

# UNIVERSITY SENATE AGENDA

## EBERLY AUDITORIUM

Apr 20, 2010  
3:30 – 5:00 p.m.

### Approval of Order

- A. Approval of minutes of the meeting of March 23, 2010
- B. Approval of current agenda items and order

### Reports and Announcements

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

### Standing Committee Reports

	<b>Chairperson</b>	<b>Appendix</b>	<b>Page(s)</b>
A. Rules Committee	Korns		
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Hannibal	A	2-31
C. University-Wide Graduate Curriculum Committee	Piper/Baumer	B	32-43
E. Library and Educational Services Committee	Jozefowicz	C	44-45
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G. University Development and Finance Committee	Domaracki	E	47-59
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### Senate Representative Reports

	<b>Representative</b>		
A. University Planning Council	Reilly	H	76
B. Presidential Athletic Advisory Council	Hinrichsen		
C. Academic Computing Policy Advisory Committee	Chiarulli		
D. University Budget Advisory Committee	Radell		

### New Business

### Adjournment

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

**FOR INFORMATION:**

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

COMM 201 Internet and Multimedia  
COMM 374 Documentary Photography  
JRNL 223 Photojournalism  
LIBR 201 Internet and Multimedia  
LBST 499 Climbing Your Family Tree  
CDFR 218 Child Development  
PSYC 389 Psychology of Music  
THTR 205 Classic Theater I  
NURS 434 Community Health  
HPED 251 Foundations of Safety and Emergency Health Care  
SOC 251 Sociology of Human Sexuality

**FOR ACTION:**

**1 Joint Motion from UWUCC and UWGC**

The UWUCC and the UWGC would like to acknowledge the time and effort of all programs and departments who participated in submitting “show cause” responses as a result of PASSHE’s determination that their program is “low-enrolled.” Likewise, we appreciate and acknowledge the efforts of the IUP administration to include the UWUCC, the UWGC and the Senate in shared governance regarding the “show cause” responses PASSHE has demanded. However, the UWUCC and UWGC are unable to consider these “show cause” responses or recommend them to the Senate for approval. The main reason is that they are not curricular proposals as outlined in the Graduate Curriculum Handbook and the Undergraduate Curriculum Handbook, and do not follow any of the procedures approved by the Senate for the purpose of curriculum review. While some of the “show cause” responses propose curricular actions such as initiating a new degree program or revising a current one, they do not constitute the curricular proposal we would need in order to consider such actions. These responses are basically “letters of intent” regarding how each program plans to address the concerns raised by PASSHE. Also, it is unclear as to the degree to which they have been approved by departmental or college curriculum committees, or by the Provost's office.

If any of these responses should result in proposals for curriculum changes, we will be happy to consider those proposals when they reach us.

## 2 Liberal Studies Report

- Approved Type III Writing Intensive for Wayne Moore/Linda Szul to teach BTED 411 Methods in Business Education and Information Technology.
- Approved COSC 493 Internship in Computer Science course revision, enabling the internship to be taken as two 12 week sessions, each counting for 6 credits. Approved that the second of the two six hour internships can have a Writing Intensive designation.
- Approved the Liberal Studies portion of the program revision of the B.S. in Biology Education.
- One time approval (Pre-session, May 2010) for English 281 Tupac Shakur, Hero with an African Face to count as a Liberal Studies Elective course and a Type III writing intensive course.
- One time approval (Spring 2010) for RLST 481 Hindu Gods to be offered as a non-western culture course.
- Approved SOC 461 Social Research Methods II as a Type II (Departmental) writing intensive course.
- Approved the revisions to FRNC 201 and 202, which are Liberal Studies electives.
- Approved number changes in the following Geoscience courses:  
GEOS 150 Geology of National Parks (was 250), GEOS 151 The Age of Dinosaurs (was GEOS 251), GEOS 152 Physical Resources of Earth (was GEOS 252), GEOS 153 Forensic Geology (was GEOS 253), and GEOS 154 Human Exploration of Space (was GEOS 254)
- Approved David Lorenzi as a Type I writing professor

## 3 Department of Biology—New Course and Program Revision

### a New Course:

**BIOL 474 Spring Flora of the Northeastern U.S.** **2c-3l-3cr**

**Prerequisite:** BIOL 210 or permission of instructor

A comprehensive survey of the emerging flora in the northeastern portion of North America (with emphasis on the herbaceous plants of Pennsylvania).

**Rationale:** This course will be offered as an upper level undergraduate and graduate course.

## b Program Revision:

### Current Program:

#### Bachelor of Science in Education – Secondary Biology (\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **54**  
**Mathematics:** MATH 110 or 121  
**Natural Sciences:** CHEM 111-112  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 9cr, MATH 217, PHYS 151, one course with GEOS prefix (Option II) Nonlaboratory list; no courses with BIOL prefix

**College of Education:** **29**

**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 441 Student Teaching(1) 12cr  
 EDUC 442 School Law 1cr  
 EDUC 451 Teaching Science in the Secondary School 3cr

**Major: (1)**

**Required Courses:**

BIOL 111 Principles of Biology I  
 BIOL 112 Principles of Biology II  
 BIOL 210 Botany  
 BIOL 220 General Zoology  
 BIOL 250 Principles of Microbiology  
 BIOL 263 Genetics  
 BIOL 480 Biology Seminar

**Controlled Electives (2)**

Biology electives: (major courses only)

**Other Requirements:**

**Chemistry Sequence:**

CHEM 231 Organic Chemistry I  
 CHEM 351 Biochemistry (3)

**(#)Total Degree Requirements**

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.  
 (1) Eligibility for student teaching and certification in secondary biology education will require a grade of C or better in all biology courses and a cumulative combined GPA of 2.75 or better in biology and education courses.  
 (2) No more than 6cr from BIOL 482, 481, or 493 applies to major; excess applied as free electives.  
 (3) The two-semester (6cr) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.  
 (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for

### Proposed Program:

#### Bachelor of Science in Education – Secondary Biology (\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **55**  
**Mathematics:** MATH 110 or 121  
**Natural Sciences:** CHEM 111-112  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 10cr, MATH 217, PHYS 151, 161, one course with GEOS prefix (Option II) Nonlaboratory list; no courses with BIOL prefix

**College of Education:** **31**

**Preprofessional Education Sequence:**

COMM 103 Digital Instr. Technology 3cr  
 EDSP 102 Educational Psychology 3cr

**Professional Education Sequence:**

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 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 12cr  
 EDUC 441 Student Teaching (1) 1cr  
 EDUC 442 School Law 3cr  
 EDUC 451 Teaching Science in the Secondary School

**Major:** **29**

**Required Courses:**

BIOL 111 Principles of Biology I 4cr  
 BIOL 112 Principles of Biology II 4cr  
 BIOL 210 Botany 3cr  
 BIOL 220 General Zoology 3cr  
 BIOL 250 Principles of Microbiology 3cr  
 BIOL 263 Genetics 3cr  
 BIOL 480 Biology Seminar 1cr

**Controlled Electives (1)**

Biology electives: (major courses only) 8cr

**Other Requirements:** **8**

**Chemistry Sequence:**

CHEM 231 Organic Chemistry I 4cr  
 CHEM 351 Biochemistry (2) 4cr

**(#) Total Degree Requirements** **120**

- (\*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.  
 (1) No more than 6cr from BIOL 482, 481, or 493 applies to major; excess applied as free electives.  
 (2) The two-semester (6cr) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.  
 (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation

**Rationale:** Footnotes that no longer apply, due to the use of the 3-Step Process for Teacher Education, were removed and the superscript numbering was added to make it easier to find information. The list of courses and credits for the undergraduate Biology Education program must change based on the new PDE requirements for teacher certification and on departmental efforts to strengthen preparation of biology education students in related science disciplines (Physics). Because the Biology Education certificate allows students to teach a variety of classes, including courses such as Science 8 or Applied Science, which may include physical science and/or other disciplines, the addition of the Physics lab component will allow them to be better equipped for these opportunities.

The addition of EDEX 323 will allow the Biology Education program to meet the new requirements instituted by PDE. The PASSHE and PDE now permit secondary education programs to add credits beyond 120 hours in order to meet these new requirements.

#### **4 Department of Technology Support and Training—Course Revisions, Course Number Changes, Catalog Description Changes, and Program Revision**

##### **a Course Revisions, Course Number Changes and Catalog Description Changes:**

###### **i Current Catalog Description:**

###### **BTED 311 Methods in Business and Information Technology I**

**Prerequisites:** EDSP 102, PSCY 101, and completion of the freshman and sophomore courses in the student's major areas

Includes instruction in the general methods of teaching and evaluating business courses. Major emphasis is on the planning for instruction. Creative techniques and procedures for effectively teaching and managing the classroom are evaluated. Current issues in vocational education such as advisory committees, adult education, and federal legislation are included.

###### **Proposed Catalog Description:**

###### **BTED 411 Methods in Business and Information Technology I** **3c-0l-3cr**

**Prerequisites:** EDSP 102, PSYC 101, and completion of the freshman and sophomore courses in the student's major areas

Includes instruction in the general methods of teaching and evaluating business courses. Major emphasis is on the planning for instruction. Creative techniques and procedures for effectively teaching and managing the classroom are evaluated. Opportunities will be provided to incorporate appropriate content and materials to allow for students with special learning needs. Current issues in vocational education such as advisory committees, adult education, and federal legislation are included.

**Rationale:** PDE has recently adopted changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to

adaptations and accommodations for diverse learners in an inclusive setting as well as the instructional needs of English Language Learners (ELL). Course has been expanded to incorporate evidence of the inclusion of content related specially students with special learning needs. Course objectives have been added, changed, modified, and/or deleted to reflect the inclusion of a second methods course (BTED 412), updating objectives and adding objectives based on the additional requirements from PDE. Course is being dual-listed to maximize numbers by offering the course to both graduate and undergraduate students.

**ii Current Catalog Description:**

**BTED 312 Methods in Business and Information Technology II 3c-0l-3cr**

**Prerequisite:** BTED 311

**Corequisite:** BTED 309

Emphasizes the development of methods and strategies for making effective classroom presentations and working with students in both the skill and cognitive areas. Opportunities are provided to undertake the many responsibilities assigned to the business classroom teacher.

**Proposed Catalog Description:**

**BTED 412 Methods in Business and Information Technology II 3c-0l-3cr**

**Prerequisite:** BTED 411

Includes instruction in the methods of teaching and evaluating both the technology-oriented and cognitive-related courses in business education. Emphasis is placed on planning instruction, developing methods and strategies for making effective classroom presentations, delivering instruction, and managing the classroom. Opportunities are provided to undertake the responsibilities assigned to the business classroom teacher incorporating appropriate content and materials to allow for students with special learning needs. Further, the prospective teacher will be given opportunities to assume the teaching role competencies and research current trends in the field.

**Rationale:** PDE has recently adopted changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to adaptations and accommodations for diverse learners in an inclusive setting as well as the instructional needs of English Language Learners (ELL). The course has been expanded to incorporate evidence of the inclusion of content related specially students with special learning needs. The corequisite (BTED 309 Keyboarding for Educators) has been removed. The content has been incorporated into the revision for BTED 412. Course objectives have been added, changed, modified, and/or deleted to reflect the changes necessitated by the revisions to BTED 411. Course is being dual-listed to maximize numbers by offering the course to graduate as well as undergraduate students.

**iii Current Catalog Description:**

**BTST 321 Business and Interpersonal Communications** **3c-0l-3cr**  
**Prerequisites:** Junior Status, ENGL 101, 202

A study of communication theory and principles as applied to business situations and practices; development of communication skills in areas of communication such as speaking, writing, listening, and nonverbal communicating. Emphasizes building effective interpersonal relations in a business environment.

**Proposed Catalog Description:**

**BTST 321 Business and Interpersonal Communications** **3c-0l-3cr**  
**Prerequisites:** Junior Status, ENGL 101, 202

A study of communication theory and principles as applied to business situations and practices; development of communication skills in areas of communication such as speaking, writing, listening, and nonverbal communicating. Emphasizes building effective interpersonal relations in a business environment.

**Rationale:** This course is part of the business core for the Eberly College of Business and Information Technology (ECOBIT). ECOBIT recently adopted Assurance of Learning goals and corresponding learning objectives, which in-turn, map to specific course objectives for each course in ECOBIT’s core. This course revision adds the ECOBIT goals and objectives to the existing student outcomes matrix in the current syllabus of record. Liberal Studies student outcomes were also added to the matrix to further clarify how this course maps to the Senate approved Liberal Studies student outcomes.

**b Program Revision:**

**Current Program:**

**Proposed Program:**

**Bachelor of Science in Education—Business Education (\*) (1)**

**Bachelor of Science in Education—Business Education (\*) (1)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 115  
**Natural Science:** Option I recommended  
**Social Science:** ECON 121, PSYC 101  
**Liberal Studies Electives:** 6cr, ECON 122, MATH 214, no courses with BTED prefix

**Liberal Studies:** As outlined in Liberal Studies section **51**  
**with the following specifications:**  
**Mathematics:** MATH 115  
**Natural Science:** Option I recommended  
**Social Science:** ECON 121, PSYC 101  
**Liberal Studies Electives:** 6cr, ECON 122, MATH 214, no courses with BTED prefix

**College: Professional Education Sequence: (2)** **29**

**College: Professional Education Core:** **31**

BTED 311	Methods in Business and Information Technology I	3cr	BTED 411	Methods in Business and Information Technology I	3cr
BTED 312	Methods in Business and Information Technology II	3cr	BTED 412	Methods in Business and Information Technology II	3cr
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr	EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 102	Educational Psychology	3cr	EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	EDSP 102	Educational Psychology	3cr
EDUC 242	Pre-student Teaching Clinical Experience I	1cr	EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr	EDUC 242	Pre-student Teaching Clinical Experience I	1cr
EDUC 441	Student Teaching	12cr	EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 442	School Law	1cr	EDUC 441	Student Teaching	12cr
			EDUC 442	School Law	1cr

**Major:** 40  
**Required Courses:**

<b>Business Education Core</b>	22cr
ACCT 201 Accounting Principles I	3cr
ACCT 202 Accounting Principles II	3cr
BLAW 235 Legal Environment of Business	3cr
BTED 309 Keyboarding for Educators	1cr(3)
BTST 105 Introduction to Business	3cr
BTST 321 Business and Interpersonal Communications	3cr
IFMG 300 Information Systems: Theory and Practice	3cr
MKTG 320 Principles of Marketing	3cr

Select from one of the following two certification options:

<b>Business, Computer, and Information Technology Certification: (4)</b>	18cr
BTED/COSC/IFMG 101 Microbased Computer Literacy	3cr
BTED 370 Technology Applications for Education	3cr
BTST 273 Hardware Support Solutions	3cr
BTST 310 Telecommunications	3cr
BTST 383 Microcomputer Software Solutions	3cr
BTST 401 Web Design	3cr

<b>Marketing Education Certification: (4)</b>	18cr
BTED/COSC/IFMG 101 Microbased Computer Literacy	3cr
DEDU 413 Methods and Evaluation in Marketing Education	3cr
MKTG 433 Advertising	3cr
MKTG 435 Professional Selling and Sales Information Management	3cr
MKTG 436 Retail Management	3cr
MKTG XXX Marketing Elective (advisor approved)	3cr

**(#) Total Degree Requirements:** 120

(\*) See requirements leading to teacher certification, titled "Admission to Teacher Education" in the College of Education and Educational Technology section of this catalog.

- (1) According to Pennsylvania Commonwealth guidelines, students must be certified K-12 and not in separate areas. An exception is Marketing Education.
  - (2) Students electing preparation for Marketing certification are not required to take BTED 312.
  - (3) BTED 309 (1cr) or advisor -approved elective
  - (4) Students can transfer credit from another regionally accredited institution.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

**Major:** 42  
**Required Courses:**

<b>Business Administration Core</b>	27cr
ACCT 201 Accounting Principles I	3cr
ACCT 202 Accounting Principles II	3cr
BLAW 235 Legal Environment of Business	3cr
BTST 321 Business and Interpersonal Communications	3cr
FIN 310 Fundamentals of Finance	3cr
IFMG 300 Information Systems: Theory and Practice	3cr
MGMT 310 Principles of Management	3cr
MKTG 320 Principles of Marketing	3cr
QBUS 215 Business Statistics	3cr

**Business, Computer, and Information Technology Certification:** 15cr

BTED/COSC/IFMG 101 Microbased Computer Literacy	3cr
BTED 470 Technology Applications for Education	3cr
BTST 105 Introduction to Business	3cr
BTST 383 Microcomputer Software Solutions	3cr
BTST 401 Web Design	3cr

**(#) Total Degree Requirements:** 124

(\*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.

- (1) Students can transfer credit from another regionally accredited Institution.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

**Rationale:** The changes are being made so that the business administration core requirements for BCIT certification are enhanced to be more similar to the core requirements of the Eberly College of Business and Information Technology. The changes in the professional education core were made to meet the requirements of the Pennsylvania Department of Education (PDE) specifically for special needs and English Language Learners (ELL).

## 5 Department of French and German—New Course and Course Revisions

### a New Course:

#### **FRNC 102 Basic French II**

**3c-01-3cr**

**Prerequisite:** FRNC 101, or qualifying score on placement test (WebCAPE score between: 260-336), or permission of instructor.

Offered every Spring semester. Special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They can now express commands and directions, and are introduced to the expression of punctual actions in the past. They further investigate the daily lives of native speakers of French around the world.

### b Course Revisions:

#### i **Current Catalog Description:**

##### **FRNC 101 Basic French**

**4c-01-4cr**

For the student beginning the study of French or who needs remedial study before beginning the intermediate sequence. Primary emphasis is on the mastery of French pronunciation and oral communication. Students learn to converse in simple present time and become acquainted with location of Francophone populations and elements of their daily lives. Attendance and Foreign Language Department of Developmental Studies practice is required.

#### **Proposed Catalog Description:**

##### **FRNC 101 Basic French I**

**3c-01-3cr**

**Prerequisite:** Appropriate score on the placement test (WebCape): score below 260

Offered every semester. Not open to native speakers, except by special permission of department. Special focus on aural/oral skills. Students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They become acquainted with elements of daily lives of native speakers of French around the world.

#### ii **Current Catalog Description:**

##### **FRNC 201 College French I**

**3c-01-3cr**

The initiation of college-level mastery of basic language skills and exposure to cultural materials. Supplements beginners' oral competency with more advanced reading and writing. Emphasizes narration in the past. Efforts are made to practice skills and comprehend texts in authentic cultural contexts. Liberal Studies elective credit is given for this course.

**Proposed Catalog Description:**

**FRNC 201 Intermediate French I**

**3c-01-3cr**

**Prerequisite:** FRNC 102, or qualifying score on placement test (WebCAPE score between: 337-402pts), or permission of instructor.

Offered in the semester. Continued study of French; development of listening, reading, speaking, and writing, with special focus on aural/oral skills. Students will learn in a multimedia environment. Students will converse and ask questions in the past. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in the past over an indefinite, undetermined period of time. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world.

**iii Current Catalog Description:**

**FRNC 202 College French II**

**3c-01-3cr**

**Prerequisite:** FRNC 201 or equivalent

Continues the college-level mastery of language skills. The ability to narrate present and past is intended to express opinion and hypothesis. Emphasizes acquiring greater skill in reading literary and cultural texts. Liberal Studies elective credit is given for this course.

**Proposed Catalog Description:**

**FRNC 202 Intermediate French II**

**3c-01-3cr**

**Prerequisite:** FRNC 201, or qualifying score on placement test (WebCAPE score above 402pts), or permission of instructor.

Offered every semester. Development of listening, reading, speaking, and writing with special focus on aural/oral skills. Students will learn in a multimedia environment. Students will narrate and describe in the past, ask and give directions, talk about the future, avoid repetitions of nouns or names by using the proper object pronouns, learn to combine simple sentences, express and understand conditional sentences, express and understand subjective statements, and understand indirect discourse. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world.

**Rationale:** These course revisions and a new course proposal have two purposes: the re-organization and updating of the French service sequence. **Re-organization:** Currently the French service sequence is composed of French 101 (4crs), French 201 (3crs), and French 202 (3crs); the necessary outcome of the sequence is to bring the motivated learners to, at least, a proficiency of Intermediate-mid on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. Failure to reach this benchmark proves extremely detrimental to students who later decide to major in French and who

need a minimum proficiency of advanced-low by the time they graduate. Self-study data have shown in the past two years (2006-2007 and 2007-2008) that the current sequence did not offer enough contact hours to reach the desired outcomes. This makes the transition from French 101 to French 201 distinctly problematic as the same 3 credit class has de facto to cover the beginning-level objectives before tackling the first intermediate objectives. As a consequence, at the end of French 202, many learners do not reach the intermediate level (a majority scored only at the novice-high level on WebCape in 2007-2008), making it highly improbable to reach the required proficiency outcomes for those majoring in French.

After consultation with foreign language education specialists and the Dean of the College of Humanities and Social Sciences, one of the proactive steps agreed upon by the French faculty is to reinstate the French 102 class (3crs) that had been eliminated in 1991, and to bring back the number of contact hours in French 101 to three (3) hours. This will allow the French sequence to include six (6) credit hours at the beginning stage. The new FRNC 101 will better respect the students' language acquisition rate and will render the projected outcomes achievable, even for those who have never studied French prior to enrollment at IUP.

**Updating of the curriculum:** The second pro-active step taken by the French faculty was to acknowledge that simply increasing contact hours would not in and of itself lead to the targeted proficiency at the end of the service sequence. Thanks to Moodle and streaming video and audio programs, FRNC 101 students may now completely immerse themselves in French in class and outside of class. A virtual environment is created that allows them at any time to (a) watch a French film that is correlated to their workbook and textbook, (b) listen to French audio programs that are related to the French film and the curricular objectives of the unit being currently studied, (c) engage in written synchronous communication (chat with each other or with guests from France), (d) engage in asynchronous written communication (leaving messages on bulletin board, Emails, or blogs). This environment allows the French faculty to free a significant amount of class time for practice, explanations, and oral/aural communication. Task-based instruction (TBI) is a method of instruction in the field of Second Language Acquisition that has proven successful. Its main focus is the use of authentic language. It also focuses on having the students doing meaningful tasks using the target language. Assessment is therefore primarily, but not exclusively, based on task outcomes. It is an approach that has been demonstrated to be specifically effective to develop fluency, student intrinsic motivation, and student confidence.

## 6 Liberal Studies Committee—Revised Criteria for First Year Seminar

*First Year Seminar*

The First Year Seminar (FYS) is a required three-credit experience for all first year students. Students are free to enroll in any LBST 199 section being offered, without restriction or prerequisite. These courses should aid students in understanding the interdisciplinary nature of their education. Students should begin to develop skills in critical and creative thinking, discussion and writing and should become acquainted with the values that sustain a community of learners. It is recommended that enrollment in these courses be limited to 25 students.

LBST 199 courses are open only to first year students. Students who transfer to IUP with 21 or more credits from another institution are exempted from the FYS requirement. This course cannot be an introductory course in the student's major nor is it intended to replace an introductory major course. An LBST 199 course taken through a student's major department will not count toward graduation requirements in his or her major. In addition, FYS courses do not fulfill Competency-Across-the-Curriculum (CAC) requirements.

FYS proposals of a cross-disciplinary nature that may be team taught or linked with other Liberal Studies or major's courses are encouraged. LBST 199 courses may be offered by any department based on disciplinary expertise and the criteria outlined below.

#### *First Year Seminar Expected Undergraduate Student Learning Outcomes*

Syllabi for courses designed to fulfill the Liberal Studies First Year Seminar requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

#### *First Year Seminar Required Course Content*

Proposals for courses designed to fulfill the Liberal Studies First Year Seminar requirement must include:

1. Course content addressing the human experience. This criterion is abstract by design and meant to include courses from many different disciplines. To prepare students for the interdisciplinary nature of their education, the course should be designed to offer students

opportunities to make connections among and between disciplines. When appropriate, these courses should explore global events. The following examples are offered as guidance:

- How do science and technology affect the human condition?
  - Do considerations of individual rights or societal well being mandate revisions to our criminal justice policies?
  - Is the creation of or appreciation of art informed by or reflective of cultural points of view?
1. Whenever appropriate, use of primary source materials directly related to the course content.

Proposers of courses designed to fulfill the First Year Seminar requirement are encouraged to include content relating to the development of transitional skills for student academic success and socialization to university life including:

1. Introduction to College: e.g., understanding higher education, its purpose, value and expectations
2. Learning Strategies, Study Skills and Personal Responsibility: e.g., time management and self-motivation
3. Educational and Life Planning: e.g., connecting the present academic experience to future personal and professional goals including choice of major and career
4. Diversity: e.g., lifestyles, sexual orientation, intercultural communication skills and achieving community amidst diversity
5. Student Engagement: e.g., linked curricular and co-curricular experiences, opportunities for service learning and/or peer-to-peer interactive learning activities

## **7 Department of Music—New Course, Course Revisions, Course Catalog Description Changes, and Program Catalog Description Change**

### **a New Course:**

#### **MUSC 128 Opera/Musical in Production Ensemble**

**0c-3l-1cr**

**Prerequisites:** Successful audition and instructor permission

An opportunity with academic credit to make significant contributions to campus opera and musical theater productions, augmenting music coursework in the areas of musical training and performance experience for the singing-actor and the pit orchestra musician. Course work for the ensemble consists of rehearsal and performance of a full-length mainstage opera or musical, culminating in four to eight public performances. Singers in the production ensemble learn performance techniques, characterization skill, and physical coordination and freedom of movement on stage. Instrumentalists in the pit orchestra learn performance and ensemble techniques including challenging reading skills and the ability to interpret a wide variety of musical styles. This is a repeatable course which meets the music department ensemble requirements.

**Rationale:** This course is an elective for students. All music majors are required to participate in two ensembles per semester. All ensembles are open to all university

students by audition.

**b Course Revisions:**

**i Current Catalog Description:**

**MUSC 240 Technology in the Music Classroom 2c-11-2cr**

Introduces the technology resources available for use in the music classroom and with instructional technologies appropriate to their application in K-12 settings. Exposes a variety of media and will have the opportunity to gain familiarity in their use. Emphasizes the use of the computer in the classroom, computer-based instrument, and Musical Instrument Digital Interface (MIDI).

**Proposed Catalog Description:**

**MUSC 240 Technology in the Music Classroom 2c-11-2cr**

Introduces the technology resources available for use in the music classroom and the instructional technologies appropriate for application in K-12 settings including applications for students with disabilities. Students will be exposed to a variety of media and will have the opportunity to gain familiarity in their use. Emphasizes the use of the computer in the music classroom, web-based technologies, and music software.

**Rationale:** Because this is a class dealing with current technology, change over time is inevitable. The revision not only updates the syllabus to account for these changes in technology, but also for the inclusion of material for working with Students with Disabilities as requested by the Pennsylvania Department of Education (PDE).

**ii Current Catalog Description:**

**MUSC 337 General/Choral Methods 2c-11-2cr**

**Prerequisite:** MUSC 212

A pedagogical overview of music methods related to general and choral music curricula for the middle school, junior high, and high school. Emphasizes the complex factors of adolescent behavior and physiology, administrative issues, performance expectations, and conceptually based learning which influence music teaching at this level.

**Proposed Catalog Description:**

**MUSC 337 General/Choral Methods 2c-11-2cr**

**Prerequisites:** MUSC 111, 112, 211, 212

A pedagogical overview of music methods related to general and choral music curricula for the middle school, junior high, and high school. Emphasizes the complex factors of adolescent behavior and physiology, administrative issues,



music.

<b>MUSC 129 University Symphony Orchestra</b>	<b>0c-5l-0/1cr</b>	<b>MUSC 129 University Symphony Orchestra</b>	<b>0c-5l-0/1cr</b>
		<b>Prerequisite:</b> Music major or instructor permission	
		Provides experience performing standard orchestral repertoire as well as new and unusual works for orchestra.	
<b>MUSC 130 String Ensemble</b>	<b>0c-2l-0/1cr</b>	<b>MUSC 130 String Ensemble</b>	<b>0c-2l-0/1cr</b>
		<b>Prerequisite:</b> Music major or instructor permission	
		Provides string players an experience with music from Baroque works of Vivaldi, Handel, and Bach to the new and experimental.	
<b>MUSC 131 University Wind Ensemble</b>	<b>0c-3l-0/1cr</b>	<b>MUSC 131 University Wind Ensemble</b>	<b>0c-3l-0/1cr</b>
		<b>Prerequisite:</b> Music major or instructor permission	
		Provides a large ensemble experience for woodwind, brass, and percussion performers.	
<b>MUSC 133 Woodwind Ensemble</b>	<b>0c-2l-0/1cr</b>	<b>MUSC 133 Woodwind Ensemble</b>	<b>0c-2l-0/1cr</b>
		<b>Prerequisite:</b> Music major or instructor permission	
		Provides a chamber ensemble experience for woodwind performers.	
<b>MUSC 134 University Chorus</b>	<b>0c-3l-0/1cr</b>	<b>MUSC 134 University Chorus</b>	<b>0c-3l-0/1cr</b>
		<b>Prerequisite:</b> Music major or instructor permission	
		A large, mixed chorus that performs major works each semester.	
<b>MUSC 135 Jazz Ensemble</b>	<b>0c-3l-0/1cr</b>	<b>MUSC 135 Jazz Ensemble</b>	<b>0c-3l-0/1cr</b>
		<b>Prerequisite:</b> Music major or instructor permission	
		The study and performance of all styles of jazz including swing, Latin, rock fusion, and other contemporary idioms.	
<b>MUSC 136 Advanced Jazz Ensemble</b>	<b>0c-3l-0/1cr</b>	<b>MUSC 136 Advanced Jazz Ensemble</b>	<b>0c-3l-0/1cr</b>
		<b>Prerequisite:</b> Music major or instructor permission	
		Performs a mixture of jazz styles from Latin to Swing, Ballads to Fusion	
<b>MUSC 153 Class Piano I</b>	<b>1c-1l-1cr</b>	<b>MUSC 153 Class Piano I</b>	<b>1c-1l-1cr</b>
For students with no significant background in piano who need to develop functional keyboard skills. Emphasizes harmonizing melodies and playing simple accompaniments.		For music majors with no significant background in piano who need to develop functional keyboard skills. Emphasizes harmonizing melodies and playing simple accompaniments.	
<b>MUSC 154 Class Piano II</b>	<b>1c-1l-1cr</b>	<b>MUSC 154 Class Piano II</b>	<b>1c-1l-1cr</b>
A continuation of Class Piano I.		A continuation of Class Piano I; for music majors.	
<b>MUSC 215 Theory III</b>	<b>3c-0l-3cr</b>	<b>MUSC 215 Theory III</b>	<b>3c-0l-3cr</b>
<b>Prerequisites:</b> MUSC 115, 116		<b>Prerequisites:</b> MUSC 115, 116, with a grade of C or better	
An extension of the techniques of the eighteenth and		or Satisfactory.	

nineteenth centuries to include modulation, altered chords, more advanced musical forms, and contrapuntal procedures.

**MUSC 216 Theory IV 3c-01-3cr**

**Prerequisites:** MUSC 115, 116, 215

An extension of the techniques of the eighteenth and nineteenth centuries to include modulation, altered chords, more advanced musical forms, and contrapuntal procedures. Theory IV concentrates largely on music and materials of the present century.

**MUSC 217 Keyboard Harmony I 1c-11-1cr**

**Prerequisite:** Nominal facility at keyboard

Designed to develop keyboard skills so the student may realize and produce in sound basic harmonic progressions.

**MUSC 218 Keyboard Harmony II 1c-11-1cr**

**Prerequisite:** MUSC 217

A continuation of Keyboard Harmony I, involving chromatic harmony and more complex progressions.

**MUHI 301 Music History I 3c-01-3cr**

**Prerequisites:** ENGL 101, 202, HIST 195, 305

An intensive study of the history and style of Medieval, Renaissance, and Baroque music. Considerable analytical listening required.

**MUHI 302 Music History II 3c-01-3cr**

**Prerequisite:** MUHI 301 or permission

An intensive study of the history and styles of Classical, Romantic, and twentieth-century music to 1950. Considerable analytical listening required.

**MUHI 322 Medieval and Renaissance Music 3c-01-3cr**

An intensive study of the plainchant foundations in the early Middle Ages; the origins of polyphony; sacred and secular music of the thirteenth to the sixteenth centuries; special emphasis on Dufay, Josquin, Palestrina, and their contemporaries.

**MUHI 325 The Romantic Era 3c-01-3cr**

A survey of music from about 1800 to 1910, with attention directed to the earlier romantic composers such as Beethoven, Schubert, Mendelssohn, and Berlioz through

An extension of the techniques of the eighteenth and nineteenth centuries to include modulation, altered chords, more advanced musical forms, and contrapuntal procedures.

**MUSC 216 Theory IV 3c-01-3cr**

**Prerequisites:** MUSC 115, 116, 215, with a grade of C or better or Satisfactory.

An extension of the techniques of the eighteenth and nineteenth centuries to include modulation, altered chords, more advanced musical forms, and contrapuntal procedures. Theory IV concentrates largely on music and materials of the present century.

**MUSC 217 Keyboard Harmony I 1c-11-1cr**

**Prerequisite:** MUSC 212, MUSC 216, with a grade of C or better or Satisfactory.

Applied Piano Juries A, B, or C, or equivalent piano preparation upon approval of the instructor. Designed to develop keyboard skills so the student may realize and produce in sound basic harmonic progressions.

**MUSC 218 Keyboard Harmony II 1c-11-1cr**

**Prerequisite:** MUSC 217, with a grade of C or better or Satisfactory.

A continuation of Keyboard Harmony I, involving chromatic harmony and more complex progressions.

**MUHI 301 Music History I 3c-01-3cr**

**Prerequisites:** MUHI 102 ENGL 101, 202, HIST 195

An intensive study of the history and style of Medieval, Renaissance, and Baroque music. Considerable analytical listening required.

**MUHI 302 Music History II 3c-01-3cr**

**Prerequisite:** MUHI 102, ENGL 101, 202, HIST 195

An intensive study of the history and styles of Classical, Romantic, and twentieth-century music to 1950. Considerable analytical listening required.

**MUHI 322 Medieval and Renaissance Music 3c-01-3cr**

**Prerequisite:** MUHI 301, 302

An intensive study of the plainchant foundations in the early Middle Ages; the origins of polyphony; sacred and secular music of the thirteenth to the sixteenth centuries; special emphasis on Dufay, Josquin, Palestrina, and their contemporaries.

**MUHI 325 The Romantic Era 3c-01-3cr**

**Prerequisite:** MUHI 301, 302

A survey of music from about 1800 to 1910, with attention

the later romantic composers such as Wagner, Tchaikowsky, Mahler, and Dvorak, as well as others.

directed to the earlier romantic composers such as Beethoven, Schubert, Mendelssohn, and Berlioz through the later romantic composers such as Wagner, Tchaikowsky, Mahler, and Dvorak, as well as others.

**Rationale:** Descriptions were added to courses that had none and prerequisites were changed on others.

**d Program Catalog Description Change:**

**Current Catalog Program Description Paragraph 3:**

The program leading to the Bachelor of Arts degree with a major in Music has been designed to give the student a general experience in music. The student seeking this degree has the choice of three tracks: Music/General Studies Track, Music History/Literature, or Music Theory/Composition.

**Proposed Catalog Description Paragraph 3:**

The program leading to the Bachelor of Arts degree with a major in Music has been designed to give the student a general experience in music. The student seeking this degree has the choice of three tracks: Music/General Studies Track, Music History/Literature, or Music Theory/Composition. Students wanting to choose the Theory/Composition Track must audition to enter the Music Department in any other music degree. Entrance to the Theory/Composition Track occurs after completion of Theory I-IV, Theory Skills I-IV, and Composition I, which, for the prospective major, is to be taken concurrently with Theory IV and Theory Skills IV. On completion of these courses with a 3.00 credit point average or higher, the Theory Composition Area Coordinator will advise the student into the Bachelor of Arts Music Degree, Theory/Composition Track. The prospective major must begin study of piano (either Class Piano or Applied Piano, depending on the results of the piano audition) within the freshman year in order to complete the 14 credit piano requirement within 4 years.

**Rationale:** To clarify and delineate the current departmental practice regarding students wishing to enter the Theory/Composition Track of the Bachelor of Arts Music. It is unusual for incoming prospective students to have a portfolio of compositions upon which their acceptance into the program can be based. It is only after the initial study of Theory I-IV, Theory Skills I-IV (required of all music majors), and a beginning in Composition, Composition I, that the department faculty can fairly assess a student's prospects for a productive future in the area of Theory/Composition. The final sentence of the proposed change/addition is an attempt to clarify current department practice concerning the study of piano in the freshman year for the prospective Theory/Composition Track major.

**8 Department of Theater and Dance—Change of Program Title and Program Catalog Description:**

## **Current Catalog Description Under Major in Interdisciplinary Fine Arts:**

### **Musical Theater Track**

The Interdisciplinary Fine Arts degree focuses on music theater with a full integration of music, dance and theater. Students must audition in music, theater and dance. In order to be accepted into this track, a student would need to pass the audition in music and a second audition in either theater or dance. As students plan their program, they need to be aware that a State System Board of Governor's policy states that at least 40 percent of the coursework in a degree must consist of courses numbered 300 and above.

## **Proposed Catalog Description Under Department of Theater and Dance:**

### **Major in Musical Theater**

The BA in Musical Theater provides the opportunity for students to focus their studies specifically on musical theater performance. In cooperation with the Department of Music, students take classes in theatre, music and dance to prepare themselves to become actor/singer/dancers. In order to be accepted into this degree, a student must pass auditions for both music and theater. This program of study promotes and achieves the goals of a well-rounded liberal arts education. The primary aim of the degree program is to provide general education through the discipline and to prepare students for advanced study in professional theatre training programs and graduate schools.

## **9 College of Fine Arts—New Course**

### **FIAR 101 Introduction to the Arts**

Introduces the basic concepts and significance of art, music and theater. For each of these arts, students will learn the basic elements, gain an over view of artistic styles, and be exposed to representative artworks, as well as actually experiencing and responding to arts events.

**Rationale:** This course allows the involved departments to provide service to the Punxsutawney campus. This course is designed to meet the requirement for the 101 level in Liberal Studies for all students, though designed for non-majors. It is the only cross-departmental course of its kind to incorporate a multi-disciplinary approach to an introductory level class. If it should be necessary for a student who fails this course to exercise the D/F course repeat option, any one of the following courses may be substituted: ARHI 101, MUHI 101, THTR 101, or DANC 102.

## **10 Department of Computer Science—Course Revision**

### **Current Catalog Description:**

#### **COSC 493 Internship in Computer Science**

**var-12cr**

**Prerequisites:** COSC 300, COSC 310, COSC 315, COSC 319, COSC 380, other courses depending on type of internship position desired, Completion of application, and Selection

by a faculty committee.

Positions with participating companies provide students with paid experience in Computer Science under supervision of the companies and faculty. Requirements include three on-site consultations two university consultations, completion of progress reports, oral presentation, and a final cumulative paper. Offered only to students during the second semester and summer of their junior year or the summer and first semester of their senior year. No more than 4cr of COSC 493 may be applied toward the credit hour requirements for a major in Computer Science.

### **Proposed Catalog Description:**

#### **COSC 493 Internship in Computer Science**

**var-6-12cr**

**Prerequisites:** COSC 105, COSC 110, COSC 210, COSC 220 (except L&S track), COSC 300, COSC 310, COSC 319, COSC 341, COSC 380, other courses depending on type of internship position desired, completion of application, and selection by a faculty committee. COSC 319, COSC 341, and COSC 380 prerequisite may be waived when registering for first 6 credit hours.

Positions with participating companies provide students with paid experience in Computer Science under supervision of the companies and faculty. Requirements include three on-site consultations (one during first 6 credit hours and two in final 6 credit hours), two university consultations (one during first 6 credit hours and one in final 6 credit hours), completion of progress reports, oral presentation (final 6 credit hours only), and a final cumulative paper (final 6 credit hours only). An internship is offered only to students who have completed their sophomore year. No more than 2 credit hours of the first 6 credit hours of COSC 493 and 2 credit hours of the last 6 credit hours of COSC 493 may be applied toward the credit hour requirement for a major in Computer Science. Internship can be completed as one 12 credit hour unit over a minimum of 23 weeks or in two 6 credit hour units each over a minimum of 12 weeks. COSC 493 is designated writing intensive. As such, an internship requires completion of designated writing intensive components.

**Rationale:** Many corporations are employing students in summer internship positions. However, our current internship program does not accommodate these positions. Furthermore, the need to support internships over the summer is a need identified by our corporate advisory board. This revision enables students to receive college credit for these internship experiences.

The current internship is designated as writing intensive. Only completion of a full 12 credits (either as one unit or two 12-week units) requires completion of all the writing assignments as currently prescribed in the syllabus of record. Therefore only the 12 credit internship or the second 6 credit internship is designated as writing intensive. The L&S track was recently revised in preparation of ABET accreditation to not include COSC 220.

For all tracks in Computer Science COSC 315 was removed from the Computer Science core and has been replaced by COSC 341. While the courses COSC 105, 110, 210, and 220 (except L&S track) are implicitly required, since they are prerequisites to the courses listed, these have been added to the list of prerequisite courses to maintain consistency. The “After

completing 12 Credit Hours of Internship” was changed to “After completing 6 Credit Hours of Internship” to accommodate students completing internships as two 6 credit units. The return to campus after completing 6 credit hours is sufficient to meet the goal of disseminating the internship experiences to other students.

## 11 Department of Geosciences—Course Number Changes

<b>Current Course Numbers/Titles:</b>	<b>Proposed Course Numbers/Titles:</b>
<b>GEOS 250 Geology of National Parks</b>	<b>GEOS 150 Geology of National Parks</b>
<b>GEOS 251 The Age of Dinosaurs</b>	<b>GEOS 151 The Age of Dinosaurs</b>
<b>GEOS 252 Physical Resources of the Earth</b>	<b>GEOS 152 Physical Resources of the Earth</b>
<b>GEOS 253 Forensic Geology</b>	<b>GEOS 153 Forensic Geology</b>
<b>GEOS 254 Exploration of Space</b>	<b>GEOS 154 Exploration of Space</b>

**Rationale:** The change in course numbers is proposed to be consistent with the Geoscience Department’s new program where all introductory level courses for non-majors are numbered as 100 level courses.

## 12 Department of Food and Nutrition—Course Revisions and Course Title Changes

### i Current Catalog Description:

**FDNT 150 Foods** **3c-0l-3cr**  
**Prerequisite:** CHEM 101 or 111  
**Corequisite:** FDNT 151  
 Basic principles of food: composition, sanitation, preparation, and preservation.

### Proposed Catalog Description:

**FDNT 150 Foods** **3c-0l-3cr**  
**Prerequisite:** Grade of C or higher in FDNT 151, and CHEM 101 or 111  
 Basic principles of food: composition, sanitation, preparation, and preservation.

### ii Current Catalog Description:

**FDNT 151 Foods Laboratory** **1c-3l-1cr**  
**Corequisite:** FDNT 150  
 Application of basic principles of food preparation.

### Proposed Catalog Description:

**FDNT 151 Foods Laboratory** **0c-3l-1cr**  
**Prerequisites:** CHEM 101 or 111  
 Application of the basic principles of food preparation.

**iii Current Catalog Description:**

**FDNT 213 Life Cycle Nutrition 3c-0l-3cr**

**Prerequisites:** FDNT 212

A detailed study of nutrition which applies information from FDNT 212 to all stages of the life cycle; current issues and research as they impact on these developmental stages.

**Proposed Catalog Description:**

**FDNT 213 Life Cycle Nutrition 3c-0l-3cr**

**Prerequisites:** Grade of C or higher in FDNT 212

A detailed study of nutrition during all stages of the human life cycle; current issues and research as they impact on these developmental stages.

**iv Current Catalog Description:**

**FDNT 355 Nutrition in Disease I 3c-0l-3cr**

**Prerequisites:** FDNT 212, BIOL 155 or 150-151

Basic tools for diet modification: food exchange systems; interviewing techniques; nutrition assessment; professional practice; dietary treatment of caloric imbalance, diabetes, and cardiovascular disease. Taught Fall semester only.

**Proposed Catalog Description:**

**FDNT 355 Medical Nutrition Therapy I 3c-0l-3cr**

**Prerequisites:** Grade of C or higher in FDNT 212, and BIOL 155 or BIOL 150/151

Interpretation of anthropometric, laboratory, clinical, and dietary data in nutrition assessment. Pathophysiology of and evidence based medical nutrition therapy for caloric imbalance, diabetes, and cardiovascular diseases. Use of food exchange systems in diet prescription and menu planning.

**v Current Catalog Description:**

**FDNT 364 Methods of Teaching 3c-0l-3cr**

**Prerequisite:** FDNT 213

Current teaching techniques and resource materials in nutrition education are emphasized. Emphasizes all forms of nutrition education, including classroom instruction, in-service training of employees, and community based education.

**Proposed Catalog Description:**

**FDNT 364 Methods of Teaching Food and Nutrition 3c-0l-3cr**

**Prerequisite:** Grade of C or higher in FDNT 213

Focuses on nutrition education methods to support health-promoting dietary behaviors for different populations in a variety of settings. Provides experience in the

development of theory-based educational programming via assessing needs, developing objectives, creating/selecting accompanying materials and activities, implementing appropriate instructional strategies, assessment and evaluation.

**vi Current Catalog Description:**

**FDNT 455 Nutrition in Disease II** **3c-0l-3cr**

**Prerequisite:** FDNT 355

Dietary treatment of disorders of the gastrointestinal, renal, cardiovascular, and hepatic systems; inborn errors of metabolism; allergies; cancer. Therapeutic quackery. Food sampling experiences. Taught Spring semester only.

**Proposed Catalog Description:**

**FDNT 455 Medical Nutrition Therapy II** **3c-0l-3cr**

**Prerequisites:** Grade of C or higher in FDNT 355

Pathophysiology of and evidence based medical nutrition therapy for disorders of the gastrointestinal, renal, hepatic, and immune systems, inborn errors of metabolism, cancer. Nutrition support.

**vii Current Catalog Description:**

**FDNT 470 Human Food Consumption Patterns** **3c-0l-3cr**

**Prerequisites:** One social science course and junior standing

An exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors discussed include agronomic, economic, geographic, sociologic, nutritional, political, and psychological factors. The ethics and morality of food distribution are discussed. Students may not enroll in this course if they have taken the corresponding section of LBST 499.

**Proposed Catalog Description:**

**FDNT 470 Human Food Consumption Patterns** **3c-0l-3cr**

**Prerequisite:** One social science course

Exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be discussed include: agronomic, economic, geographical, nutritional, political, sociological, and psychological factors. The ethics and morality of food distribution will be discussed. Students may not enroll in this course if they have taken the corresponding section of LBST 499 Food and Culture

**Rationale:** Updated syllabi were created for all of these courses.

**13 Eberly College of Business and Information Technology—College Academic Policy Revision**

## **Current Catalog Description:**

### **ECOBIT Academic Policies**

#### **Junior Standing**

To be accepted for junior standing a business major must have:

- Accumulated 57 credits or more of academic credit
- Achieved a minimum 2.0 cumulative GPA
- Successfully completed the following courses: ACCT 201, 202, BLAW 235, BTED/COSC/IFMG101, ECON 121, 122, ENGL101, 202, MATH 115, 214, P SYC 101, and QBUS215.

Business majors (except Business Education) who have not achieved junior standing are normally not permitted to enroll in 300- or 400- level courses in the Eberly College of Business and Information Technology (ECOBIT). Those who have at least 57 credits with a 2.0 or better cumulative GPA but who have not completed one or more of the required courses listed above may, with permission, enroll on a one-time-only basis in up to 9 credits of 300- level Eberly College of Business and Information Technology courses.

## **Proposed Catalog Description:**

### **ECOBIT Academic Policies**

#### **Junior Standing**

To be accepted for junior standing a business major must have:

- Accumulated 57 credits or more of academic credit
- Achieved a minimum 2.0 cumulative GPA
- Successfully completed the following courses: ACCT 201, 202, BLAW 235, BTED/COSC/IFMG101, ECON121, 122, ENGL 101, 102, MATH 115, 214, PSYC101, and QBUS 215.

Business majors are required to have achieved junior standing before enrolling in 300- or 400- level courses in the Eberly College of Business and Information Technology. Students who have not completed the junior standing requirements, may, with permission from the Dean or Dean's designee, enroll in 300- or 400- level courses in the Eberly College of Business and Information Technology, however, they may be expected to schedule courses during the winter and/or summer sessions in order to meet the requirements in a timely manner.

**Rationale:** The statement “enroll on a one-time-only basis in up to 9 credits” is being removed because an increasing number of students are entering the business program with either MATH 100 or 105, it is difficult for them to complete the math sequence required for Junior Standing within the first two years. This potential five course sequence: MATH 100

105, 115, 214, and QBUS 215, has resulted in the necessity to grant junior standing waivers in excess of the one-time only. The recommended change will not create any academic or pedagogical concerns and will eliminate the numerous violations of the current policy.

The statement: “may be expected to schedule courses during the winter and/or summer sessions in order to meet the requirement in a timely manner” is being added so that it will provide added emphasis on the importance of completing the requirements in a timely manner. The statement (except Business Education) is being removed because these students must now complete the junior standing requirements.

#### **14 Department of Nursing and Allied Health Professions—Revised Program Catalog Description**

##### **Current End of Catalog Description:**

The Bachelor of Science degree with a major in Nursing is offered for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP’s admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.

##### **Proposed End of Catalog Description:**

The Bachelor of Science degree with a major in Nursing is offered for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP’s admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.

Change of major applications and criteria are available in the Nursing Department Office. Change of majors are granted based on meeting the criteria and seat availability.

**Rationale:** Seats for clinical courses in nursing are limited. Students are placed for clinical in local health-care agencies which limits the number of students that may be placed at the site. The department receives a large number of change of major applications each year and frequently turns even qualified students away because of limited clinical seats. A statement in the catalog provides fair notice to students that the nursing program cannot always accept change of major requests.

#### **15 Department of Management Information Systems and Decision Sciences—Course Revision and Catalog Description Change**

##### **Current Catalog Description:**

**QBUS 215 Business Statistics**

**3c-01-3cr**

**Prerequisite:** MATH 115, 214

Expands upon the probabilistic concepts developed in MATH 214 to orient the student toward managerial decision making using quantitative methodologies. Topics include classical regression analysis, forecasting, Bayesian decision theory, linear programming, and simulation.

**Proposed Catalog Description:**

**QBUS 215 Business Statistics**

**3c-01-3cr**

**Prerequisite:** MATH 214

Expands upon the probabilistic concepts developed in MATH 214 to orient the student toward managerial decision making using quantitative methodologies. Topics include classical regression analysis, forecasting, Bayesian decision theory, linear programming, and simulation.

**Rationale:** The current prerequisite for MATH 115 Applied Mathematics for Business is not necessary to the content of this course. The current Syllabus of Record makes no mention of calculus practices or theory and therefore, this is simply a catalog description change rather than a course change. This prerequisite places an unnecessary constraint on the student's enrollment in this class, the knowledge learned in MATH 115 is not applied directly to this class, and is not necessary for the student's completion of the class assignments or overall objectives. The course objectives have also been changed to recognize the current environment in business and the importance of presenting and discussing the significance of business statistics. The addition/changes will also enable us to map our course objectives with the program goals that have been established by inclusion in the course content as detailed in the course outline, along with in-class discussion and testing.

**16 Department of Management—New Courses, Course Revisions, Program Proposal for Online Delivery**

**a New Courses:**

**MGMT 375 Social Entrepreneurship**

**3c-01-3cr**

**Prerequisite:** MGMT 275 for nonbusiness majors.

Designed for students who are interested in starting or working in a Not for Profit Enterprise (NPE). Covers topics such as financing an NPE, developing an NPE start-up model, using NPEs to generate social value, and developing an entrepreneurial philanthropy towards NPEs.

**Rationale:** This course will explore concepts of Social Entrepreneurship and Not for Profit Enterprise (NPE). Students will learn essential steps of launching, building, and driving a NPE. The course will cover best practices in NPE creation and early stage management. NPEs make up the 3<sup>rd</sup> largest segment of the US economy and thus an important area for study.

**MGMT 425 Franchising Methods and Management**

**3c-01-3cr**

**Prerequisite:** MGMT 275 for nonbusiness majors

Covers the principles and activities involved in starting and managing a new franchise from the perspective of the franchiser and franchisee.

**Rationale:** This course is designed for students who hope to open a franchise business and also to those students who believe they will be able to someday franchise their own business. Topics covered in this course will include discussing the advantages and disadvantages of franchises, laws and regulations, forms of franchising, franchise contracts, and current trends in franchising. Students will be able to read and evaluate the Franchise Disclosure Documents (FDD).

**b Course Revisions and Catalog Description Change:**

**i Current Catalog Description:**

**MGMT 310 Principles of Management**

**3c-01-3cr**

Provides the student with an in-depth identification and understanding of the relevant theories, concepts, and principles underlying the management function.

**Proposed Catalog Description:**

**MGMT 310 Principles of Management**

**3c-01-3cr**

Provides the student with an in-depth identification and understanding of the relevant theories, concepts, and principles underlying the management function.

**ii Current Catalog Description:**

**MGMT 330 Production and Operations Management**

**3c-01-3cr**

**Prerequisite:** MATH 115, 214, junior standing, Eberly College of Business and Information Technology or approved major

A study of the process of converting an organization's inputs into outputs whether in goods-producing or service industries. Provides an overview of concepts, tools, and techniques used in management of production and operations function in organizations.

**Proposed Catalog Description:**

**MGMT 330 Production and Operations Management**

**3c-01-3cr**

**Prerequisite:** MATH 115, 214, junior standing, Eberly College of Business and Information Technology or approved major

Study of converting an organization's inputs into outputs whether in goods-producing or service industries. Provides an overview of concepts, tools,

and techniques used in management of the production and operations function in organizations.

**Rationale:** Course has been updated and the course objectives have been mapped to the program goals that have been for the college.

- c **Program Proposal for Online Delivery for B.S. in General Management for Post Bachelorette students was approved by the UWUCC.**

**17 Department of Marketing—Program Proposal for Online Delivery**

**Program Proposal for Online Delivery for B.S. in Marketing for Post Bachelorette students was approved by the UWUCC.**

**18 Department of Philosophy--New Course**

**PHIL 360 Philosophy of the Mind** **3c-01-3cr**

**Prerequisites:** Philosophy major or minor, or junior or senior standing, or instructor permission.

Focuses on the Mind-Body Problem. Topics covered may include dualism, logical behaviorism, identity theories, functionalism, various forms of physicalism, mental causation, reductionism, and consciousness.

**Rationale:** The course will become part of the philosophy major “area courses” requirement. It will be designed primarily for philosophy majors, but will be suitable for other students as well. The course will be open to Philosophy majors and minors, other students of junior or senior standing, or others with instructor permission. There is no other course into which all this content can be incorporated.

**19 Department of Mathematics—Course Revisions and Catalog Description Changes**

- i **MATH 151 Elements of Mathematics I** **3c-01-3cr**

Topics included are sets, concepts of logic, mathematical systems, systems of numeration, developing the set of integers, rational numbers, and real numbers.

**Proposed Catalog Description:**

**MATH 151 Elements of Mathematics I** **3c-01-3cr**

**Prerequisite:** Appropriate Major: ELED, ECED, EDEX, SPLP, EDHL, FCSE, ARED, CDFR, or MIDL

Topics included are sets, concepts of logic, mathematical systems, systems of numeration, developing the set of integers, rational numbers, and real numbers.

**Rationale:** MATH 151 has been limited to selected majors for many years. The content of this course is not appropriate for all majors. The limitation has been

recognized under the liberal studies requirements, but not in the catalog description. This change formalizes this limitation to specific majors. In addition the syllabus has been updated.

**ii Current Catalog Description:**

**MATH 152 Elements of Mathematics II 3c-01-3cr**

**Prerequisite:** MATH 151

Topics included are sentences in one variable, sentences in two variables, nonmetric geometry, metric geometry, coordinate geometry, introduction to statistics and probability, computers, and calculators.

**Proposed Catalog Description:**

**MATH 152 Elements of Mathematics II 3c-01-3cr**

**Prerequisite:** MATH 151

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

**Rationale:** The course content has evolved over the years. Algebra is now part of MATH 151. Working with computers and calculators is integral to the course content rather than a separate topic. Changes in wording about geometry make the description more clear; the topics in geometry remain the same. In addition the syllabus has been updated to be consistent with the content prescribed in the new state guidelines.

**iii Current Catalog Description:**

**ELED 313 Teaching Mathematics in the Elementary School 3c-01-3cr**

**Prerequisites:** MATH 151, 152, and one of ELED 257, ECED 280, EDEX 222 or 231

Examines contemporary curriculum and methods of instruction used in elementary school mathematics. Students become acquainted with books, materials, and other resources helpful to prospective teachers. Activities include experiences in teaching elementary school mathematics.

**Proposed Catalog Description:**

**ELED 313 Teaching Mathematics in the Elementary School 3c-01-3cr**

**Prerequisites:** MATH 152 and ECED 280

Examines contemporary curriculum and methods of instruction used in elementary school mathematics (Grades 2-4). Students become acquainted with books, materials, and

other resources helpful to prospective teachers. Activities include experiences in teaching elementary school mathematics.

**iv Current Catalog Description:**

**MATH 320 Mathematics for Early Childhood 3c-01-3cr**

**Prerequisites:** MATH 151, Early Childhood Education/PreK-Grade 6 major  
Studies child-centered, activity-oriented mathematics programs for early childhood education. Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials. Topics include pre-number activities, number activities, numeration, operations on whole numbers, estimation, rational numbers, geometry, measurement, probability, statistics, and problem solving.

**Proposed Catalog Description:**

**MATH 320 Mathematics for Early Childhood 3c-01-3cr**

**Prerequisites:** MATH 152 and ECED 200  
Studies child-centered, activity-oriented mathematics programs for early childhood Education (PreK-Grade 1). Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials.

**Rationale:** The current list of prerequisites was replaced with MATH 152. New state teacher training guidelines mandate a change that combines the early childhood program with elementary education. The new program for Grades pre-K to 4 requires MATH 152 which lays a content foundation for this course. MATH 151 is redundant since it is a prerequisite for MATH 152. The restriction on major is not needed. The list of topics in the current description is redundant to the course outline and not necessary in the catalog description.

**20 Department of Journalism—Course Revisions and Program Revision**

**a Course Revisions:**

**i Current Catalog Description:**

**JRNL 328 News Reporting 3c-01-3cr**

**Prerequisites:** JRNL 102, 105, 220, majors only  
Includes instruction in writing the news story, preparing copy, interviewing, covering special events, and similar reporting activities.

**Proposed Catalog Description:**

**JRNL 328 News Reporting** **3c-0l-3cr**

**Prerequisites:** JRNL 102, 105, 220, majors only  
 Includes instruction in writing the news story, preparing copy, interviewing, covering special events, and similar reporting activities.

**ii Current Catalog Description:**

**JRNL 493 Internship** **var-6-12cr**

**Prerequisites:** JRNL 102, 105, 220, 328, department approval  
 On-the-job training opportunities in journalism and related areas.  
 Maximum of 6cr may be applied to 30cr minimum of major.

**Proposed Catalog Description:**

**JRNL 493 Internship** **var-6-12cr**

**Prerequisites:** JRNL 102 (a grade of C or better), 105 (a grade of C or better), 220 (a grade of C or better), 328 (a grade of C or better), department approval  
 On-the-job training opportunities in journalism and related areas.  
 Maximum of 6cr may be applied to 30cr minimum of major.

**b Program Revision:**

**Current Program:**

**Bachelor of Arts—Journalism**

**Liberal Studies:** As outlined in Liberal Studies section 53-55  
 with the following specifications:  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with JRNL prefix

**College:** **0-6**  
**Major:** **30**  
**Required Courses:**  
 JRNL 102 Basic Journalistic Skills 3cr  
 JRNL 105 Journalism and the Mass Media 3cr  
 JRNL 220 Writing for the Print Media 3cr  
 JRNL 328 News Reporting 3cr  
**Controlled Electives:**  
 Other JRNL courses (as listed in this catalog) (2) 18cr

**Other Requirements:** **0**  
 Department recommends a planned program of dual major, minor(s), or electives (3, 4)

**Free Electives:** **29-37**

**Proposed Program:**

**Bachelor of Arts—Journalism**

**Liberal Studies:** As outlined in Liberal Studies section 53-55  
 with the following specifications:  
**Mathematics:** 3cr  
**Liberal Studies Electives:** 9cr, no courses with JRNL prefix

**College:** **0-6**  
**Major:** **30**  
**Required Courses:**  
 JRNL 102 Basic Journalistic Skills\* 3cr  
 JRNL 105 Journalism and the Mass Media\* 3cr  
 JRNL 220 Writing for the Print Media\* 3cr  
 JRNL 328 News Reporting\* 3cr  
**Controlled Electives:**  
 Other JRNL courses (as listed in this catalog) (2) 18cr

**Other Requirements:** **0**  
 Department recommends a planned program of dual major, minor(s), or electives (3, 4)

**Free Electives:** **29-37**

**Total Degree Requirements:****120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Max of 6cr of internship applied to major.
- (3) Students may take no more than 15cr outside the College of Humanities and Social Sciences without prior approval of advisor.
- (4) Majors in the public relations sequence should make every effort to schedule BTST 321, MKTG 320, and MKTG 433.

**Total Degree Requirements:****124**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Max of 6cr of internship applied to major.
- (3) Students may take no more than 15cr outside the College of Humanities and Social Sciences without prior approval of advisor.
- (4) Majors in the public relations sequence should make every effort to schedule BTST 321, MKTG 320, and MKTG 433.
  - \* A grade of C or better required for graduation with a degree in journalism.

**Rationale:** Journalism is a highly competitive field. JRNL 328 is part of the core requirements for the major, which indicate whether a student may succeed in this field. Failure to master 70% of the course content is a strong indication that the student is a weak candidate for employment and/or graduate study. Likewise students need a C or better in the other core courses in order to graduate.

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

**FOR INFORMATION**

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

**CRIM 790 Seminar in the Contemporary Judicial System**  
**NURS 610 Health Promotion and Social Issues**  
**NURS 619 Leadership Strategies for Nursing**  
**EDEX 581 A Theoretical and Practical Introduction to Autism Spectrum Disorders**  
**ELR/HSAD 631 Human Resource Management in the Public Sector**  
**NURS/HSAD 614 Health Policy**  
**FIN 424/524 International Financial Management**  
**NURS 628 Advanced Professional Role Development**  
**EDEX 581 Teaching with Web 2.0**  
**EDEX 581 Technology and Differentiated Instruction**

**FOR ACTION:**

**1 New Course**

**Name of Program:** Master of Science in Nursing

**Sponsoring Department:**  
Nursing

**Catalog Start Term:** Fall 2010

**NURS 622: The Practice of Nursing Research I** **3 cr.**

**Course Description:**

Catalogue Description: Examine the conceptual, theoretical, and ethical contexts of nursing research. Concepts of statistical theory, measurement strategies, and data collection issues are presented, as they are applicable to nursing research.

**Rationale:**

This course is being revised because of student and faculty data suggesting that there was too much emphasis on statistical analysis and less focus on the application of research content. Some statistical content was removed from the course to allow for more emphasis on research critique and application.

## 2 New Course

**Name of Program:** Master of Science in Nursing

**Sponsoring Department:** Nursing

**Catalog Start Term:** Fall 2010

**NURS 623: The Practice of Nursing Research II** **3 cr.**

### **Course Description**

Use of evidence based practice in the advanced practice role. The student will become proficient in the application of research to nursing practice including evaluation of research studies, problem identification within practice settings, and development of practice protocols, relevant to area of expertise.

### **Rationale**

This course is being revised because of student and faculty data suggesting that the research course had too much content. The revised course has removed some assignments on research critique which were redundant with assignments in The Practice of Nursing Research I (NURS 622) and more on the development of a protocol that can be applied to a practice problem.

## 3 New Course

**Name of Program:** Master of Arts in History

**Sponsoring Department:** History

**Catalog Start Time:** Fall 2010

**HIST 770 Archival Principles and** **3cr.**

## **Practice**

### **Course Description**

This course is designed provide students with an introduction to the archival profession and the practices of the professional. Students will come to understand professional standards and ethical responsibilities in the field. They will also learn of the historical importance of record keeping in society and the significance of the archivist's role in collecting, preserving, and maintaining these records. Finally, students will combine classroom instruction in archival method with practical experience in an archival setting. **Prerequisite:** HIST 605

### **Rationale**

The creation of HIST 770: Archival Principles and Practice is a response to a necessary increase in course offerings that will strengthen the public history track of the current History M.A. program. At present students have only two offerings - the required HIST 605: Introduction to Public History; and HIST 606: Topics in Public History. HIST 606 is devoted to a specific aspect of the field of public history when it is offered; however, this topic may change with each offering. HIST 770 will provide a standard course to complement HIST 605 and free HIST 606 to cover other topics. HIST 770 will provide students with both academic instruction and practical experience in the archives discipline. Employers will see a field-specific course on student transcripts and know they have instruction and experience devoted to at least one public history field. Coupled with HIST 606, HIST 770 will provide students with an advantage in the public history marketplace. The prerequisite for this course is HIST 605: Introduction to Public History.

## **4 Major Course Revision**

**Name of Program:** Master of Science in  
Nursing

**Sponsoring Department:**  
Nursing

**Catalog Start Term:** Fall 2010

**NURS 725: Teaching Strategies for Nursing Curricula** **3 cr.**

**Course Description:**

Explores and analyzes theories of learning, instructional modalities, teaching strategies, and evaluation methods pertaining to nursing education in the classroom and clinical practice settings.

**Rationale:**

Teaching Strategies for Nursing Curricula included a section on evaluation and an objective to develop skill in designing methods for evaluation of classroom and clinical performance. This content overlaps with the focus of NURS 722 Measurement and Evaluation in Nursing Education. The NURS 722 course focuses on classroom and clinical evaluation. Students evaluate test item construction throughout the course and focus on evaluation practices in nursing education. This content from NRUS 725 was removed due to overlap with the focus of NURS 722.

**5 Major Course Revision**

**Name of Program:** Master of Education in Health and Physical Education

**Sponsoring Department:** Health and Physical Education

**Catalog Start Term:** Fall 2010

**HPED 426/526: Health Science Instruction**

**3 cr.**

**Old Catalog Description:**

An overview of health curriculum K-12, with a focus on middle school and secondary health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning. **Prerequisite:** HPED 316 (undergraduates) and admission to Teacher Education Program or permission or instructor (undergraduate).

**New Catalog Description:**

An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research

in classroom techniques, motivational strategies, and assessment of student learning within a diverse population. **Prerequisite:** Enrollment in Master of Education in Health and Physical Education Program.

**Rationale:**

This course revision is in response to changes by the Pennsylvania Department of Education that require students to complete 270 hours of special education instruction. This course is being revised to clarify inclusion of special education content. The course is dual level providing instruction in secondary health teaching methods for teacher education majors at both the graduate and undergraduate levels. It is required for all students seeking teaching certification in Health and Physical Education.

**Prerequisite:**

For undergraduate students only: HPED 316 and admission to Teacher Education Program. For graduate students only: Enrollment in Master of Education in Health and Physical Education Program.

**6 Minor Program Revision**

**Name of Program:** Technology Support and Training

**Sponsoring Department:** M.Ed. in Business/Workforce Development

**Catalog Start Term:** Spring 2011

I. Business, Computer, and Information Technology (BCIT)/Workforce Core (15 cr.)

BTST 650 Issues and Trends in Business/Workforce Development 3 cr.

BTST 670 Organizational Communication 3 cr.

BTST 680 Technical Update 3 cr.

GSR 615 Elements of Research 3 cr.

BTST 656 Applied Research in Business/Workforce Development 3 cr.

II. Workforce Development Specialization Elective Area (15 cr.)

BTST 542 Training Methods in Business and Information Technology Support 3 cr.

BTST 642 Training with Technology 3 cr.

BTST 675 Web Design Theory and Practice 3 cr.

BTST 655 Emerging Information Technologies 3 cr.

*Choose one of the following:*

I. Business, Computer, and Information Technology (BCIT)/Workforce Core (15 cr.)

BTST 650 Issues and Trends in Business/Workforce Development 3 cr.

BTST 670 Organizational Communication 3 cr.

BTST 680 Technical Update 3 cr.

GSR 615 Elements of Research 3 cr.

BTST 656 Applied Research in Business/Workforce Development 3 cr.

II. Workforce Development Specialization Elective Area (15 cr.)

BTST 542 Training Methods in Business and Information Technology Support 3 cr.

BTST 642 Training with Technology 3 cr.

BTST 675 Web Design Theory and Practice 3 cr.

BTST 655 Emerging Information Technologies 3 cr.

*Choose one of the following:*

BTST 665 Information Security in the Enterprise  
3 cr.  
SAFE 603 Human Relations in Safety Management  
3 cr.  
SAFE 645 Principles of Occupational Safety  
3 cr.  
ACE 621 The Adult Learner  
3 cr.  
ACE 625 Facilitating Adult Learning  
3 cr.

III. Business, Computer, and Information Technology  
Specialization Elective Area (15 cr.)

BTST 675 Web Design Theory and Application  
3 cr.

BTST 614 Instructional Computing Basics  
3 cr.

**or**

COMM 614 Instructional Computing Basics  
3 cr.

BTST 631 Interactive Multimedia  
3 cr.

**or**

COMM 631 Interactive Multimedia  
3 cr.

COMM 600 Instructional Design and Development  
3 cr.

EDSP 704/804 Advanced Educational Psychology  
3 cr.

**or**

EDSP 747/847 Advanced Psychology of Adolescent  
Education 3 cr.

\*Certification Option (Pennsylvania Certification K-12) (18  
cr.)

BTED 690 Clinical Studies in Business Education  
3 cr.

BTED 693 Seminar in Teaching Business Subjects  
3 cr.

EDEX 650 Exceptional Children and Youth  
3 cr.

EDSP 577 Assessment of Student Learning  
3 cr.

BTED 695 Professional Seminar  
6 cr.

\*Certification candidates must meet teacher certification  
requirements of IUP College of Education and Educational  
Technology.

Must meet Eberly College undergraduate core business  
education requirements (see current undergraduate catalog).

I. Administrative Professional Development Core (18 cr.)  
BTED/VOED 601 Curriculum and Instructional Leadership  
in Career and Technical Education

3 cr.

GSR 615 Elements of Research  
3 cr.

BTST 656 Applied Research in Business/Workforce  
Development 3 cr.

BTED/VOED 600 Curriculum Development in Career and  
Technical Education

BTST 665 Information Security in the Enterprise  
3 cr.  
SAFE 603 Human Relations in Safety Management  
3 cr.  
SAFE 645 Principles of Occupational Safety  
3 cr.  
ACE 621 The Adult Learner  
3 cr.  
ACE 625 Facilitating Adult Learning  
3 cr.

III. Business, Computer, and Information Technology  
Specialization Elective Area (15 cr.)

BTST 675 Web Design Theory and Application  
3 cr.

BTST 614 Instructional Computing Basics  
3 cr.

**or**

COMM 614 Instructional Computing Basics  
3 cr.

BTST 631 Interactive Multimedia  
3 cr.

**or**

COMM 631 Interactive Multimedia  
3 cr.

COMM 600 Instructional Design and Development  
3 cr.

EDSP 704/804 Advanced Educational Psychology  
3 cr.

**or**

EDSP 747/847 Advanced Psychology of Adolescent  
Education 3 cr.

\*Certification Option (Pennsylvania Certification K-12) (**24**  
cr.)

BTED 690 Clinical Studies in Business Education  
3 cr.

BTED 693 Seminar in Teaching Business Subjects  
3 cr.

EDEX 650 Exceptional Children and Youth  
3 cr.

EDSP 577 Assessment of Student Learning  
3 cr.

BTED 695 Professional Seminar  
**12 cr.**

\*Certification candidates must meet teacher certification  
requirements of IUP College of Education and Educational  
Technology.

Must meet Eberly College undergraduate core business  
education requirements (see current undergraduate catalog).

I. Administrative Professional Development Core (18 cr.)  
BTED/VOED 601 Curriculum and Instructional Leadership in  
Career and Technical Education

3 cr.

GSR 615 Elements of Research  
3 cr.

BTST 656 Applied Research in Business/Workforce  
Development 3 cr.

BTED/VOED 600 Curriculum Development in Career and  
Technical Education

3 cr.  
BTED/VOED 602 Conference Leadership and  
Communication Methods in Career and Technical Education  
3 cr.

II. Administrative Specialization Elective Area (minimum of  
12 cr.)

EDSP 577 Assessment of Student Learning (required)  
3 cr.

BTED/VOED 603 Management of Instruction for Career and  
Technical Education  
3 cr.

BTED/VOED 604 Curriculum Supervision in Career and  
Technical Education  
3 cr.

BTED/VOED 605 Policy Administration  
3 cr.

BTED/VOED 606 Leadership for Career and Technical  
Educators 3 cr.

BTED/VOED 607 Organizations and Structure for Career and  
Technical Education  
3 cr.

BTED/VOED 608 Legal and Legislative Issues in Career and  
Technical Education  
3 cr.

- Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).
- Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.
- Electives selected based on individual candidate's background.

According to Pennsylvania commonwealth guidelines, students must be certified K-12 and not in separate areas.

3 cr.  
BTED/VOED 602 Conference Leadership and  
Communication Methods in Career and Technical Education  
3 cr.

II. Administrative Specialization Elective Area (minimum of  
12 cr.)

EDSP 577 Assessment of Student Learning (required)  
3 cr.

BTED/VOED 603 Management of Instruction for Career and  
Technical Education  
3 cr.

BTED/VOED 604 Curriculum Supervision in Career and  
Technical Education  
3 cr.

BTED/VOED 605 Policy Administration  
3 cr.

BTED/VOED 606 Leadership for Career and Technical  
Educators 3 cr.

BTED/VOED 607 Organizations and Structure for Career and  
Technical Education  
3 cr.

BTED/VOED 608 Legal and Legislative Issues in Career and  
Technical Education  
3 cr.

- Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).
- Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.
- Electives selected based on individual candidate's background.

According to Pennsylvania commonwealth guidelines, students must be certified K-12 and not in separate areas.

## 7 Minor Course Revision

**Name of Program:** Technology Support and Training

**Sponsoring Department:** M.Ed. in Business/Workforce Development

**Catalog Start Term:** Spring 2011

**BTED 695 Professional Semester**

**12cr.**

**Course Description: (catalog description remains the same)**

Provides experience in teaching at the secondary level in a business education program and coordination and visitation by a university faculty member with supervision by a

cooperating teacher. Efforts are made to provide opportunities to work with students who have special needs and/or who come from diverse cultural backgrounds. Students enrolling in BTED 695 must meet all requirements for admission to Teacher Certification.

**Rationale:**

Graduates in the M.Ed. in Business/Workforce Development; Business, Computer and Information Certification track; will have 12 credit hours of a professional experience instead of 6 credit hours. BTED 695, Professional Semester, was reviewed by the department, and it was determined that a deficiency existed in the number of course credit hours. Therefore, the course will change from 6 credit hours to 12 credit hours. The course content will remain the same. The course has always entailed a 15-week student teaching experience and will continue as such. This change also brings the graduate course in line with the undergraduate course EDUC 441 in terms of course credit hours.

**8 Policy for Responding to Allegations of Research Misconduct**

**PURPOSE:** To establish a policy and procedure to respond to any allegations or apparent instances of fraud or misconduct in the carrying out of research by IUP faculty, managers, administrators, staff, and students.

**SCOPE:** The policy will cover all IUP faculty, managers, administrators, staff, and students who conduct research.

**OBJECTIVE:** The policy for responding to allegations of research misconduct governs research conducted by IUP faculty, managers, administrators, staff, and students, defines misconduct in research, and establishes procedures for conducting an inquiry and, if necessary, an investigation into any allegation of possible misconduct. The policy also protects the integrity of the University's research mission. The procedures here constitute the entire fact-finding phases of all situations involving alleged research misconduct as defined by 42 CFR 93, June 16, 2005, and may supersede other fact-finding phases in other university policies, e.g., Academic Integrity (students) and PASSHE Board of Governors' Policy 1983-01-A Merit Principles (managers).

**POLICY:** It is the policy of Indiana University of Pennsylvania to foster an academic environment that encourages ethical conduct in all scholarship. Moreover, IUP will deal forthrightly with possible misconduct associated with research. The University will conduct an inquiry and, if warranted by that inquiry, an investigation of any allegations of misconduct by IUP faculty, managers, administrators, staff, and students carrying out research projects. In the event that misconduct is proven, the President will take appropriate disciplinary action (for students, findings of misconduct will be processed according the Academic Integrity Policies and Procedures in the Undergraduate and Graduate Catalogs). It is also the policy of the University to maintain and widely

promulgate its procedures for dealing with research misconduct.

**DEFINITION:** "Misconduct" or "Research Misconduct" means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the research community for proposing, conducting, or reporting research, including failure to comply with Federal regulations for protection of researchers, human subjects, the public, or the welfare of laboratory animals. It does not include honest error, honest differences in interpretations or judgments about data, or disputes about authorship (see 42 CFR 93, June 16, 2005).

**RESPONSIBILITIES:** It is the responsibility of the Research Integrity Officer (Dean of the School of Graduate Studies and Research) to receive initial allegations from a complainant. A complaint must normally be filed within six years of the alleged incident to be considered under this policy. Absent unusual circumstances, within 20 days of receiving a complaint, the RIO should identify apparent instances of misconduct, determine whether an inquiry is warranted, and if so, initiate an inquiry into possible misconduct. If the complainant is a student in the respondent's class, the inquiry and/or investigation may be deferred and the complainant's name need not be disclosed until after submission of the final grade. If the RIO decides that an inquiry is not warranted, the complainant may appeal this decision to the Provost, who may then order the RIO to proceed with an inquiry. The RIO must provide the respondent with a written notice prior to commencing the inquiry. The RIO must maintain sufficiently detailed documentation to permit later assessment of the outcome of the inquiry or investigation. Such records must be maintained by the RIO in a secure place for a period of at least seven years. Access to these records shall, upon request, be provided only to the respondent or designee, or to authorized granting agency personnel. If the investigation results in a finding of research misconduct, the President or his or her designee may also access the documentation for disciplinary purposes. The RIO must oversee the selection of qualified persons to serve on the inquiry and investigatory panels, following the guidelines in 42 CFR 93, June 16, 2005.

It is the responsibility of the President or his or her designee to take appropriate disciplinary action on any faculty member, manager, administrator, staff, or student who has been found to have engaged in research misconduct, according to the applicable contracts, side letters, or academic policies governing the respondent. If the RIO has been accused of research misconduct, then the President will appoint a substitute.

All participants acknowledge that disclosure of the identity of respondents and complainants in research misconduct proceedings is limited, to the extent possible, to those who need to know, consistent with a thorough, competent, objective and fair research misconduct proceeding, and as allowed by law. At the same time, the panel will afford respondents and complainants a prompt and thorough inquiry into the facts, and an opportunity to comment on allegations and the findings of the inquiry. Additionally, all participants will take all reasonable and practical steps to protect the positions and reputations of good faith complainants, witnesses, and committee members, and will protect them from retaliation by respondents and other institutional members.

## **PROCEDURES:**

### **A. Inquiry**

**A1. DEFINITION:** An inquiry consists of information gathering and initial fact-finding to determine whether an allegation or apparent instance of misconduct warrants an investigation. An inquiry is not a formal hearing; its purpose is to separate cases of research misconduct deserving further investigation from frivolous, unjustified, or clearly mistaken allegations or apparent instances.

**A2. TIME FRAME:** An inquiry must be completed within 60 calendar days of its initiation unless circumstances warrant a longer period.

**A3. STRUCTURE:** The inquiry will be conducted by a three person panel appointed by the Research Integrity Officer (RIO). If the respondent is a faculty member, all three members will be faculty, chosen by the RIO in consultation with the RIO and the Provost. At least one faculty member will be from the college, not necessarily from the department, of the respondent. If the respondent is not a faculty member, the RIO will choose two faculty members in consultation with the Provost, while the third member will have the same status (administrator, manager, staff, or student) as the respondent. If a faculty member declines to serve, another faculty member will be chosen.

In all cases, persons chosen to participate on the panel shall have no real or apparent conflict of interest bearing on the case in question. They should be unbiased and have relevant disciplinary expertise for judging the issues being raised.

If the respondent or the complainant believes that any of the panel members has a conflict of interest, the burden of proof will be on the respondent or the complainant to demonstrate that conflict of interest. If a conflict of interest is proven, the RIO will remove those person(s) with a conflict and appoint replacement(s).

**A4. PROCESS:** The misconduct inquiry procedure is not a method to settle disputes that arise between individuals but a process to determine if research misconduct has taken place.

Upon initiation of an inquiry, the RIO is responsible for immediately requesting controlled custody and inventory of records and evidence relevant to the allegation or case. University faculty members, managers, administrators, staff, and students including but not limited to the complainant and respondent, shall promptly provide upon request all available records and data identified as relevant, including primary research material. Copies of such records and data will be returned promptly, except for materials not amenable to copying. The respondent shall be granted supervised access to materials not amenable to copying throughout the duration of the inquiry and investigation process. All reasonable steps, consistent with time constraints and other obligations imposed by federal regulations, shall be taken to eliminate or minimize any disruption that might be

created for ongoing research efforts by such requirements to produce documentation. The respondent will cooperate by providing material necessary to conduct the inquiry. If the respondent refuses to cooperate, the panel will file its report with the RIO and the Provost stating that fact, and the process will automatically proceed to the investigation stage. Failure to provide relevant records and data may subject an individual to a separate disciplinary investigation.

During the inquiry, the panel will examine relevant evidence and will call witnesses as necessary to determine whether an investigation is warranted. To the extent possible, each person involved in the investigation will be instructed that all matters involving the investigation shall be considered confidential. Each witness will receive a written summary of his or her testimony and will be given the opportunity to comment before the summary appears in the final report. The respondent and/or complainant may choose to have someone present to advise him or her when he or she appears before the panel.

**A5. FINDINGS:** At the conclusion of the inquiry, a written report shall be prepared that states what evidence was reviewed, summarizes relevant interviews, and includes the conclusions of the inquiry. The respondent and the complainant shall be given a copy of the report. The respondent shall have the opportunity to comment on the inquiry report, and the respondent's comments will be included with the final report. If the inquiry takes longer than 60 days to complete, the record of the inquiry shall include documentation of the reasons for exceeding that time limit.

If after examining the evidence, the majority of the inquiry panel believes there is a reasonable basis for concluding that misconduct took place or may have taken place, the panel will recommend to the RIO that an investigation should take place. If the panel determines that research misconduct has not occurred, the respondent shall be notified of that fact in writing in a timely manner. Copies of the letter will be forwarded to the University President, the Provost, and the dean of the respondent's college or supervisor.

If the allegation of the complainant was brought in good faith, the final report should state that fact to help ensure the good name of the complainant. However, if during the course of the inquiry, the panel becomes convinced that allegations have not been brought in good faith, the panel will notify the President and Provost in writing of that fact so that appropriate action may be taken.

When, on the basis of the initial inquiry, the inquiry panel determines that an investigation is warranted, the University President, Provost, and the dean of the respondent's college or other supervisor must be notified in writing with a copy of the report so that the investigatory process can begin. The respondent will also be formally notified of the specifics of the complaint that is the basis of the investigation. If the respondent is a member of a collective bargaining unit, his or her union chapter President shall also be notified. In addition, if the research was sponsored by any external agency, that agency must be notified that an investigation involving possible misconduct will be initiated.

## **B. Investigation**

**B1. DEFINITION:** "Investigation" means the formal, confidential examination and evaluation of all relevant facts to determine if misconduct has occurred.

**B2. TIME FRAME:** An investigation must begin within 30 calendar days of the formal closing of the inquiry. An investigation must be completed within 120 calendar days of its initiation. This includes conducting the investigation, preparing the report of findings, making that report available for comment by the respondent, and submitting the report to the appropriate granting agency. If the investigation panel determines that it will not be able to complete the investigation in 120 days, it must notify all participating individuals in writing of the reasons for the delay and must include an explanation for the delay in its final report.

**B3. STRUCTURE:** The investigation will be conducted by a five-member panel appointed by the RIO, who will serve on the panel as a non-voting, ex-officio member for the purpose of acting as secretary.

If the respondent is a faculty member the investigation panel will be made up of two senior-level managers and three university faculty members from outside of the PASSHE system. The two managers will consist of an academic dean, who will serve as chair of the committee, and the Associate Vice President for Academic Administration. The faculty must have expertise in the research area associated with the alleged misconduct.

If the respondent is a manager, administrator, staff member, or student, the investigation panel will be made up of two senior-level managers, two faculty, and one manager, administrator, staff member, or student, respective to the status of the respondent. The two senior-level managers will consist of an academic Dean, who will serve as chair of the committee, and a second manager to be named by the RIO. Two tenured faculty, one of whom is from outside of IUP, will be chosen to serve on the panel by the RIO. The faculty must have expertise in the research area associated with the alleged misconduct. Finally, the RIO will appoint an appropriately-trained manager, administrator, staff member, or student, respective to the status of the respondent, in consultation with the appropriate union, the Graduate Student Assembly, or the Student Government Association.

In all cases, persons chosen to participate on the panel shall have no real or apparent conflict of interest bearing on the case in question. They should be unbiased and have relevant disciplinary expertise for judging the issues being raised. If the respondent or the complainant believes that any or all of the panel members has a conflict of interest, the burden of proof will be on the respondent or the complainant to demonstrate that conflict of interest. If a conflict of interest is proven, the Provost will remove those persons with a conflict and appoint replacement(s) according to the process outlined above.

**B4. PROCESS:** For the purpose of holding meetings, all voting members of the panel

must participate in the meeting, either in person or via teleconference. Both the respondent and the complainant must be afforded the opportunity to present information before the panel. The respondent and/or complainant may choose to have someone present to advise him or her when he or she appears before the panel.

The investigation normally will include examination of all relevant documentation, including but not necessarily limited to relevant research data proposals, publications, correspondence, memoranda of telephone calls, and other records. Interviews must be conducted of each respondent, complainant, and any other available person who has been reasonably identified as having information regarding any relevant aspects of the investigation, including witnesses identified by the respondent. Interviews must be recorded or transcribed, provided to the interviewed party for correction and included as part of the investigatory file.

The panel may secure necessary and appropriate discipline-related expertise to carry out a thorough evaluation of the relevant evidence during the investigation.

At all times the panel must take precautions against real or apparent conflicts of interest on the part of those giving information or on the part of anyone who is in any way involved with the investigation.

If IUP plans to terminate an inquiry or an investigation for any reason without completing all relevant requirements and if federal funds are being used to support the research, a report of such planned termination, including a description of the reasons for such termination, shall be made to the appropriate granting agency, which will then decide whether further investigation should be undertaken.

**B5. FINDINGS:** IUP has the burden of proof for making a finding of research misconduct. A finding of research misconduct must be proved by a preponderance of the evidence. After all the evidence has been reviewed and the respondent and complainant have been given an opportunity to respond to the evidence, the panel will prepare a draft report including the majority opinion and, if there is one, a minority opinion. This draft report will be provided to the respondent and the complainant, who may return comments on the draft report to the RIO within 30 days of receipt of the report. These comments must be included and considered in the final report, which will be sent to the University President. The report will describe the policies and procedures under which the investigation was conducted, how and from whom information was obtained relevant to the investigation, the findings, and the basis for the findings, and the actual text or an accurate summary of the statements and evidence provided by any individual(s) found to have engaged in misconduct.

The panel shall submit its findings to the President and to the Provost. The respondent and the complainant shall also receive copies of the majority, and if there is one, the minority report. Reports involving students will be processed according to Academic Integrity Policies and Procedures. The RIO must provide the investigation report and

other information to external granting agencies and/or Federal agencies as required.

Based on the evidence contained in the report(s), the President may initiate a disciplinary hearing in accordance with the relevant Collective Bargaining Agreement (faculty, administrators, or staff); or the PASSHE Board of Governors' Policy 1983-01-A Merit Principles (managers); or the Undergraduate or Graduate Academic Integrity Policy and Procedures (students).

Rescission: Not applicable

Publications Statement: Not Applicable

Distribution: All Employees – Annually (by the Dean of the School of Graduate Studies and Research)

**APPENDIX C**  
**Library and Educational Services Committee**  
**Chair Jozefowicz**

**FOR INFORMATION:**

In Spring 2010, LESC met monthly. Various reports regarding ACPAC, the Distance Education Planning and Work Group, library services, and technology services were discussed. Among highlights of these reports are the following items:

Construction on the front of the IUP Library is continuing and will hopefully be completed near the end of the semester. The IUP library conducted a new LibQUAL survey (conducted by all PASSHE libraries), and results across faculty/undergraduate/graduate student response groupings, as well as overall results, are being analyzed. The library celebrated National Library Week April 11<sup>th</sup> - 17<sup>th</sup>. The IUP library is undergoing the five-year review process including a site visit by an external reviewer. The search process for a permanent IUP Dean of Libraries is underway.

The large 2 gigabyte expansion of e-mail space for faculty is complete (this is the largest expansion of e-mail space in IUP history). As has been announced all year through various channels, the license for WebCT will expire in June. In particular, June 8, 2010 will mark the last day that WebCT will be available for general use. Therefore, WebCT will not be available for Summer 1 courses. All WebCT users should have migrated their materials from WebCT to Moodle by June 8, 2010. Staff working through IT services including the Instructional Design Center have been helping faculty throughout the year to make the transition to Moodle as seamless as possible. Various Moodle training workshops have been offered throughout the 2009-2010 academic year (see <http://www.iup.edu/itsupportcenter/howto.aspx?id=48557> for a listing of upcoming workshop and training offerings).

As has been communicated by IUP's IT services regarding learning management system (LMS) issues, "Although PASSHE recently announced that it has signed a five-year agreement with Desire2Learn (D2L) to replace Blackboard and e-College as the lone commercial PASSHE LMS provider beginning July 1, 2010, IUP will continue to transition and maintain Moodle as its fully supported LMS." The latest "Provost News" report (<http://www.iup.edu/page.aspx?id=85093>, March 2010) includes a summary of Moodle/D2L FAQ's.

Members of LESC have served on a faculty-led Action Team tasked by ACPAC to make a recommendation regarding a new optical scanning system to replace the current, outdated system used to scan student course evaluations and to score exams electronically (i.e., bubble sheets taken to the Test Scoring Services center in Delaney Hall). The Action Team has compiled a list of possible vendors, invited vendors to give demonstrations on their products, created/deployed/analyzed a faculty survey regarding the use and satisfaction of the current system, considered the costs associated with a short list of new systems, and is making a

recommendation to ACPAC regarding selection of a new product. The Action Team is presenting its formal recommendation to ACPAC at the next ACPAC meeting on April 21. ACPAC working in conjunction with IT services and central administration is expected to proceed with final selection, purchase, and implementation of a new optical test-scoring system. No go-live date for this new system has been set to date. Individual academic Departments should be aware that once the new system is in place, new exam bubble sheets will be needed. It is expected that each Department will purchase these sheets through Central Stores in the way that they currently purchase scan sheets.

**APPENDIX D**  
**University Senate Research Committee**  
**Chair Sciulli**

The committee met on April 6, 2010.

The committee reviewed 18 Small Grant proposals. Of the reviewed proposals 13 were awarded \$13,969.00 in Small Grants to the following individuals:

- Azad Ali
- Charlene Bebko
- Kathryn Bonach
- John Ford
- Susan Glor-Scheib
- Derek Hatfield
- Mary Jane Kuffner Hirt
- Catherine McClenahan
- Mary Louise Metz
- Nurhaya Muchtar
- Susan Palmisano
- Theresa Shellenbarger
- Therese Wacker

**APPENDIX E**  
**Development and Finance Committee**  
**Chair Domaracki**

**Committee Reports**

Parking Committee Report – There was no report. Parking committee will reconvene on 4.01.10

Budget Report - Student Fees –The Student Fee increases listed n the “Proposed Column” of the Student Fee Proposals attachment have been approved. See Appendix 1

**Old Business**

Weyandt NSF Grant – All indications are that the National Science Foundation Grant written to renovate eight (8) labs in Weyandt Hall will be awarded as submitted. It is anticipated that official word will be received in three to four weeks. More details can be obtained at the Active Capital Projects Website.

Active Capital project website ([www.iup.edu/facilities/acp](http://www.iup.edu/facilities/acp)) – A website of active capital projects has been created and can be visited at the address link above. On the right side of the homepage of this site is a list of all active capital projects. (This site will be referenced frequently in future Development & Finance Committee Reports)

Annual Facilities Inspection – During the week of April 5<sup>th</sup> members of the Council of Trustees will tour six (6) to eight (8) buildings on campus as part of the Annual Facilities Inspection. This is a Board of Governors requirement that give local Trustees opportunity to review campus, ask questions and receive updates about various projects.

Firearms Policy Update – This policy requires that all campus police qualify two times a year to meet the Municipal Officers Education and Training Commission Standards. Each officer must achieve 75% of the standards and has three attempts to qualify. Three failing attempts at qualification warrants discussion regarding dismissal. Two paragraphs in the written Policy discussing the previous two sentences have been merged from two different locations to one location in the document. See Appendix 2.

Surveillance Camera Policy - Changes to the Surveillance Camera policy have been made to make the language clear that it is the requesting unit’s responsibility for paying for installation and upkeep of cameras. See Appendix 3.

**New Business**

Procurement – IUP Files and Records Retention Policy –In compliance with the Right to Know Law Section 504B4-Policys and Procedures the IUP Retention of University Records Policy Statement is attached For Senate Information. Any comments or questions regarding this policy can be directed to Bob Bowser. See Appendix 4.

Respectfully Submitted:

Joseph Domaracki

4-12-10

## Appendix 1

**EXHIBIT 8 – 2010-2011 FEE INCREASES**

**Indiana University of Pennsylvania  
 Revised Student Fee Proposals for Academic Year 2010-2011**

Presented to IUP Council of Trustees for Review - December 17, 2009 with changes noted with asterisk.  
 Rates effective beginning for Fall 2010 term unless otherwise noted.

MANDATORY FEES	2009-2010 Fee Per Semester	2010-2011 Proposed Fee Per Semester	Proposed Increase	Percent Increase
<b>Wellness Fee and Community Wellness Fee</b> (Name change from "Health and Wellness Fee")		See Attachment I		
<b>Transportation Fee</b>	12.50	18.00	5.50	44%

OPTIONAL/INDIVIDUAL SERVICE FEES	Current Fees	Proposed Fees	Proposed Increase	Percent Increase
<b>Athletic Training Fee</b>	-	15.00	15.00	New Fee
<b>Culinary Arts Instructional Fee</b>	7,232.00	7,613.00	381.00	5%
<b>Culinary Arts Transportation Fee</b>	175.00	200.00	25.00	14%
<b>Differential Tuition for High-Demand Graduate Programs</b>	-	See Attachment II		New Fee
<b>Disney International Program</b>	-	2,000.00	2,000.00	New Fee
<b>Industrial Hygiene Laboratory Equipment Fee</b>	-	40.00	40.00	New Fee
<b>Judicial Fees for Service</b>	-	See Attachment III		New Fee

HOUSING FEES	2009-2010 Fee Per Semester	2010-2011 Proposed Fee Per Semester	Proposed Increase	Percent Increase
<b>Indiana Campus:</b>				
Residence Hall				
Single Occupancy	2,742.00	2,934.00	192.00	7%
Super Single Occupancy	2,873.00	3,074.00	201.00	7%
Double Occupancy	1,930.00	2,065.00	135.00	7%
Triple Occupancy	1,296.00	1,387.00	91.00	7%
McCarthy Hall Single Occupancy	2,742.00	N/A		
<b>University Towers:</b>				
Single Occupancy	3,578.00	3,828.00	250.00	7%
Double Occupancy	2,363.00	2,528.00	165.00	7%
Double Occupancy Regular Bedroom	2,494.00	2,669.00	175.00	7%
Double Occupancy Large Bedroom	2,704.00	2,893.00	189.00	7%
Triple Occupancy	2,322.00	2,485.00	163.00	7%
<b>Camps and Conferences:</b>				
Single Occupancy	24.71	26.44	1.73	7%
Double Occupancy	17.40	18.62	1.22	7%
Apartment Single	31.68	33.90	2.22	7%
Apartment Double	25.98	27.80	1.82	7%



**EXHIBIT 8 – 2010-2011 STUDENT FEE INCREASES (CONTINUED)**

HOUSING FEES (continued)	2009-2010 Fee Per Semester	2010-2011 Proposed Fee Per Semester	Proposed Increase	Percent Increase
<b>Punxsutawney Campus: (Changed from UAI to IUP ownership in 2010-2011)</b>				
Fall and Spring Rates				
1 Bedroom	3,292.00	3,489.00	197.00	6%
2 Bedroom, 2 beds	3,191.00	3,382.00	191.00	6%
2 Bedroom, 4 beds	2,512.00	2,663.00	151.00	6%
4 Bedroom	3,191.00	3,382.00	191.00	6%
Summer Weekly Rate				
1 Bedroom	226.00	240.00	14.00	6%
2 Bedroom, 2 beds	219.00	232.00	13.00	6%
2 Bedroom, 4 beds	173.00	183.00	10.00	6%
4 Bedroom	219.00	232.00	13.00	6%
Culinary Rate				
1 Bedroom	2,486.00	2,636.00	150.00	6%
2 Bedroom, 2 beds	2,410.00	2,555.00	145.00	6%
2 Bedroom, 4 beds	1,898.00	2,011.00	113.00	6%
4 Bedroom	2,410.00	2,555.00	145.00	6%
Commons Fee				
Fall	96.82	102.63	5.81	6%
Spring	96.82	102.63	5.81	6%
Summer 10 Wks	65.92	69.88	3.96	6%
Summer Weekly	6.60	7.00	0.40	6%
Summer - Culinary 11 Wks	72.10	76.64	4.54	6%

DINING FEES*	2009-2010 Fee Per Semester	2010-2011 Proposed Fee Per Semester	Proposed Increase	Percent Increase
<b>On Campus, Off Campus, Apartments:</b>				
Plan A/F (19 meals/wk + \$150 Flex)	1,218.00	1,240.00	22.00	2%
Plan B/F (14 meals/wk + \$200 Flex)	1,209.00	1,230.00	21.00	2%
Plan B (14 meals/wk )	1,009.00	1,030.00	21.00	2%
Plan C/F (165 meals/semester + \$200 Flex)	1,205.00	1,226.00	21.00	2%
Plan D/F (10 meals/wk + \$200 Flex)	1,167.00	1,187.00	20.00	2%
Plan K/F (Any 125 + \$200 Flex)	1,161.00	1,181.00	20.00	2%
<b>Off Campus and Apartments Only:</b>				
Plan E/F (75 meals/semester + \$150 Flex)	736.00	748.00	12.00	2%
<b>Summer Session Rates:</b>				
Plan A (19 meals/wk)	356.00	364.00	8.00	2%
Plan B (14 meals/wk )	335.00	342.00	7.00	2%
Plan D (10 meals/wk)	321.00	328.00	7.00	2%
Plan G (5 meals/wk)	180.00	184.00	4.00	2%

\* Differential Tuition Rate has been revised since December submission

\* Dining Rate Increase has been revised to reflect the actual CPI-U (Reduced from 6% to 2% while flex dollars remain fixed)

**ATTACHMENT I**

**WELLNESS FEE PER SEMESTER**

**New Titles:** Wellness Fee and Community Wellness Fee

	<u>Current 2009-2010</u>	<u>Proposed 2010-2011</u>	<u>Fee Change</u>
<b>Wellness Fee</b>			
Indiana Campus Full-Time Undergrad	\$ 155 mandatory	\$ 155 mandatory	No Change in value
<b>Community Wellness Fee</b>			
All Indiana Campus			
Part-Time Undergrad and all Grad	\$ 35 mandatory	\$ 35 mandatory	No Change in value
Computed at 25% of Wellness Fee; not able to be waived; assess to all graduate and part-time undergraduate students			
<b>Other Students and Spouses (optional)</b>			
Wellness Fee	\$ 155 optional	\$ 155 optional	No Change in value
Community Wellness Fee	\$ 35 optional	\$ 35 optional	No Change in value
<b>Fees for Service</b> based on utilization	Various	Various	

**ATTACHMENT II**

**PROPOSAL FOR DIFFERENTIAL GRADUATE TUITION**

2/8/2010

Programs and percentages submitted by College Deans.

Student FTE based on total annual graduate enrollments (Summer, Fall, & Spring).

New tuition revenues based on actual Fall'09 rates.

<i>College / Level / Degree Program</i>		<i>Student FTE (est.)</i>	<i>Percent Increase</i>	<i>New Tuition Revenues (est.)</i>
<u><i>Eberly College of Business &amp; Information Technology</i></u>				
Masters	MBA/Executive Track	79	5%	\$13,509
<u><i>College of Education and Education Technology</i></u>				
Doctoral	Comm Media & Instruct Tech, PHD	52	5%	\$9,182
	Curriculum & Instruction, DED	84	5%	\$15,208
Masters	Adult & Community Ed/Comm Tech, MED	71	5%	\$12,481
	Speech-Language Pathology, MS	95	5%	\$16,731
	Community Counseling, MA	126	5%	\$21,782
	School Counseling, MED	116	5%	\$19,974
<u><i>College of Health &amp; Human Services</i></u>				
Masters	Criminology, MA	127	5%	\$24,705
	Nursing, MS	71	5%	\$12,197
	Safety Sciences, MS	119	5%	\$26,688
	Sport Science, MS	100	5%	\$21,568
<u><i>College of Humanities &amp; Social Sciences</i></u>				
Doctoral	English/Composition & TESOL PHD	126	5%	\$31,237
Masters	English/TESOL, MA	39	7%	\$13,000
<u><i>College of Natural Sciences &amp; Mathematics</i></u>				
Doctoral	Clinical Psychology, PSYD	104	5%	\$24,410
<b>Grand Totals</b>		<b>1,310</b>		<b>\$262,674</b>

**ATTACHMENT III**

**Judicial Fees for Service – 2010-2011**

The following fees will be assessed based on judicial sanctions:

Warning	No Fine
Ed Task	No Fine
Parent Notice	No Fine
Alcohol Education/Assessment	\$ 35.00
Disciplinary Probation	\$ 50.00
Stayed removal from residential building	\$ 75.00
Removal from Halls	\$ 75.00
Banned from Halls	\$ 75.00
Stayed Suspension	\$100.00
Suspension (must be paid to re-enroll)	\$100.00

In a typical situation, a student receives multiple sanctions. In this case, only the highest fine will be issued. Example: If a student is placed on DP and Stayed removal from halls, s/he would pay \$75.00, **NOT** \$125.00 (DP + stayed removal).

When a previous sanction is extended as a result of a return through the judicial process, s/he would pay the fine for the sanction that was extended (i.e.. extended DP = \$50.00, etc).

When a student has a judicial sanction **and** the sanction to attend an alcohol education/assess, s/he would pay the fine for the sanction and \$35.

## Appendix 2

### SECTION FOUR – Firearms Qualifications and Requirements

1. It is mandatory that all officers qualify twice a year.
2. New officers may not carry a firearm unless they have been certified by an approved firearms instructor and provide proof of certification to the Director of Public Safety.
3. To achieve qualification status, an officer must meet or exceed the minimum qualification score (75%) for each specific course fired.
4. If an officer fails to qualify with a score of 75% or higher, after two qualification attempts, that officer will turn in their weapon and he/she will be assigned alternative duty by the Director of Public Safety. During this time it is the officer's responsibility to request scheduling for remedial training. The officer will then schedule a retest within ten days from the date that they were put on alternative duty. Remedial training will include, but not be limited to, use of force, safety, and basic shooting skills. The officer must re-shoot the entire course previously failed. If the officer qualifies with a score of 75% or higher, as certified by an instructor, restoration to regular duties will be implemented.
5. Any officer who fails to qualify with a score of 75% or higher on their third and final attempt, will have their status reviewed by the appropriate university personnel (Director of Public Safety and the Associate Vice President of Human Resources). Inability to qualify will be considered as grounds for dismissal.
6. A review will be conducted, upon the completion of each qualification, with recommendations supplied to the Director of Public Safety and by the trainers and instructors, in regard to training requirements and/or improvement.

**Appendix 3**  
**POLICY STATEMENT**

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Subject: Surveillance Camera Policy

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Date: March 3, 2010

Distribution Code:

Reference Number:

A

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Addition

Originating Office:

President's Approval

Deletion

New Item

Office of Public Safety / Police

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**Purpose**

This University Policy regulates the use of surveillance cameras and surveillance monitoring.

**Scope**

This policy is applicable to all University employees requesting approval to purchase, install and operate surveillance cameras on campus. *All costs associated with the purchase and installation of equipment will be the responsibility of the requesting department.*

**Objective**

The objective of this policy is to regulate the use of surveillance cameras in order to protect the legal and privacy interests of the University and the University community.

**Policy**

All surveillance cameras will only be installed with the advance approval of the Vice President for Administration and Finance and the Surveillance Review Panel ("Panel") as defined by this policy. Only authorized personnel, as determined by the Vice President for Administration and Finance and the Panel, will be involved in, or have access to, surveillance monitoring.

Surveillance cameras will be installed and configured to prevent tampering with or unauthorized duplicating of recorded information.

For all existing systems installed prior to the issuance of this policy, supervisors must submit a Security Camera Location Document (appendix A) to Public Safety.

The conduct of surveillance monitoring or recording, and the use of surveillance cameras, must be in a manner consistent with all University administrative policies and procedures.

The conduct of surveillance monitoring or recording, and the use of surveillance cameras at the University are limited to uses that do not violate federal or state constitutional protections against unreasonable search and seizure or other applicable laws including federal and state laws prohibiting wiretapping and electronic surveillance of aural communications.

The Surveillance Review Panel will limit camera positions. Any view will be no greater than what is available with unaided vision.

Images obtained through surveillance monitoring or recording must be retained by the department sponsoring the authorized surveillance cameras for a length of time deemed appropriate for the purpose of monitoring, but not to exceed 90 days, unless such images have historical value, or are being used for a criminal investigation in accordance with this policy. University Police must be involved when recordings are being retrieved for criminal investigations, and those recordings must be stored in the Investigations Evidence Room of the Public Safety Office. Surveillance recordings will be stored in a secure location with access by authorized personnel only.

Any employee violating this policy may be disciplined, up to and including termination under relevant provisions of collective bargaining agreements. Employees will be provided due process consistent with the PASSHE Board of Governors policies and labor agreements.

Information inappropriately obtained in violation of this policy shall not be used in any disciplinary proceeding against any University employee or student.

This policy does not apply to the use of legally permissible wiretapping or electronic surveillance by University Police or other law enforcement agencies during criminal investigations, or in legitimate academic uses of a surveillance camera that have been approved by the University's Institutional Review Board for the Protection of Human Subjects.

## **Definitions**

### Surveillance

Camera Any item, system, camera, technology device, communications device, or process, used alone or in conjunction with a network, for the purpose of gathering, monitoring, recording or storing an image or images of university facilities and/or people in university facilities. Images captured by surveillance cameras may be real-time or preserved for review at a later date. Such devices may include, but are not limited to the following: close circuit television, web cameras, real-time surveillance systems, and computerized visual monitoring.

### Surveillance Monitoring or Recording

The process of using a surveillance camera to observe, review or store visual images for purposes of deterring crime and protecting safety and security.

University  
Facilities All University space on University owned, leased or controlled property, both internal and external, and includes all buildings, offices, common spaces, labs, grounds, and all other spaces.

Surveillance  
Review Panel A group comprised of the Vice President for Administration and Finance, Director of Public Safety and Police, and one delegate each from the Office of Human Resources and Information Technology Services.

### **Responsibilities**

*Surveillance Review Panel –*

- Reviews all requests for installation and/or placement of surveillance cameras.
- Reviews complaints regarding surveillance camera locations and determines whether the policy is being appropriately followed. Periodically reviews existing surveillance camera locations to ensure that the placement of fixed location surveillance cameras conforms to this policy.
- Provides a copy of this policy to supervisors involved in surveillance monitoring and recording.

*Supervisors of Operators Involved in Surveillance Monitoring and Recording-* Provide a copy of this policy to camera operators.

*All Operators Involved in Surveillance Monitoring and Recording-* Receive a copy of this policy and provide written acknowledgement that they have read and understood its contents and will perform their duties in accordance with this policy.

*Vendor from whom surveillance camera system is purchased –* Conduct initial training for all operators and provide certification for each person who is trained.

*Requesting department - **Responsible for all costs associated with equipment and installation.***

### **Procedures**

1. Requests for installation and/or placement of surveillance cameras in university facilities must be approved by the Vice President for Administration and Finance and the Review Panel.
  - a. The requestor must submit the Request for Surveillance Camera Form (Appendix B) to their immediate supervisor to obtain approval from the manager of the department or division.
  - b. The manager of the department or division must submit the request form electronically to the Review Panel.

2. The Review Panel will consider all requests and make a recommendation for approval or denial to the Vice President for Administration and Finance.
3. Upon approval of the Panel, the requesting supervisor should consult the Procurement Office regarding the type of equipment to be purchased. Equipment should not be ordered prior to receiving installation approval.
4. University Police will designate appropriate locations for required signage indicating surveillance cameras are in use.
5. Signs shall also be posted in areas where cameras are conspicuous, such as computer labs, indicating surveillance cameras are in use.

**Recision:** Not applicable

**Publications Statement:** Will be published annually by Public Safety/Police

<b><u>Distribution:</u></b>	Distribution Code	Description
	A	All Employees All union leaders

**Appendix A**

**SURVEILLANCE CAMERAS  
CURRENTLY IN USE ON CAMPUS**

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Department or College: \_\_\_\_\_

Department Manager or College Dean: \_\_\_\_\_

Date submitted: \_\_\_\_\_

Cameras are permanent: Yes \_\_\_ No \_\_\_

Are cameras linked to IUP's main system: Yes \_\_\_ No \_\_\_

Number of cameras in operation: \_\_\_\_\_

Location of cameras (building, floor, room or area):

- 1.
- 2.
- 3.
- 4.
- 5.

\*\* If more than five cameras give the location of each camera on a separate piece of paper.

What is the purpose of the camera(s)?

Are cameras in proper working order? Are images clear and recognizable?

Are there cameras in place that are:

Not working - Yes \_\_\_\_\_ No \_\_\_\_\_

Dummy cameras - Yes \_\_\_\_\_ No \_\_\_\_\_

**RETURN COMPLETED FORM TO IUP PUBLIC SAFETY OFFICE, UNIVERSITY  
TOWERS**

**Appendix B  
REQUEST FOR SURVEILLANCE CAMERA**

**This form must be completed and submitted electronically by the department or division manager to the Surveillance Review Panel prior to ordering and installation/placement of any surveillance device, in accordance with the IUP Surveillance Policy.**

Requestor: \_\_\_\_\_ Date \_\_\_\_\_

Department/Division Manager: \_\_\_\_\_

Division: \_\_\_\_\_

Number and Purpose of camera(s):

Camera location(s) (building, floor, room or specific area):

-----  
-----

**Panel Recommendation**

	Approved	Denied
Human Resources	_____	_____
Information Technology Services	_____	_____
Public Safety/Police	_____	_____

Comments and/or reason for denial:

**Vice President for Administration and Finance**

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason for denial:

\_\_\_\_\_  
Signature

For distribution after decision:

- cc: Department Vice President
- Requestor
- Department head or college dean

**APPENDIX F**  
**Academic Affairs Committee**  
**Co-Chairs Dugan and Novels**

**1. Pass-Fail Policy**

**REVISION**

A student may take courses on a pass-fail basis to a total of 15 credits throughout his/her university career. The student is limited to one pass-fail course in any given semester during the sophomore, junior, and senior years. All courses in the student's Liberal Studies program and courses that meet major and minor requirements are excluded from this prerogative. When scheduled, such a course shall be included in the student's normal course load for the semester.

The student must declare his/her intent to choose pass-fail in a specific course no later than six weeks after the beginning of the semester or the equivalent time span in a summer session. Once declared, this pass-fail option may not be revoked. Instructors will not be notified of the identity of pass-fail students in their courses. The grade given by the instructor will be translated to a "P" or "F" during grade processing.

A student shall be given academic credit without quality points for a course taken pass-fail upon receiving a passing mark in the course. The credits successfully completed under pass-fail ("passed"), within the overall 15-credit limitation, shall be recorded as counting towards the total credits earned for graduation but not towards the credit-attempted data used in the calculation of the cumulative grade-point average. However, if a student fails a pass-fail course, he/she will receive the "F" grade and the corresponding grade-point average. An "F" earned under the pass-fail option may be repeated only under the graded option to provide the quality points to correspond to the "hours attempted" incurred with the "F."

The summer sessions, collectively or in any combination, shall be considered a unit similar to a spring or fall semester for pass-fail purposes. Hence, a student is permitted to take only one course during the summer on a pass-fail basis.

Revised 3/16/2010

**Pass-Fail Policy**

**ORIGINAL**

The purpose of pass-fail is to permit a student to take an elective course in a field of personal interest where he/she may be competing with major students in the department in which the course is offered. When scheduled, such a course shall be included in the student's normal course load for the semester.

A student may take courses on a pass-fail basis to a total of 15 credits throughout his/her university career. The student is limited to one pass-fail course in any given semester during the sophomore, junior, and senior years. All courses in the student's Liberal

Studies program and courses required to meet major and minor requirements are excluded from this prerogative.

The student must declare his/her intent to choose pass-fail in a specific course no later than six weeks after the beginning of the semester or the equivalent time span in a summer session. Once declared, this pass-fail option may not be revoked. Instructors will not be notified of the identity of pass-fail students in their courses. The grade given by the instructor will be translated to a "P" or "F" during grade processing.

A student shall be given academic credit without quality points for a course taken pass-fail upon receiving a passing mark in the course. The credits successfully completed under pass-fail ("passed"), within the overall 15- credit limitation, shall be recorded as counting towards the total credits earned for graduation but not towards the credit-attempted data used in calculation of the cumulative grade-point average. However, if a student fails a pass-fail course, he/she will receive the "F" grade and the corresponding grade-point average. An "F" earned under the pass-fail option may be repeated only under the graded option to provide the quality points to correspond to the "hours attempted" incurred with the "F."

The summer sessions, collectively or in any combination, shall be considered a unit similar to a spring or fall semester for pass-fail purposes. Hence, a student is permitted to take only one course during the summer on a pass-fail basis.

**RATIONALE**

Removed the unnecessary preamble and clarified language.

**Schedule Changes (Drop/Add):**  
**REVISION**

IUP's registrations system is University Records and Systems Assistant (URSA). From the student's initial registration time for a given semester through the end of the drop/add period, as defined by the academic calendar ([www.iup.edu/academiccalendar](http://www.iup.edu/academiccalendar)), a student may modify his/her schedule to the extent that classes are available or permission to register for a closed or restricted section has been granted and entered into URSA. Each student is responsible for completing all appropriate transactions in URSA to ensure schedule accuracy. Note that, while the department may enter permission to register for a section, the student must complete the actual registration transaction in URSA.

Revised 3/16/2010

**Schedule Changes (Drop/Add):**  
**ORIGINAL**

IUP's registration system, University Records and Systems Assistant (URSA), is characterized as one of continuous registration. From the student's initial registration time for a given semester through the end of the drop/add period, a few days into the semester (except for specified restricted times), a student may modify his/her schedule to the extent that classes are available or permission to register for a closed or restricted section has been granted and entered into the computer system. Each student is responsible for making appropriate computer transactions to ensure schedule accuracy. Deadlines for the opportunity to drop or add sections can be found in the academic calendar at the website [www.iup.edu/academiccalendar](http://www.iup.edu/academiccalendar). Note that, while the department may enter permission to register for a section, the student must complete the actual registration transaction on URSA.

**RATIONALE**

Language and process clarification.

**University Policy on Semester Course Syllabi:**  
**REVISION**

Each faculty member shall prepare and distribute a semester course syllabus, without charge, to each student within one week of the first meeting of the class. The syllabus will be consistent with the course content and catalog description that was approved by the Curriculum Committee of the University Senate for the initial course offering or revision. Semester course syllabi may be distributed in hard copy or electronic versions. The semester course syllabus is a vehicle of communication to promote student academic planning and to avoid misunderstandings of the course plan and requirements.

It is recommended that each syllabus include:

- a. The faculty member's name, office location, telephone number, IUP email address, and office hours.
- b. An outline of the course content, objectives, and prerequisites, as appropriate.
- c. Information about any required textbook(s) with title, author, and edition, as well as any other required materials.
- d. Information on the determination of grades, including the weight, types, and scheduling of evaluations, other planned requirements, academic integrity, expectations for class participation, and attendance.
- e. A statement of policies and/or penalties for make-up exams and late submission of assignments.
- f. A statement addressing accommodations for students with disabilities.

Revised 3/16/2010

**University Policy on Semester Course Syllabi:**  
**ORIGINAL**

Each faculty member shall prepare and distribute, without charge, to each student within one week of the first meeting of the class a semester course syllabus. The syllabus will be consistent with course content and catalog description, which was approved by the Curriculum Committee of the University Senate for the initial course offering or revision. Semester syllabi may be distributed in hard copy or electronically.

The semester course syllabus is a vehicle of communication to promote student academic planning and to avoid misunderstandings of course plan and requirements.

It is recommended that each syllabus include:

- a. the faculty member's name, office location, telephone number, and office hours
- b. an outline of the course content, objectives, and prerequisites, as appropriate
- c. information about the required textbook(s) with title, author, and edition, and any other required materials
- d. information on the determination of grades, including the weight, types, and scheduling of evaluations, other planned requirements, and expectation for class participation

- e. statement of policies and/or penalties for make-up exams and late submission of assignments

**RATIONALE**

Updated to include current communication methods, and added clarifications.

**Class Disruptions**

**CURRENT:**

Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student's behavior threatens to disrupt that environment, the faculty member has a responsibility to seek resolution of the problem.

A faculty member is empowered to request that a student leave during a particular class period if, in the measured opinion of that faculty member, the student: (1) Significantly disrupts the learning process, or (2) Is a threat to others.

If the student refuses to leave or if the faculty member deems it appropriate, law enforcement officers may be called to remove the student.

If the behavior is especially egregious or potentially harmful, the faculty member may, with the consent of his/her academic dean and in consultation with the department chairperson, keep the student from returning to class until the case can be adjudicated. Because significant disruptive class behavior is a potential violation of the Academic Integrity Policy, the procedures outlined in that policy should be used to resolve the case. When appropriate, criminal charges should also be filed.

If deemed appropriate, the adjudicators may render a decision that removes the offending student from the class or the university. If so, the university will assign, in lieu of a grade, a designation that indicates a withdrawal. If grades are due before a final decision has been reached, the instructor should assign a temporary designation of "I" (Incomplete).

If the student is allowed to return, the student will have the option of reentering another open section of the course if feasible. When appropriate, the student should be allowed a reasonable opportunity to make up any work missed during the forced absence.

If a student's grade is adversely affected by a capricious forced absence, the student may file a grade appeal.

## **Class Disruptions**

### **REVISION:**

Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student's behavior disrupts that environment, the faculty member has a responsibility to seek resolution of the problem.

A faculty member is empowered to request that a student leave during a particular class period if, in the measured opinion of that faculty member, the student: (1) Significantly disrupts the learning process, or (2) Is a threat to others.

If the student refuses to leave or if the faculty member deems it appropriate, law enforcement officers may be called to remove the student.

If the behavior is especially egregious or potentially harmful, or if the student refuses to modify the behavior, the faculty member may, with the consent of his/her academic dean and in consultation with the department chairperson, keep the student from returning to class until the case can be adjudicated under the Academic Integrity Policy. When appropriate, criminal charges should also be filed.

If deemed appropriate, the adjudicators may render a decision that removes the offending student from the class or the university. If so, the university will assign, in lieu of a grade, a designation that indicates a withdrawal. If grades are due before a final decision has been reached, the instructor should assign a temporary designation of "I" (Incomplete).

If the student is allowed to return, the student will have the option of reentering another open section of the course if feasible. When appropriate, the student should be allowed a reasonable opportunity to make up any work missed during the forced absence.

If a student's grade is adversely affected by a capricious forced absence, the student may file a grade appeal.

Revisions approved for Senate review March 30, 2010.

### **RATIONALE:**

Clarification of language and procedure.

### **Final Examination Policies**

The final examination week is part of the regular academic program and must be incorporated into each instructor's course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore, the instructor may choose an appropriate activity that conforms to course objectives.

The terminating activity shall take place *only* at the time and location assigned by the Registrar's Office. Unless granted an excused absence, the faculty member responsible for the course must be present ~~for the full examination period~~ to direct the terminating activity. Faculty members may require student ~~attendance at~~ participation in the terminating activity.

Faculty members who do not schedule or do not attend the terminating activity for a course may be subject to disciplinary action commensurate with unexcused absences. Once the final examination has been set by the Registrar's Office, changes and absences must be approved by the instructor's dean.

Faculty are only obligated to offer a make-up in cases where officially scheduled exams are in conflict. Where such conflicts exist during the examination period, the following general rules apply ~~where conflicts exist~~:

1. The higher-numbered course takes precedence. Thus, a student enrolled in GEOG 102 and ECON 325 would take the ECON 325 exam at the assigned time and the make-up in GEOG 102.
2. If courses in conflict are the same level and number, an *alphabetical determination by full name of the department, not its acronym, will be made*. For example, a student enrolled in ACCT 421 MATH (Mathematics) 350 and CNSV 421 MGMT (Management) 350 would take the ACCT 421 MGMT 350 exam at the assigned time and a make-up in CNSV 421 MATH 350.

### **Final Examination Policies**

The final examination week is part of the regular academic program and must be incorporated into each instructor's course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore, the instructor may choose an appropriate activity that conforms to course objectives.

The terminating activity shall take place *only* at the time and location assigned by the Registrar's Office. Unless granted an excused absence, the faculty member responsible for the course must be present to direct the terminating activity. Faculty members may require student participation in the terminating activity.

Faculty members who do not schedule or do not attend the terminating activity for a course may be subject to disciplinary action commensurate with unexcused absences. Once the final examination has been set by the Registrar's Office, changes and absences must be approved by the instructor's dean.

Faculty are only obligated to offer a make-up in cases where officially scheduled exams are in conflict. Where such conflicts exist during the examination period, the following general rules apply:

1. The higher-numbered course takes precedence. Thus, a student enrolled in GEOG 102 and ECON 325 would take the ECON 325 exam at the assigned time and the make-up in GEOG 102.
2. If courses in conflict are the same level and number, an *alphabetical determination by full name of the department, not its acronym, will be made*. For example, a student enrolled in MATH (Mathematics) 350 and MGMT (Management) 350 would take the MGMT 350 exam at the assigned time and a make-up in MATH 350.

### **Maximum Number of Final Exams on One Day/Conflicts**

A student may not be required to take more than three final exams on any one regularly scheduled examination day. For any exam over three, a make-up exam must be scheduled by the instructor for the student, at his or her request, into another mutually agreeable regular final examination period. The rules determining conflict resolution (listed above) will determine which exam or exams a student may request as make-ups.

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A student may not be required to take more than three final exams on any one regularly scheduled examination day. For any exam over three, a make-up exam must be scheduled by the instructor for the student, at his or her request, into another mutually agreeable regular final examination period. The rules determining conflict resolution (listed above) will determine which exam or exams a student may request as make-ups.

### **Night Exam Policy**

All tests, examinations, and quizzes should normally be administered during the prescribed course hours. ~~Only in this way can the essential contracted nature of the time arrangements between student and professor be preserved and, at the same time, proper provisions made for the many extracurricular and personal activities involving students and faculty alike.~~ Deviations to allow night exams for valid educational reasons, within the guidelines listed below, must be approved by the department and the dean.

### **Guidelines**

1. Night exams can only be scheduled on Monday through Thursday evenings within the 6:00- 10:00 pm time period.
2. Appropriate physical facilities must be arranged in advance without encroachment upon other authorized university functions.
3. If night exams are to be given, the day of the week on which they will be given must be listed in the undergraduate course schedule **on URSA prior to registration.**
4. No night exam can take precedence over a regularly scheduled class.
5. Arrangements for non-punitive make-up exams at a mutually agreeable time must be available for students ~~that~~ **who** cannot attend the night exam.
6. For each hour of night exams, an hour of regularly scheduled class time will be cancelled. Such cancellations are prohibited ~~during any period of~~ **for** two class days

immediately preceding ~~and~~ **or** ~~any period of two class days~~ immediately following holiday and/or vacation (~~recess~~) periods and **or** semester terminations, ~~appearing as published~~ in the ~~published~~ academic calendar.

### **Night Exam Policy**

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3. If night exams are to be given, the day of the week on which they will be given must be listed in the course schedule on URSA prior to registration.
4. No night exam can take precedence over a regularly scheduled class.
5. Arrangements for non-punitive make-up exams at a mutually agreeable time must be available for students who cannot attend the night exam.
6. For each hour of night exams, an hour of regularly scheduled class time will be cancelled. Such cancellations are prohibited for two class days immediately preceding or immediately following holiday and/or vacation periods and/or semester terminations, as published in the academic calendar.

Revisions approved for forwarding to Senate March 2, 2010.

### **Fresh Start Policy**

A student who has been separated from the university for a minimum of three consecutive calendar years and has been readmitted may apply for a Fresh Start from the appropriate college dean or designee. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may implement this policy.

This policy ~~applies to a student's first baccalaureate degree, and~~ may be applied only once. **For a first bachelor's degree, a** A minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy. **For a first associate's degree, a minimum of 15 credits must be completed at IUP after a student returns to IUP under this policy.**

A student who wishes to enter a major in a college other than the one from which he/she was dismissed will apply to the original college, which will forward the application and related records to the new college for action.

**Conditions for a Fresh Start Record:** All credits and grades for IUP coursework taken prior to readmission under this policy shall remain on the transcript. Upon readmission, a

new cumulative (GPA) is established based upon credits and grades earned from the date of readmission.

**Prior Record:** Previously accepted transfer credits and IUP courses in which grades of C or better were earned prior to readmission will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

**Academic Standards:** A student who is readmitted under the provisions of this policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of rematriculation. A student readmitted under this policy waives the right to exercise the cancelled semester policy.

(SAC approved 3/2/10 to forward to Senate)

### **Fresh Start Policy**

A student who has been separated from the university for a minimum of three consecutive calendar years and has been readmitted may apply for a Fresh Start from the appropriate college dean or designee. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may implement this policy.

This policy may be applied only once. For a first bachelor's degree, a minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy. For a first associate's degree, a minimum of 15 credits must be completed at IUP after a student returns to IUP under this policy.

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(SAC approved 3/2/10 to forward to Senate)

### **Individual Course Withdrawal Policy**

#### **CURRENT:**

The Individual Course Withdrawal Policy provides students who are unable to complete a course with the option of withdrawing from that course. This option should be taken only after other options have been discussed with the instructor and/or the student's advisor.

During the Fall and Spring semesters, Individual Course Withdrawals may be processed using the computer registration system between the day after the conclusion of the drop/add period and the end of the first two-thirds of the academic term. During summer parts of term, the deadline is the two-thirds point of each summer course for which the student is registered. After the two-thirds point of each semester or part of summer term, students may no longer process Individual Course Withdrawals.

A student needing to withdraw from a course after the deadline must process a request for deadline waiver through the office of the dean of his or her college. Approval of the waiver is contingent upon documentation of catastrophic circumstances preventing the student from completing the semester. If a waiver is approved, the college office will arrange for recording the "W" designation.

Since instructors inform students of their standing in class prior to the two thirds point of the semester (Midterm Grade Report Policy), students will be able to discuss course withdrawals with instructors and/or academic advisors to assess alternatives. Students, advisors, and instructors should also understand the significant impact of course withdrawal on financial aid eligibility (percent of completion and eligibility to move to the next class level), athletic eligibility, and health insurance which requires full-time status. Students are also cautioned to consider the detrimental impact of "Ws" in a transcript review by a prospective employer or graduate school.

### **Individual Course Withdrawal Policy**

#### **REVISION:**

The Individual Course Withdrawal Policy provides students who are unable to complete a course with the option of withdrawing from that course. This option should be taken only after other options have been discussed with the instructor and/or the student's advisor.

During the fall and spring semesters, Individual Course Withdrawals may be processed using URSA (University Records & Systems Assistant) between the day after the

conclusion of the drop/add period and the end of the first two-thirds of the academic term, or part-of-term. During summer parts-of-term, the deadline is the two-thirds point of each summer course for which the student is registered. After the two-thirds point of each semester or summer part-of-term, students may no longer process Individual Course Withdrawals.

A student needing to withdraw from a course after the deadline must process a Request for Exception to Course Scheduling Deadlines through the office of the dean of his or her college. Approval of the waiver is contingent upon documentation of catastrophic circumstances preventing the student from completing the semester. If a waiver is approved, the college office will arrange for recording the “W” designation.

Since instructors inform students of their unsatisfactory performance in class prior to the two-thirds point of the semester (Midterm Grade Report Policy), students will be able to discuss course withdrawals with instructors and/or academic advisors to assess alternatives. Students should be aware of the potential impact of course withdrawal on financial aid eligibility (percent of completion and eligibility to move to the next class level), athletic eligibility, and health insurance that require full-time status. Students are also cautioned to consider the detrimental impact of “Ws” in a transcript review by a prospective employer or graduate school.

Revisions approved for Senate review March 30, 2010.

### **Rationale**

Clarification of language.

### **Total University Withdrawal Policy**

#### **CURRENT:**

The Total University Withdrawal policy provides students who are unable to complete a semester with the option of withdrawing from all classes, and thus from the university, for that semester. During the fall and spring semesters, Total University Withdrawals may be processed between the first day of classes and the end of the eleventh week of the semester. During summer parts of term, the deadline is the two-thirds point of each summer course for which the student is registered. Questions about academic impact of withdrawal should be directed to the Advising and Testing Center (See “Process” below). Questions about the financial impact of withdrawal should be addressed to the Office of the Bursar and/or the Office of Financial Aid.

**Late Withdrawal:** Any undergraduate student who needs to withdraw from the university after the deadline must process a waiver through the office of the dean of his or her college. Approval of the waiver is contingent upon documentation of catastrophic circumstances preventing the student from completing the semester. Approved waivers must be submitted to the Advising and Testing Center and attached to the Total University Withdrawal form for processing as below.

***Involuntary Withdrawal:*** Any undergraduate student involuntarily withdrawing from the university as a result of suspension or expulsion unrelated to violations of the Academic Integrity Policy will automatically have the designation of “W” assigned to each registered course as a result of such judicial action.

***Process:*** Undergraduate students voluntarily withdrawing from the university during the fall, spring, or summer semesters must process a Total University Withdrawal either via the Web ([www.iup.edu/ursa](http://www.iup.edu/ursa)) or by form completion with the Advising and Testing Center, Pratt Hall, 724-357- 4067 (V/TD; [advising-testing@iup.edu](mailto:advising-testing@iup.edu)). Once the Total University Withdrawal has been processed, a withdraw designation (“W”) will be assigned to all registered courses in the semester from which the student is withdrawing.

***Readmission:*** Requests for readmission for academically dismissed students or first-semester and transfer students who withdraw from the university voluntarily during their first semester of full-time enrollment will be forwarded to the office of the dean of the college in which the student was enrolled at the time of dismissal, or total university withdrawal, for a decision on the student’s readmission. Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Registrar’s Office will officially change the major based on the officer’s readmission letter to the student. Students should refer to the Readmission Policy for Students Who Withdraw from the University Voluntarily in the Admissions section of this catalog for further information about returning to IUP after processing a Total University Withdrawal and for information about Applications for Readmission.

## **Total University Withdrawal Policy**

### **REVISION:**

The Total University Withdrawal policy provides students who are unable to complete a semester with the option of withdrawing from all classes, and thus from the university, for that semester. During the fall and spring semesters, Total University Withdrawals may be processed between the first day of classes and the end of the eleventh week of the semester. During summer parts-of-term, the deadline is the two-thirds point of each summer course for which the student is registered. Questions about academic impact of withdrawal should be directed to the Advising and Testing Center (See “Process” below). Questions about the financial impact of withdrawal should be addressed to the Office of the Bursar and/or the Office of Financial Aid.

***Late Withdrawal:*** Any undergraduate student who needs to withdraw from the university after the deadline must process a waiver through the office of the dean of his or her

college. Approval of the waiver is contingent upon documentation of catastrophic circumstances preventing the student from completing the semester or summer part-of-term. Approved waivers must be submitted to the Advising and Testing Center and attached to the Total University Withdrawal form for processing as below.

***Involuntary Withdrawal:*** Any undergraduate student involuntarily withdrawing from the university as a result of suspension or expulsion unrelated to violations of the Academic Integrity Policy will automatically have the designation of “W” assigned to each registered course as a result of such judicial action.

***Process:*** Undergraduate students voluntarily withdrawing from the university during the fall, spring, or summer semesters should first review information on withdrawals on the Advising and Testing website ([www.iup.edu/advisingtesting](http://www.iup.edu/advisingtesting)). Then they must process a Total University Withdrawal either via the Web ([www.iup.edu/ursa](http://www.iup.edu/ursa)) or by form completion with the Advising and Testing Center, Pratt Hall, 724-357-4067 (V/TD; [advising-testing@iup.edu](mailto:advising-testing@iup.edu)). Once the Total University Withdrawal has been processed, a withdrawal designation (“W”) will be assigned to all registered courses in the semester from which the student is withdrawing.

***Readmission:*** Students should refer to the Readmission Policy in the Admissions section of this catalog for further information about returning to IUP.

Revisions approved for Senate review April 6, 2010

**RATIONALE:**

Clarification of process and language; removal of redundant information contained in another policy within the same catalog section.

**APPENDIX G**  
**Non-Credit Committee**  
**Chair O'Neil**

The Non-Credit Committee met on Tuesday, April 6, 2010. Report on non-credit offerings was provided to the Committee by Dr. Michael Hood, Dean College of Fine Arts and Michele Norwood, Assistant Dean College of Fine Arts.

Offerings provided through the College of Fine Arts include:

- **ArtsPath** - an arts-in-education program in partnership with the Pennsylvania Council on the Arts and one of twelve throughout the state funded by the Pennsylvania Council on the Arts. ArtsPath includes a region comprising Armstrong, Clarion, Indiana, and Jefferson counties as well as the majority of Butler County. The work includes identifying professionally active visual, performing, media, and literary artists. Through schools and community groups, the partnership works to place these artists, as well as directory artists across the state, in schools for extended, in-depth residency activities. Residencies may also occur in community centers, senior citizen centers, health care facilities, businesses, and anywhere else where art is used as an educational tool, crossing the boundaries of all disciplines. Further work of the partnership includes arts-in-education advocacy both regionally and statewide, providing artists and teachers personal educational opportunities, community outreach, and the like.
- **The Center for Turning and Furniture Design** – providing non-credit workshops for local craftsmen and hosting visiting artists.
- **Ceramics Studio** – providing workshops through Continuing Education – Community and University Studies.
- **Footlight Players** – a summer theater experience for local K-12 students facilitated by IUP students and faculty
- **Center for Music Teaching and Learning** – Outreach to local students and adults under the leadership of Dr. Jack Stamp
- **University Museum** - The University Museum brings the material history and arts of the region together in an environment that encourages exploration, dialogue, and enjoyment. In addition to regular exhibits throughout the year housed in its permanent exhibit space in the historic John Sutton Hall, the University Museum provides smaller exhibits throughout the campus and community with short- and long-term displays.
- **Lively Arts** - The Lively Arts is the umbrella for all performing and visual arts events presented by the IUP College of Fine Arts and its departments of Music, Art, and Theater and Dance. It offers the campus and area community nearly two hundred events annually.

- **Kipp Gallery** – Kipp Gallery provides a forum for students, faculty, and visual artists to explore the relationship between art and the forces that shape its creation. The Gallery provides educational and enrichment opportunities to the community of IUP, the town of Indiana, and the region, about the quality and rich diversity within the field of art.

**Appendix G  
University Planning Council  
Senator Reilly**

The University Planning Council met on April 5 at the Crimson Event Center. There were three items on the agenda.

1. Enrollment Management— Mr. Jim Begany
2. National Survey on Student Management— Ms. Barbe Moore
3. Low Enrolled Programs—Provost Jerry Intemann