson Hall Renovation – The project has been put out for bid with proposals due by 11-20-08 at 2:00 p.m. It is anticipated that there will be a significant number of bids.

Boiler Plant Stack Repair – The project has been put out for bid with proposals due back 11-19-08 at 2:00 p.m. It is anticipated that there will be seven (7) bidders. The project involves a thorough inspection and repair of the stack. Work on the stack will be conducted during the spring power outage.

New Business

Proposed Five Year Spending Plan - The committee reviewed the Proposed Five Year Spending Plan. The plan was unanimously approved. An attachment of the plan is provided for senate review and action.

Inclement Weather Policy - A hard copy of the university Inclement Weather Policy will distributed via in-house mail. Also the policy can be obtained on the IUP Website..

Respectfully Submitted -Joseph Domaracki 11/30/07