

**MINUTES OF THE UNIVERSITY SENATE**  
**May 7, 2002**

Chairperson Nowell called the May 7, 2002 meeting of the University Senate to order at 3:20 p.m. in the Alumni Auditorium of the Eberly College of Business.

**The following Senators informed the Senate leadership that they could not attend:**

M. Amin, M. Anthony, S. Ali, K. Barton, J. Buriok, C. Carranza, T. Eisenhower, P. Grooms, R. Hartman, T. Holm, H. Hull, L. Klingaman, R. Lamberski, D. LaPorte, V. Mancuso, R. Marx, D. Myers, C. Orchard, K. Patrick, R. Ramsey, J. Rivera, E. Ruffner, H. Sitler, C. Strittmatter, C. Tannous, P. Villalobos-Echeverria, and S. Wheatley.

**The following Senators (students) informed the Senate leadership that they could not attend:**

P. Coulson, S. Kodlick, and M. Silva

**The following Senators were absent from the meeting:**

S. Barker, K. Brown, T. Conelly, M. Cowles, G. DiCicco, S. Durbin, P. Gasbarro, C. Green, R. Hinrichsen, R. Jacob, L. Linecum, D. Luo, M. Mambo, R. Martin, C. McCreary, M. Moore, M. Numan, K. Polansky, M. Raman, T. Ray, M. Redvay, J. Rodger, R. Soni, M. Vella, and V. Watson.

The following Senators (students) were absent from the meeting: C. Jones, K. Bransford, D. Bruner, J. Dom, J. Fiorelli, A. Graham, A. Jones, C. Munn, M. Pace, N. Rank, A. Santus, J. Sechler, S. Showalter, R. Simmons, J. Szymkowiak, R. Viegas, and T. Williams.

The minutes of the April 2, 2002 meeting were ACCEPTED.

Agenda items for the May 7, 2002 meeting were ACCEPTED.

**REPORTS AND ANNOUNCEMENTS**

**PRESIDENT'S REPORT (Dr. Pettit)**

Dr. Pettit noted that the Senate had a very long agenda, so he felt that due to this, he would not make any comments, in that there was nothing of great significance to mention. He asked for questions and none were asked.

**PROVOST'S REPORT (Dr. Staszewicz)**

The end of the spring semester, while made difficult because of all the talk about reduced budgets, is ending on a more positive note than did the fall semester. I'd like to thank all the faculty and staff who have voiced their encouragement over the past few months and

have welcomed our attempts to improve communication. I want to express my admiration and thank to Rich Nowell who has served admirably as Chair of the Senate. He did so at a very difficult time and I believe he always acted in the best interests of the Senate and the University. I'd also like to congratulate those elected to leadership roles in both the Senate and in APSCUF and I am hopeful that we'll be able to work together to build upon the efforts of the past semester.

Given the length of today's agenda, I will only make one comment that is of particular importance to the Senate. I attended the Chief Academic Officers' meeting this past Thursday and Friday. We discussed the new Board of Governors' policy on degree requirements – specifically, the need to reduce our requirements to 120 credits. The Chancellor intends to create a task force to develop guidelines and protocols that can be used to approve exceptions. There was general recognition that programs in Education are likely to require more than 120 credits. I am hopeful that the work of this group will commence soon and conclude within the next month. It's important that we understand the ground rules as we engage in local discussions. I will work with the new chair of the Senate and the chairs of the UWUCC to see what procedures might be put into place to accomplish the task of reviewing over 100 programs. During the last meeting of the Academic Council we discussed the possibility that a group could meet over the summer so we can begin the fall semester with both feet running.

#### **CHAIRPERSON'S REPORT (Dr. Nowell)**

I would first like to thank all of the people who have worked so hard with me while I was in the Senate and serving as chair. Thanks to J.B. Smith, who has served as secretary, to Peter Broad, my parliamentarian, and to the chairs of all the Senate committees. I would like to give special thanks to the chairs of the curriculum committees, and especially to Anne Kondo for her ongoing support.

As I leave the Senate, I am encouraged by the more active role the Senate has taken in the governance of the university. It is unfortunate that we have had a time of extensive conflict with the administration over governance issues, but it has left the Senate as a stronger body. We have made some good progress in working together, as can be seen through the establishment of the Academic Council, the UPC, and the ongoing dialogue involving the Senate chair and the president of local APSCUF.

On the other hand, I caution the student and faculty portions of the Senate to be ever vigilant that the administration lives up to its promises of improvements in governance-sharing. Just as faith without works is dead, promises of improvements in this area are empty if they do not result in concrete policies and actions that reflect a true intent behind the words.

#### **VICE CHAIRPERSON'S REPORT (Senator Coulson)**

Senator Coulson was unable to be at the meeting due to a family emergency, so the Vice Chair gave no report.

## **OLD BUSINESS**

Dr. Steve Jackson provided a presentation on the Senate WebCT site, which will be implemented during the fall, 2002 semester.

See Appendix A, page 6 for the Draft of the Sexual Harassment Policy which was presented at the meeting.

## **STANDING COMMITTEE REPORTS**

### **RULES COMMITTEE (Chairperson Radell)**

At this point I would like to thank those who made on-line voting possible in this election: The Rules Committee has been very active and forward thinking in the past several years and has supported the transition to on-line voting in many ways. The Rules Committee members who made the initial decisions to pursue on-line voting in many ways. The Rules Committee members who made the initial decisions to pursue on-line voting are: Peter Broad, Charles McCreary, Tawny Holm (Committee Vice Chair), Biko Agozino, Jerry Buriok (Committee Secretary), José Rivera, Carleen Zoni, Malinda Cowles, Nicholas Rank, and Matt Silva. The Rules Committee empowered a subcommittee headed by Ramesh Soni, Biko Agozino and Matt Silva to make the on-line voting a reality. Without their expertise and hard work it could not have happened. Finally, the Subcommittee and the full Rules Committee have relied heavily on the expertise of Raj Murthy and Veliyan Georgiev and much hard work and tweaking by Ramesh Soni and Veliyan Georgiev. Veliyan Georgiev's expertise was essential. The online voting could not have happened without the initiative taken by Ramesh Soni's subcommittee to get the system up, tested, and running in a relatively brief span of time. The Senate is in their debt.

I would also like to thank the following Senators and retired Senator who volunteered to work the Senate polls in the April election: Malinda Cowles, Ed Ruffner, Amin Mohamed, Allan Andrew, James Rodger, Fred Anderson, James Myers, Jim Lenze, Larry Judge, J.B. Smith, Lynn Gearhart, Charles McCreary, Anne Kondo, Evelyn Goldsmith, Diane Duntley, José Rivera, Holly Boda, Gail Sechrist, Dave Myers, Mark Staszkiwicz, Tawny Holm, Jerry Buriok, Carol Tannous, Cyndy Strittmatter, Deb Brunner, Terry Ray, David Dix, Michael T. Williamson, Russell Peterson, Kathryn Bransford, Carleen Zoni, Louise Waszak, Ola Kaniasty, Peter Broad, Kevin Patrick, Hilary DeMane, Stephaine Jozefowicz. It takes a village to run an election. It made my job easier to have more volunteers than we could use. Many, many, many thanks!

### **RESEARCH COMMITTEE (Chairperson Guth)**

The USRC met on April 30, 2002 and reviewed proposals. The committee awarded \$8,127 in grants to the following individuals:

- Dr. Onwubiko Agozino received \$1,500 to serve as a chair for the panel “Imperialism, Crime and Criminology” and to present his paper “Counter Colonial Criminology: A Critique of Imperialist Reason” at the World Congress of the International Sociological Association in Brisbane, Australia.
  
- Dr. Alan Baumler received \$1,415 to present his paper “Early Modern and Modern Citizens in East Asia: Opium States, and Citizens” at the Second International Conference “Hierarchy and Power in the History of Civilizations” in St. Petersburg, Russia.
  
- Dr. Manton C. Gibbs, Jr. will receive \$750 to present his paper “Leadership in Third Rome Globalization” at the Eleventh Annual World Business Congress in Antalya, Turkey.
  
- Dr. Arden Hamer will receive \$1,462 to develop a workshop to improve performance on the national Praxis exam.
  
- Dr. Mike Sell received \$1,500 to create an anthology of writings by Ed Bullins, a playwright, activist, and editor for the Black Arts and Black Power movements of the 1960’s and 1970’s.
  
- Dr. Carroll Mills Young received \$1,500 to present her paper “Teaching the Afro Hispanic Woman Writer: A New Direction” at the Fourth International Conference of the Afro-Latin/American Research Association in Panama City, Panama.

The committee also discussed proposed changes to the USRC and Senate Fellowship guidelines.

There will be no further meetings until September.

#### **STUDENT AFFAIRS COMMITTEE (Chairperson Hall)**

The Committee presented a proposed recommendation for Senate action regarding the selection process for the student member of the IUP Council of Trustees. In an effort to increase student input, the committee recommended that (1) Student Congress would screen applications, identify the most qualified candidates, and forward those names to the Student Trustee Selection Committee for review; and (2) Student Congress would invite other student organizations to be involved in the initial screen of applications conducted under the leadership of Student Congress.

Some members of the Senate expressed concern over the proposed new procedure, and it was moved and seconded that the motion be returned to committee for revision.

**UNIV. DEVELOPMENT AND FINANCE COMMITTEE (Chairperson Domeracki)**

See Appendix B, page 10, for this committee's information which was presented at the meeting.

**ACADEMIC COMMITTEE (Chairperson Andrew)**

See Appendix C, page 13, for this committee's information, which was presented at the meeting.

**AWARDS COMMITTEE (Chairperson Jackson)**

The committee has completed all activities for the year. No report

**UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE  
(Chairpersons Sechrist and Numan)**

See Appendix D, page 58, for this committee's information, which was presented at the meeting.

**GRADUATE COMMITTEE (Chairpersons Kondo and Chambers)**

See Appendix E, page 65, for this committee's information which was presented at the meeting.

**LIBRARY AND EDUCATIONAL SERVICES COMMITTEE (Chairperson Pagnucci)**

See Appendix F, page for this committee's information  
which was presented at the meeting.

**NON-CREDIT COMMITTEE (Chairperson Barton)**

No report

**NEW BUSINESS**

There was no new business to report.

**ADJOURNMENT**

With no further business, the meeting was adjourned at 5:15 p.m.

Respectfully Submitted,

Jonathan B. Smith, Ed.D.  
Secretary-IUP Senate

## **APPENDIX A-OLD BUSINESS**

### **Indiana University of Pennsylvania Sexual Harassment Policy**

#### **POLICY**

Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment. Acts of sexual harassment seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment is legally prohibited and will not be tolerated. Sexual harassment is a form of sex discrimination that is prohibited under Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Pennsylvania Human Relations Act. It is the purpose of this policy to define prohibited conduct and provide guidance on the procedures for addressing complaints.

All students, faculty and staff have a responsibility to be aware of the contents of this policy and to abide by its terms. Members of the university community are encouraged to report complaints of sexual harassment promptly in accordance with the Sexual Harassment Complaint Procedures set forth below. Any persons found to be in violation of this policy will be subject to disciplinary action up to and including expulsion for students and termination for employees.

IUP prohibits retaliatory action against persons filing an informal or formal complaint of sexual harassment or any person cooperating in the investigation of such a charge, as a complainant, respondent, witness or other participant. Nor will the university tolerate intentionally false charges of sexual harassment. Acts of retaliation or intentionally false charges shall constitute misconduct subject to disciplinary action up to and including expulsion for students and termination for employees.

To the extent possible, all complaints of sexual harassment shall be considered confidential and only those persons who are necessary for the investigation and resolution of the complaints will be given information regarding the matter. As much as possible consistent with the University's legal obligations to protect the rights and security of its employees and students, the university will respect the confidentiality of both the complainant and the accused.

**Questions about the Sexual Harassment Policy should be referred to the Assistant to the President for Social Equity, G-2A Sutton Hall at 724-357-4874.**

#### **DEFINITION**

Sexual harassment consists of:

- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is either

- explicitly or implicitly a term or condition of an individual's employment or education; or
- when submission to, or rejection of that conduct is used as the basis for an employment or academic decision affecting such individuals; or
  - such conduct that is sufficiently severe or pervasive as to have the effect of creating an intimidating, hostile, or offensive work or educational environment that substantially interferes with work or educational performance, or negatively affects an individual's employment or educational opportunities.

Not every act that may be offensive to an individual or group constitutes sexual harassment. In determining whether sexual harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be given to the protection of individuals' rights, freedom of speech, academic freedom and advocacy.

### **SEXUAL HARASSMENT COMPLAINT PROCEDURES**

Sexual harassment concerns can often be resolved by the person who feels he or she is being harassed by informing the person accused of such harassment that the conduct is unwelcome and must stop. The complainant should do so as soon as possible after the incident occurs. As time passes, it may become more difficult to investigate and resolve complaints. In addition, because there are time limitations for filing external complaints with state and federal agencies, prompt action by the complainant is important.

In some circumstances, however, this course of action may not be feasible, may be unsuccessful, or the complainant may be uncomfortable dealing with the matter in this manner. To encourage persons experiencing alleged sexual harassment to come forward, the University provides both informal and formal complaint resolution procedures.

**The procedures for processing a sexual harassment complaint against a student are described in and governed by the IUP Student Handbook, Student Behavior section.**

Reports of sexual assault and other crimes should be directed to the University's Director of Public Safety regardless of whether the matter is also reported as sexual harassment.

#### **Informal Complaint Resolution Procedure**

If the complainant is uncomfortable informing the alleged harasser that the behavior is unwelcome, the informal complaint resolution procedure requires the complainant to report the complaint, either verbally or in writing, to the supervisor, academic dean, director or manager (hereafter referred to collectively as "informal investigator") who has supervisory responsibilities for the person against whom the complaint is directed. **The informal investigator receiving the complaint must report it immediately to the Assistant to the President for Social Equity (APSE) who will work with the informal investigator to facilitate a resolution of the sexual harassment complaint.** The informal complaint resolution process provides an opportunity for the sexual harassment

complaint to be resolved by mutual agreement between the complainant and the person accused of sexual harassment. The implementation of this informal process is the responsibility of the informal investigator. *To ensure compliance with the University's legal obligations, and/or as otherwise determined to be appropriate by the APSE, the APSE may move a complaint from Informal Complaint Resolution to Formal Complaint Resolution at any time depending upon the circumstances involved.*

The informal investigator is expected to review the complaint and explore avenues for informal resolution with the complainant. The university recognizes that it must balance the complainant's right of privacy and the need to be fair to the alleged offender by notifying the alleged offender of the allegation. The informal investigator has the discretion to determine whether the situation warrants a meeting(s), either jointly with the complainant and the alleged offender or separately. The complainant may not be required to meet with the alleged offender. The informal investigator has the discretion to determine whether investigation of the complaint requires interviewing other persons who may have witnessed the behavior.

Informal investigators should attempt to resolve sexual harassment complaints expeditiously, but in a manner that is consistent with the severity or complexity of the matter. To the extent possible, it is expected that the informal resolution process will be completed in a timely manner. If informal resolution fails to resolve the matter to the complainant's satisfaction, the complainant may file a formal complaint with the APSE.

At the conclusion of the informal investigation, all records from the informal resolution process will be forwarded to the APSE to be maintained in a confidential file for seven years as advised by legal counsel.

### **Formal Complaint Resolution Procedures**

If the complainant is not satisfied with the outcome of the informal resolution or if the complainant prefers to file his or her complaint directly at the formal complaint level, he or she may do so by filing a written complaint with the APSE. A complaint against the president or a member of the council of trustees must be reported to the APSE who will refer the complaint to the Office of the Chancellor. The written complaint describes the incident or incidents as completely as possible. The complainant may seek guidance regarding the formal submission of the complaint from the APSE.

The APSE will investigate the complaint. The APSE will notify the person against whom the complaint is directed, conduct interviews with the complainant and the alleged harasser, and with anyone who might have information that would be helpful. The APSE will conduct the investigation expeditiously, but in a manner consistent with the complexity and severity of the matter. At the conclusion of the investigation, the APSE will prepare a report of findings and submit the report to the president or his or her designee. The president or designee will determine what appropriate action, if any, will be taken. A pre-disciplinary conference will be held if sufficient evidence is found in the report of findings. If disciplinary action is taken as a result of the pre-disciplinary



meeting, the alleged harasser may appeal the decision as provided in the grievance procedures of their respective collective bargaining agreement or the Merit Principles Policy, whichever is applicable.

Once the president or designee has rendered a decision, the APSE shall notify the complainant in writing of the results of the investigation and the action taken by the university to resolve the complaint. At the conclusion of the formal investigation, all records will be maintained by the APSE in a confidential file for seven years as advised by legal counsel.

Records of investigations will not be maintained in personnel files unless formal corrective action is taken. Upon filing of a complaint outside the University, information gathered in the course of the investigation may be disclosed to the investigation agency.

### **Responsible Parties**

While it is the responsibility of the University to disseminate this Policy, it is the responsibility of each member of the University community to read the Policy and to become familiar with its provisions. Failure to follow the procedures set forth in this Policy may inhibit or prevent the University from properly investigating an instance of alleged sexual harassment, or from taking appropriate remedial action. Any administrator, supervisor, faculty member, staff member, or student having knowledge of conduct involving sexual harassment or receiving a complaint of sexual harassment that involves a member of the university community is urged to take immediate steps to deal with the matter appropriately. These steps are outlined in the Sexual Harassment Complaint Procedures section.

It is imperative to maintain an environment free from sexual harassment. To provide such an environment, the following actions should be taken:

- Deans, directors, departments heads and supervisors should inform all employees that sexual harassment is prohibited. The Sexual Harassment Policy should be emphasized by the deans at college meetings and explained by department chairs to academic staff and classified employees. Managers and directors should discuss the issue in staff meetings. Those who have questions about the policy should be referred to the APSE immediately.
- The APSE shall distribute and disseminate pamphlets and educational materials for display in every department and college office.
- All resident directors and resident assistants will display posters, distribute pamphlets and discuss the information with residents in their residence halls.
- Deans, department chairs, directors, managers, and resident directors should be encouraged to invite the APSE to talk to others concerning IUP's Sexual Harassment Policy.

**APPENDIX B**  
**University Development and Finance Committee**  
**Chairperson Domaracki**

<b>For Senate Information:</b>							
The following projects have been previously approved:							
<b>Pennsylvania State System of Higher Education</b> <b>Indiana University of Pennsylvania</b> <b>Capital Budget</b> <b>Authorized Projects</b> <b>April, 2002</b>							
The following Capital Projects have been authorized by legislation:							
Project	Project #	Type	Act	Expiration	Auth Amt	Design Alloc	Constr Alloc
Addition/Renovation Cogswell Hall (AFRP)	DGS 407-67	Capital	47/97	10/14/2001	8,888,000	1,481,000	7,407,000
Renovation of Keith Hall (AFRP)		Capital	47/97	10/14/2001	9,916,000	1,653,000	8,263,000
Renovation of Leonard Hall		Capital	47/97	10/14/2001	7,729,000	1,288,000	6,441,000
Renovation of Stabley Library (AFRP)		Capital	47/97	10/14/2001	7,272,000	1,212,000	6,060,000
Const/Replace Old Main Punxsutawney		Capital	35/99	6/16/2003	5,750,000	958,000	4,792,000
Const/Replace Wyant/Doerr Armstrong *		Capital	35/99	6/16/2003	5,750,000	958,000	4,792,000
Const Convocation Center (Regional Development Complex *)	DGS 407-66	Capital LEG	35/99	6/16/2003	38,271,000	3,000,000	31,892,500
Academic Science Building		Capital LEG	35/99	6/16/2003	21,234,000		
Parking Garage		Capital LEG	35/99	6/16/2003	9,228,000		
Renovate Cogswell Hall, Phase II		Capital LEG	35/99	6/16/2003	13,000,000		
Addition/Renovation of Fisher Auditorium		Capital	27/00	6/22/2004	9,354,000	1,559,000	7,795,000
Renovation of Wilson Hall		Capital	27/00	6/22/2004	2,749,000	458,000	2,291,000
Addition to/Renovation of Ackerman Hall		Capital	27/00	6/22/2004	5,526,000	921,000	4,605,000
Renovation of Steam Tunnels		Capital	27/00	6/22/2004	1,590,000	265,000	1,325,000
Upgrade of Electrical Distribution System		Capital	27/00	6/22/2004	1,921,000	320,000	1,601,000
Renovation of Boiler Plant		Capital	27/00	6/22/2004	3,288,000	548,000	2,740,000
Original Furniture & Equipment	Project #	Type	Act	Expiration	Auth Amt	Design Alloc	Constr Alloc
Stabley Library		Capital	47/97	10/14/2001	463,000		
Cogswell Hall		Capital	47/97	10/14/2001	889,000		
Keith Hall		Capital	47/97	10/14/2001	706,000		

(AFRP) = Academic Facilities Renovation Program

**PASSED**

<b>For Senate Action:</b>									
<b>The committee moves the approval of the following project five-year priority order for the FY 2003-2004 Capital Budget Submission:</b>									
<b>Proposed Five-Year Priority Order FY 2003-2004 Capital Budget Submission</b>									
The following is our proposed five-year priority order of Capital Projects:									
<b>Proposed Priority Order 2003-2004</b>									
1. Addition/Renovation Cogswell Hall (Reauthorization)					2. Renovation of Keith Hall (Reauthorization)				
3. Renovation of Stabley Library (Reauthorization)					4. Renovation of Leonard Hall (Reauthorization)				
5. Const/Replace Old Main Punxsutawney (Reauthorization)					6. Const/Replace Wyant/Doerr - Armstrong (Reauthorization)				
7. Renovation of Davis Hall by Replacement					8. Renovation of Weyandt/Walsh Halls by Replacement				
9. Renovation of Sutton Hall, Phase II					10. Addition, Stapleton Library, Phase II				
11. Renovation of Memorial Field House					12. Renovation/Addition of Sprows Hall				
13. Renovation of Pratt Hall									
<b>Proposed Priority Order 2004-2005</b>									
1. Renovation of Pierce Hall									
2. Renovation of Stright Hall									
<b>Proposed Priority Order 2005-2006</b>									
1. Renovation of Zink Hall									
<b>Proposed Priority Order 2006-2007</b>									
1. Renovation of Robertshaw Complex									
<b>Proposed Priority Order 2007-2008</b>									
1. Renovation of Stadium & Field Areas									
<b>Proposed Original Furniture &amp; Equipment FY 2003-2004</b>									
1. Cogswell Hall (Reauthorization)									
2. Stabley Library (Reauthorization)									
3. Keith Hall (Reauthorization)									
4. Regional Development Complex									
5. Leonard Hall									
6. Replacement Old Main Punxsutawney									
7. Replacement Wyant/Doerr Armstrong									

**APPENDIX C**  
**Academic Committee**  
**Chairperson Andrew**

**FOR SENATE INFORMATION**

The Senate Academic Committee offers the following clarification to the Cancelled Semester Policy.

**Current policy:**

DEFINITION: One semester refers to any semester of enrollment, whether full- or part-time, with the summer sessions collectively considered as one semester.

**Clarified policy:**

DEFINITION: **Semester to be cancelled** refers to any semester of enrollment, whether full- or part-time. Students may elect to use an enrolled summer as their "semester" to be cancelled. The entire summer of any given year will be treated as a semester for the purpose of canceling grades.

**APPENDIX C**  
**University Wide Undergraduate Curriculum Committee**  
**Co-Chairs Sechrist and Numan**

**For Information:**

**A. Liberal Studies Committee Report:**

Approved the LS component of the revised program--B.S. in Education—Biology.

Approved the change in math requirement from MATH 121 to 115 for the B.S. in Finance.

Approved the change in math requirement from MATH 121 to 115 for the B.S. in Management for the following Tracks: General Management, Operations Management, and Entrepreneurship and Small Business.

Approved the Prerequisite changes for MATH 105 College Algebra and MATH 110 Elementary Functions.

Approved title change and prerequisite change for MATH 121 Calculus I for Natural and Social Sciences; MATH 122 Calculus II for Natural and Social Sciences.

Approved SAFE 493 Internship as a Type II, Department Writing Intensive course.

Approved BIOL 263 Genetics as a Type II, Department Writing Intensive course.

Approved HIST 206 History of East Asia as a Non-Western Cultures and Liberal Studies Elective.

Approved HIST 401 Topics in United States History, HIST 402 Topics in European History, HIST 403 Topics in Non-Western History, and HIST 404 Topics in Comparative History as Type II, Department Writing Intensive courses.

Approved BTED 311 Methods and Evaluation in Business and Marketing Education as Type II, Department Writing Intensive courses.

Approved Type III writing designation for HIST 323 France, 1815 to the Present, Dr. Tamara Whited.

Approved LBST 499 Screen Cuisine: A Multicultural Feast, Dr Stephanie Taylor-Davis, Food and Nutrition.

**B. Catalog Description, Title, Number, and Prefix Changes**

**1. Department of Finance and Legal Studies**

**a. Catalog Description and Title Change**

**1) Current Catalog Description:**

**FIN 310 Finance I**

3c-01-3sh

**Prerequisites for business majors:** ACCT 202, MATH 214

**Prerequisites for non-business majors:** ACCT 202, MATH 214 or 217 (MATH 214 recommended)

The study of the methods of securing and managing funds on short, intermediate, and long-term bases. The financial analysis, planning, and control of a corporation. Also covered is working capital management.

**2) Proposed Catalog Description:****FIN 310 Fundamentals of Finance**

3c-01-3sh

**Prerequisites for business majors:** ACCT 202, MATH 214**Prerequisites for non-business majors:** ACCT 202, MATH 214 or 217  
(MATH 214 recommended)

Study of valuation models, financial statement analysis and forecasting, capital budgeting methods, and working capital management. Also includes an introduction to risk and return, capital markets and institutions, and security valuation.

**Rationale:** While the course number will remain the same, the title is changed from Finance I to the more descriptive Fundamentals of Finance. It is believed that the new title and catalog description better conveys the nature of the course material and is consistent with an introductory financial management course at many other institutions.

**b. Catalog Description, Number, and Title Change****1) Current Catalog Description:****FIN 355 Financial Analysis Using Lotus 1-2-3**

3c-01-3sh

**Prerequisite:** BTED/COSC/IFMG 101

Develops the financial students' computer modeling and analysis skills. Students will be taught how to utilize current computing resources, electronic spreadsheet, and other computing software to analyze, model, and solve a variety of financial problems.

**2) Proposed Catalog Description:****FIN 315 Financial Analysis Using Electronic Spreadsheets**

3c-01-3sh

**Prerequisite:** BTED/COSC/IFMG 101

Develops the financial students' computer modeling and analysis skills. Students will be taught how to utilize current computing resources, electronic spreadsheet, and other computing software to analyze, model, and solve a variety of financial problems.

**Rationale:** When this course was approved in 1994, Lotus 1-2-3 was the premier spreadsheet software used by business organizations. More recently, the Eberly College of Business and Information Technology and many other organizations are increasingly using Microsoft Excel and other spreadsheets. Therefore, the course must be expanded to cover other spreadsheet software and the title revised to reflect this change.

The course number has also been changed from FIN 355 to FIN 315. On the advice of our departmental Business Advisory Council, we are requiring students to register for the course earlier in the program, after taking the Fundamentals course (FIN 310). This will allow our majors to develop a more consistent PC-based background for use in their upper level coursework. The new number better reflects the required sequence of coursework.

**c. Catalog Description Change**

**1) Current Catalog Description:**

**FIN 324 Principles of Investments** 3c-0l-3sh

**Prerequisite:** FIN 310

Analysis of various types of securities and other forms of investment possibilities and a study of sound investment policies from a corporate viewpoint. Factors influencing the general movement of security prices and the return from investments are considered.

**2) Proposed Catalog Description:**

**FIN 324 Principles of Investments** 3c-0l-3sh

**Prerequisite:** FIN 310

An introduction to securities markets, trading and valuation. Topics include security types and characteristics, the mechanics of trading, valuation models for fixed income securities and common stock, mutual fund evaluation, basics of options and futures, and tax-advantaged investments.

**Rationale:** The description of this course has not been updated in many years. Given the range of investment opportunities available to individual investors, the focus has shifted from a corporate viewpoint to that of an individualized investor. This course originally emphasized analysis of various investments, that process has become increasingly complex and so is treated in a higher level course, FIN 420 Investment Analysis.

**d. Catalog Description Change**

**1) Current Catalog Description:**

**FIN 410 Financial Institutions and Markets** 3c-0l-3sh

**Prerequisite:** FIN 324

Review of the entire structure of financial institutions, money, and capital markets, of which the business enterprise is both a supply and demand factor, and the structure and dynamics of interest rate movements.

**2) Proposed Catalog Description:**

**FIN 410 Financial Institutions and Markets** 3c-0l-3sh

**Prerequisite:** FIN 324

A review of the structure of financial institutions and money and capital markets. Provides students with the knowledge of the theory and practices of managing financial institutions, with particular emphasis on the management of financial risks.

**Rationale:** The description of this course has not been updated in many years. The dynamic changes in the financial system and financial innovations have exposed institutions to different and new types of risks that led in their turn to the development of new techniques to cover those risks. The updated content will include these risks and techniques.

e. **Catalog Description, Title, and Number Change**

1) **Current Catalog Description:**

**FIN 385 Securities and Commodities Markets** 3c-01-3sh

**Prerequisites:** FIN 320, 324

Study of the structure of security and commodity markets; the nature of speculative transaction and methods of trading; analysis of pricing; and the objectives of security and commodity market regulation.

2) **Proposed Catalog Description:**

**FIN 425 Financial Derivatives** 3c-01-3sh

**Prerequisites:** FIN 320, 324

Intended to provide the student with an understanding of how the derivatives markets work, how they are used, and how prices are determined. Topics include the common types of derivatives, their characteristics and properties, and trading methods and strategies. Also covered are fundamental pricing models based on arbitrage pricing theory, binomial, and Black-Scholes models.

**Rationale:** The original title of the course was somewhat of a misnomer. The primary focus of this course has always been on the markets for options and futures contracts. Other securities markets were covered primarily in the Principles of Investments and Financial Institutions and Markets courses. The term “derivatives” is now widely used to describe this class of instruments, which includes more exotic privately and publicly traded contracts in addition to commodity futures and options on securities.

The course was originally more descriptive given the nature of the subject at that time. However, these instruments, their markets, their use in managing risks, and valuation models have become increasingly complex, and the material is now more suitable for a 400-level course.

f. **Prefix Changes**

1) **BLAW 382 Real Estate Fundamentals**

**TO**

**REAL 382 Real Estate Fundamentals**

2) **BLAW 383 Real Estate Practice**

**TO**

**REAL 383 Real Estate Practice**

**Rationale:** This change is being made to increase awareness of our real estate offerings. We have received complaints that interested students, particularly those outside the Eberly College, have been unable to locate our real estate courses in the schedule of classes when carried under a BLAW prefix and they believe that no such courses are offered at IUP. As such, the REAL prefix is more descriptive and visible for the course.



**2. Department of History—Number Change**  
**HIST 335 History of East Asia**  
**TO**  
**HIST 206 History of East Asia**

**Rationale:** This is a course that is offered at many universities, but usually as a lower-level survey course rather than an upper division course. Given the amount of time and space it covers the course fits better at 200 level. As we are introducing three more specialized courses in East Asia (Early China, Modern China, and Modern Japan) this course would fit better at the 200 level. At the 200 level the course will also fit into the new sequence of controlled electives required of history majors.

**3. Department of Human Development and Environmental Studies**

**a. Prefix Changes**

<b>Current Course IDs</b>	<b>Proposed Course IDs</b>
HMEC 218 Child Development	CDFR 218 Child Development
HMEC 224 Marriage and Family Relations	CDFR 224 Marriage and Family Relations
HMEC 281 Special Topics	CDFR 281 Special Topics
HMEC 317 Infant Development	CDFR 317 Infant Development
HMEC 324 Family Dynamics	CDFR 324 Family Dynamics
HMEC 418 Advanced Child Development	CDFR 418 Advanced Child Development
HMEC 424 Family Issues	CDFR 424 Family Issues
HMEC 463 Family and the Community	CDFR 463 Family and the Community
HMEC 481 Special Topics	CDFR 481 Special Topics
HMEC 482 Independent Study	CDFR 482 Independent Study
HMEC 493 Internship	CDFR 493 Internship

**Rationale:** The HMEC prefix is a hold-over from the years when the Child Development and Family Relations courses were a part of the Home Economics Education Department. The CDFR major is now part of a different department, and the old prefix is confusing to students. CDFR is the designation used for the program in other records of the University.

**b. Prefix and Number Change**

<b>HMEC 220 Teaching in Child Development Centers</b>	2c-4l-4sh
<u><b>TO</b></u>	
<b>CDFR 419 Teaching in Child Development Centers</b>	2c-4l-4sh

**Rationale:** Traditionally this had been taught as a 400 level course similar to student teaching. During the last program revision, it was made a 200 level course with the intent to offer a two-tiered lab experience for CDFR majors. Due to lack of lab space, the HMEC 420 Practicum course has never been available to students except as an independent study. Since the last program revision, enrollment in the CDFR major has doubled. Students typically cannot typically enroll in it until they are seniors.

This course is taught primarily through a discussion format in which students must analyze and evaluate their experiences with preschoolers in the child care lab. Students keep daily logs where they analyze children's behaviors, interpret events, and evaluate the adult's behaviors that occur during their lab time. Students are expected to incorporate child development theory and principles of developmentally appropriate practices into their direct work with children and their discussion/evaluation. Students are expected to complete all work at a level that is consistent with a 400-level course.

**For Action:****PASSED****1. Department of Computer Science--New Courses****A. COSC 316 Cybersecurity Basics**

3c-0l-3sh

**Prerequisites:** COSC 110 or equivalent programming course, junior standing or permission of instructor.

Provides an introduction to the theory and concepts of computer security in networked systems. The course will look at security issues and policies with regard to hardware, software development, databases, operating systems and networks as well as the use of encryption. The more common attacks on systems will be covered. Vulnerability assessment tools and techniques for defending systems will be explored in various projects.

**Rationale:** This course is designed as one of five courses for an upper level track in information assurance for Computer Science majors. It will be required for all students in the Information Assurance Track and in the Information Assurance Minor.

**B. COSC 356 Network Security**

3c-0l-3sh

**Prerequisite:** COSC 316 or COSC/IFMG 352

Explores mechanisms for protecting networks against attacks. The course emphasizes network security applications that are used on the Internet and for corporate networks. It investigates various networking security standards and explores methods for enforcing and enhancing those standards.

**Rationale:** Addresses the issues of security involved with networked computers. With increasing use of networks due to the Internet and electronic commerce, issues in network security have become essential for both corporations and small businesses. Many of our interns and graduates go to companies to function as network managers and therefore need to know about network security. Currently the department does not have any course, which explicitly teaches the ideas of network security. The course is designed for the proposed Information Assurance Track in Computer Science and for the proposed interdisciplinary minor with the same name.

**C. COSC 427 Cryptography**

3c-0l-3sh

**Prerequisites:** COSC 310, MATH 122 or 123

Fundamental concepts of encoding and/or encrypting information, cryptographic protocols and techniques, various cryptographic algorithms, and security of information will be covered in depth.

**Rationale:** This course is a controlled elective for all Computer Science majors who will graduate in the Information Assurance Track. Students from the Information Assurance Minor may also take this course. Students from other departments may take this course as an elective if they have taken the prerequisite courses.

#### **D. Catalog Description Change**

**PASSED**

**[Old catalog description is exactly the same as the new except for last bolded line]**

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

The programs in Computer Science at IUP lead to the B.S. or B.A. degree and are designed primarily to prepare graduates for productive work in highly computer-dependent areas of business, government, and industry. In recent years, majors graduating from the program have attained their first jobs in business applications, programming and systems analysis, computer software development, scientific and applied mathematical programming, and other computer-related areas and have gone to graduate school.

In a rapidly developing field such as Computer Science, it is important that the graduate's education be broad and fundamental so that new trends can more readily be followed. Our goal is to balance fundamentality and breadth with sufficient supervised practice so that our graduates are productive at the time they graduate but ready and willing to change with the field.

Most applied computer scientists work in cooperation with professionals trained in other areas and with managers. Hence, the ability to work and communicate with others of different educational backgrounds is an important characteristic. To that end, we encourage Computer Science majors to take a strong minor (or area concentration) in a second area of interest. Some students may wish to double major. Majors in other disciplines at IUP are also welcome to take Computer Science courses for which they are qualified or a Computer Science minor.

Students majoring in Computer Science should set their goals beyond simple programming and should be preparing:

1. to program well, both in design and implementation phases, and document what they have programmed
2. to analyze real-world problems in preparation for program design and implementation
3. to manage activities that are strongly computer dependent
4. to improve the tools that programmers and systems analysts use, i.e., to develop
  - a. better software systems
  - b. better graphical user interfaces
  - c. better languages for communicating with computers
  - d. better web-based interfaces and databases
  - d. better methods for solving intractable problems
5. to teach about computers at college or high school level
6. to advance the fundamental theory of digital information processors
- 7. to increase awareness of information assurance education and issues.**

**E. New Track in Information Assurance****PASSED****Bachelor of Science--Computer Science/Information Assurance Track**

**Liberal Studies:** As outlined in Liberal Studies section  
with the following specifications:

**56-58**

**Mathematics:** MATH 123 (or MATH 121-122)

**Liberal Studies Electives:**

MATH 216 (or MATH 217 and 417), no course with COSC prefixes

**Major:****Required Courses:****42-43**

COSC 105	Fundamentals of Computer Science	3sh
COSC 110	Problem Solving and Structured Programming	3sh
COSC 210	Object-Oriented and GUI Programming	3sh
COSC 220	Applied Computer Programming	4sh
COSC 300	Assembly Language Programming	3sh
COSC 310	Data Structures and Algorithms	3sh
COSC 319	Software Engineering Concepts	3sh
COSC 341	Database Management	3sh
COSC 380	Seminar on the Computer Profession	1sh
COSC 480	Seminar on Technical Topics	1sh

**Information Assurance Required Courses:**

COSC 316	Cybersecurity Basics	3sh
COSC 356	Network Security	3sh

Select one of the following:

COSC 493	Internship (Information Assurance)	12sh (1)
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or

COSC 320	Software Engineering Practice	3sh
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**Track Controlled Electives:**

Select 3sh

COSC 345	Data Communications	3sh
COSC/IFMG 354	Testing and Controlling LANs	3sh
COSC 362	Unix Systems	3sh
COSC 481	Special Topics in Computer Science (as approved for majors in this track)	3sh
IFMG 382	Auditing for EDP Systems	3sh

**Upper Level Electives:**

Select 3sh

COSC 415	Internet Architecture and Programming	3sh
COSC 432	Operating Systems	3sh
COSC 427	Cryptography	3sh
COSC 482	Independent Study	3sh
COSC 400-level course with department approval		3sh

**A minor in Criminology****15****Other Requirements:**

Additional writing:

**6-19**

ENGL 322	Technical Writing	3sh
Foreign Language	Intermediate Level	0-6sh (2)
Additional Mathematics:		8-10sh (3)

MATH 123      Calculus I for Physics, Chemistry,  
and Mathematics (MATH 121 and 122 may be  
Substituted)

MATH 216      Probability and Statistics for Natural Sciences  
(MATH 217 and 417 may be substituted)

MATH 219      Discrete Mathematics

**Free Electives:****0-5****Total Degree Requirements:****124**

- (1) Only 4sh of COSC 493 may be counted towards the major. COSC 493 may be selected in either the second semester of the junior year or the first semester of the senior year. If COSC 493 is selected and approved, COSC 380 may be taken in the immediately preceding semester.
- (2) Foreign language intermediate-level courses are counted as Liberal Studies electives.
- (3) Any of the Mathematics options satisfy the Learning Skill requirement, and one course may be counted as a Liberal Studies elective. The 8sh minimum applies students who take the MATH 123 and 216. The 10sh maximum applies to students who take MATH 121-122 calculus option and MATH 217-417 statistics option only.

**Rationale:** When Internet browsers began to grow and evolve in the early 90's, the focus was on making these new tools as user friendly as possible. We taught our students how to design better graphical interfaces to simplify the tasks of making connections and exchanging email. No one anticipated that in less than ten years the number of users would rise from a few hundred to over 200 million worldwide. As electronic commerce came on line, it became much more critical to protect the integrity of the data being exchanged over these worldwide networks.

The rise in computer assisted crime and the new emerging threat of cyberterrorism has resulted in an urgent need to carry out research and modify our curriculum to include risk analysis of potential threats and vulnerability assessment of our software and systems. In responding to this need we have obtained grant funding to develop the curriculum proposed here. Eight faculty have been funded for ¼ release each to develop this new curriculum, and we have already offered 3 five-day faculty workshops to help bring the faculty up to speed with three more scheduled for this summer.

## 2. Department of Criminology – New Courses

**PASSED**

### A. CRIM 321 Cybersecurity and Loss Prevention

3c-0l-3sh

**Prerequisites:** CRIM 101 or 102

Addresses the cybersecurity threat from a more comprehensive standpoint. Students will be challenged to recognize and understand security concerns from multiple perspectives, ranging from the insider threat to threats involving the actual physical components. Exposure to a design methodology, associated system components modules, and basic security principles are featured in this course. Students will also be exposed to the private and public responses to computer security problems, including the insider threat, domestic and foreign terrorism, and a number of unique computer crimes and solutions to deal with these crimes. The importance of a sound security policy in the overall management of any organization will be addressed.

### B. CRIM 323 Cybersecurity and the Law

3c-0l-3sh

**Prerequisite:** CRIM 101 or 102

Examines the scope of cybercrime and its impact upon today's system of criminal justice. Topics to be studied include: Cybercrime and the Bill of Rights, computer-based economic crime, electronic commerce, ethical challenges, and the Computer Fraud and Abuse Act. Included will be an analysis of the legal considerations facing law enforcement and cybersecurity professionals who deal with the problem of discovering, investigating, and prosecuting cybercrime.

**Rationale:** These courses are designed as part of six required courses for an interdisciplinary minor in Information Assurance. They will most likely be restricted to students enrolled in the minor.

### 3. Departments of Computer Science and Criminology—New Minor PASSED

**Minor – Information Assurance(1) 18 sh**

#### Required Courses:

a)	CRIM 101	Crime and Justice Systems(2) or	
	CRIM 102	Survey of Criminology(2)	3 sh
b)	COSC 110	Problem Solving and Structured Programming(3)	3 sh
c)	COSC 316	Cybersecurity Basics	3 sh
d)	COSC 352	LAN Design and Installation	3 sh
e)	CRIM 321	Cybersecurity and Loss Prevention	3 sh
f)	CRIM 323	Cybersecurity and the Law	3 sh

#### Other requirements

- (1) Computer Science majors in the Information Assurance Track are not eligible to take this minor, instead they must take a Criminology minor.
- (2) Criminology majors cannot count CRIM 101 or CRIM 102, instead they must take one additional course from the following list:
 

a)	COSC 341	Data Base Management	3 sh
b)	COSC 356	Network Security	3 sh
c)	COSC 362	Unix Systems	3 sh
d)	COSC 427	Cryptography	3 sh
e)	IFMG 382	Auditing for EDP Systems	3 sh
f)	COSC 432	Introduction to Operating Systems	3 sh
g)	COSC 482	Independent Study	3 sh
- (3) Computer Science majors cannot count COSC 110, instead they must take one additional course from the following list:
 

a)	CRIM 300	Theory of Complex Criminal Justice Organizations	3 sh
b)	CRIM 355	Crime in the Workplace	3 sh
c)	CRIM 400	Theoretical Criminology	3 sh
d)	CRIM 401	Contemporary Issues	3 sh
e)	CRIM 481	Special Topics as appropriate	3 sh
f)	CRIM 482	Independent Study	3 sh

**Rationale:** The Internet and electronic commerce are critical for the prosperity of the world economy, but there are many who seek to exploit its vulnerabilities. Unfortunately, current computer professionals are not well trained in information security and assurance. People who use computing and computer operations for criminal activities must be prosecuted. However, specific laws are inadequate and there are not enough people trained in cybersecurity to help formulate the needed laws and to enforce them. By putting this interdisciplinary minor in place, IUP will take the initiative and help meet the

deficiencies in combating cyberterrorism and the related cybercriminal behaviors. Additionally, the Computer Science and Criminology departments have received a NSF grant of \$250,000 to develop the curriculum and the required computing facilities.

#### **4. Department of Mathematics–Course Revisions & Catalog Description Changes (ALL IN #4 PASSED AS A UNIT)**

##### **A. 1. Current Catalog Description:**

**MATH 105 College Algebra** 3c-0l-3sh

**Prerequisite:** MATH 100 or equivalent high school preparation

Note: May not take MATH 105 after successfully completing a calculus course or MATH 110 without the written approval of the Mathematics department chairperson. Prepares students for the study of calculus for business, natural, and social sciences. Topics include a detailed study of polynomial, exponential, and logarithmic functions.

##### **2. Proposed Catalog Description:**

**MATH 105 College Algebra** 3c-0l-3sh

**Prerequisite:** MATH 100 or appropriate Placement Test Score or permission of the Mathematics Department Chairperson.

Note: Students may not take MATH 105 after successfully completing either a calculus course or MATH 110 without the written approval of the Mathematics Department Chairperson.

Prepares students for the study of calculus for business, natural and social sciences. Topics include detailed study of polynomial, exponential, and logarithmic functions.

**Rationale:** The prerequisite “equivalent high school preparation” is difficult to check and enforce. High school mathematics classes vary in depth and quality and a list of courses doesn’t provide reliable information. With the implementation of Banner, it is possible for the computer to check to see if a student’s Placement Test Score in mathematics is appropriate for enrollment in MATH 105. The Placement Test Score provides a way of measuring preparation, and Banner will enforce this prerequisite. Students lacking adequate preparation are directed to MATH 100 for remediation.

##### **B. 1. Current Catalog Description:**

**MATH 110 Elementary Functions** 3c-0l-3sh

Note: May not take MATH 110 after successfully completing a calculus course without the written approval of the Mathematics department chairperson.

For students not prepared to begin the study of calculus; topics include polynomial, exponential, logarithmic, and trigonometric functions.

##### **2. Proposed Catalog Description:**

**MATH 110 Elementary Functions** 3c-0l-3sh

**Prerequisite:** MATH 100 or appropriate Placement Test Score or permission of the Mathematics Department Chairperson.

Note: Students may not take MATH 110 after successfully completing a calculus course without the written approval of the Mathematics Department Chairperson.

Prepares mathematics and science students for the study of calculus. Topics include detailed study of polynomial, exponential, logarithmic, and trigonometric functions. **Rationale:** Although there is currently no prerequisite for MATH 110 in the catalog, adequate high school preparation is needed to succeed in this course. However, high school mathematics classes vary in depth and quality and a list of courses doesn't provide reliable information. With the implementation of Banner, it is possible for the computer to check to see if a student's Placement Test Score in mathematics is appropriate for enrollment in MATH 110. The Placement Test Score provides a way of measuring high school preparation, and Banner will enforce this prerequisite. Students lacking adequate preparation are directed to MATH 100 for remediation.

The Mathematics Department offers two calculus sequences and a one-semester calculus course, MATH 115, for business students. Students needing MATH 121/122 Calculus I and II for Natural and Social Sciences or MATH 115 Applied Mathematics for Business are advised to take MATH 105 if they are not adequately prepared. Students needing MATH 123/124 Calculus I and II for Mathematics, Physics, and Chemistry are advised to take MATH 110 if they are not adequately prepared for these courses. MATH 110 is more rigorous, faster paced, and, in addition to topics covered in MATH 105, deals with trigonometric functions. Rewording the catalog description of MATH 110 should help eliminate confusion among student about whether MATH 105 or MATH 110 is the appropriate course.

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

#### 1. Current Catalog Description:

**MATH 121 Calculus I for Business, Natural, and Social Sciences** 4c-01-4sh

**Prerequisite:** MATH 105 or 110 or equivalent high school preparation

Note: May not take MATH 121 after successfully completing another calculus course without the written approval of the Mathematics department chairperson.

Introduces non-Math major to analytic geometry; elementary functions (including logarithmic and exponential functions), central ideas of the calculus (limit, derivative, and integral), applications of derivatives to business, social, and natural sciences.

#### 2. Proposed Catalog Description:

**MATH 121 Calculus I for Natural and Social Sciences** 4c-01-4sh

**Prerequisite:** MATH 105 or 110 or appropriate Placement Test Score or permission of the Mathematics Department Chairperson.

Note: Students may not take MATH 121 after successfully completing a calculus course without the written approval of the Mathematics Department Chairperson.

Offers a review of elementary functions, including logarithmic and exponential functions. Natural and Social Science majors are introduced to the central ideas of calculus, including limit, derivative and integral. Applications to natural and social sciences are emphasized.

**Rationale:** The prerequisite "equivalent high school preparation" is difficult to check and enforce. High school mathematics classes vary in depth and quality and a list of



courses doesn't provide reliable information. With the implementation of Banner, it is possible for the computer to check to see if a student's Placement Test Score in mathematics is appropriate for enrollment in MATH 121. Students lacking adequate preparation are directed to MATH 100 for remediation.

The catalog description has been reworded to remove unnecessary parentheses and make it more readable. The Mathematics Department developed a new course for students in the College of Business, namely MATH 115 Applied Mathematics for Business. This new course will be required instead of MATH 121 for business students. Thus "business" is being removed from the title of both courses in the MATH 121/122 sequence, and business applications will be de-emphasized.

#### **D. Course Revision, Catalog Description and Title Change**

##### **1. Current Catalog Description:**

**MATH 122 Calculus II for Business, Natural, and Social Sciences** 4c-0l-4sh

**Prerequisite:** MATH 121

Applications of integrals to business, natural and social sciences, functions of several variables, trigonometric functions, sequences and series, numerical methods, differential equations.

##### **2. Proposed Catalog Description:**

**MATH 122 Calculus II for Natural and Social Sciences** 4c-0l-4sh

**Prerequisite:** MATH 121

Applications of integrals to natural and social sciences, functions of several variables, trigonometric functions, sequences and series, numerical methods, differential equations.

**Rationale:** MATH 121/122 is a two-semester sequence where the first half of the textbook is covered in MATH 121 and the second half in MATH 122. Understanding course material from MATH 121 or equivalent is necessary in order to understand course material in MATH 122. The fact that MATH 121 or equivalent is not currently listed as a prerequisite for MATH 122 is an error we wish to correct.

The Mathematics Department developed a new course for students in the College of Business, namely MATH 115 Applied Mathematics for Business. This new course will be required instead of MATH 121 for business students. Thus "Business" is being removed from the title of both courses in the MATH 121/122 sequence, and business applications will be de-emphasized in the course.

#### **E. Course Revision**

##### **1. Current Catalog Description:**

**MATH 219 Discrete Mathematics** 3c-0l-3sh

**Prerequisite:** COSC 110 and MATH 123, 127, or 122

Topics include set algebra, mappings, relations, semigroups, groups, directed and undirected graphs, Boolean algebra, and propositional logic, with examples and applications of these to various areas of computer science. An emphasis is placed on

developing an intuitive understanding of basic structures rather than formal theories and influence of these topics on theory and practice of computing.

**2. Proposed Catalog Description:**

**MATH 219 Discrete Mathematics**

3c-0l-3sh

**Prerequisite:** COSC 110 and MATH 122, or 123

Topics include set algebra, mappings, relations, semigroups, groups, directed and undirected graphs, Boolean algebra, and propositional logic, with examples and applications of these to various areas of computer science. An emphasis is placed on developing an intuitive understanding of basic structures rather than formal theories and influence of these topics on theory and practice of computing.

**Rationale:** Several years ago there was a three-semester calculus sequence MATH 127 Calculus I, MATH 128 Calculus II, and MATH 227 Calculus III. This sequence was deactivated in 1998 and we wish to remove all reference to these courses from the catalog.

**F. Course Revision and Catalog Description Change**

**1. Current Catalog Description:**

**MATH 241 Differential Equations**

3c-0l-3sh

**Prerequisite:** MATH 122, 124, or 227

An emphasis is placed on techniques of solution and elementary physical applications. A thorough study is made of differential equations classified as order one-degree one, linear, and nonhomogeneous. Solution techniques involving reduction of order techniques, the differential operator, and infinite series are introduced.

**2. Proposed Catalog Description:**

3c-0l-3sh

**MATH 241 Differential Equations**

**Prerequisite:** MATH 122 or 124

An emphasis is placed on techniques of solution and applications of differential equations. Topics include first order equations, second order linear equations, systems of linear equations and series solutions of differential equations.

**Rationale:** Several years ago there was a three-semester calculus sequence MATH 127 Calculus I, MATH 128 Calculus II, and MATH 227 Calculus III. This sequence was deactivated in 1998 and we wish to remove all reference to these courses from the catalog. The description is changed to more accurately reflect course content.

**G. Course Revision and Title Change**

**1. Current Catalog Description:**

**MATH 423 Complex Variables I and II**

3c-0l-3sh

**Prerequisite:** MATH 124 or 227

An introduction to the theory of functions of a complex variable; topics included are elementary functions, analytic functions, conformal mapping, integration, series, and applications.

**2. Proposed Catalog Description:****MATH 423 Complex Variables**

3c-0l-3sh

**Prerequisite:** MATH 124

An introduction to the theory of functions of a complex variable; topics included are elementary functions, analytic functions, conformal mapping, integration, series, and applications.

**Rationale:** Several years ago there was a three-semester calculus sequence MATH 127 Calculus I, MATH 128 Calculus II, and MATH 227 Calculus III. This sequence was deactivated in 1998 and we wish to remove all reference to these courses from the catalog. Due to low enrollments in mathematics programs, MATH 424 has been offered only once in the past decade. The faculty has approved a course rotation plan that excludes MATH 424 in future semesters. With the exception of conformal mapping and applications, all of the topics listed in the catalog description have been, and will continue to be, covered in MATH 423. Conformal mapping and applications have been touched on lightly in MATH 423 and have been the heart of the MATH 424 course. We will continue to introduce them in MATH 423. MATH 424 should be considered inactive and be deleted from the catalog.

**5. Department of Safety Sciences – New course****PASSED****1. SAFE 442 Current Issues in Safety**

3c-0l-3sh

**Prerequisite:** SAFE 211 and 301 or Permission

Examines the emerging issues currently faced by the environmental, safety and health (ESH) practitioner that extend beyond the conventional areas of academic preparation. In addition this course explores certification, ethics, compliance issues, quality management, worldwide concerns and other common issues. Each student will research and present information on specific item of current relevance in the safety profession.

**Rationale:** This course was developed as a professional elective for students within the safety sciences programs although it is likely to be of value to students in other majors such as criminology, human resource management and other business programs. It incorporates areas of professional practice recommended by the safety sciences accrediting body the Related Accreditation Commission (RAC) of the Accreditation Board of Engineering and Technology (ABET).

**6. Department of Biology****PASSED****A. New Course****BIOL 455 Animal Behavior**

3c-0l-3sh

**Prerequisite:** BIOL 220 or permission

The biological study of animal behavior. Topics include the mechanisms, development, ecology and evolution of behavior.

**Rationale:** This course will be an elective for students in the B.S., B.A., Biology Education and Environmental Health programs, as well as for those minoring in Biology. It is not intended as a Liberal Studies course.

## B. Course Revision

**PASSED**

### 1. Current Catalog Description:

#### **BIOL 151 Human Physiology**

3c-01-3sh

**Prerequisite:** BIOL 105, Non-Biology majors only

Deals with acquiring, through lecture presentations and laboratory experiments, an understanding of the basic functions and control of the major organ systems of the human body. Organ systems examined include the following: muscular system, cardiovascular system, respiratory system, endocrine system, renal system, digestive system, reproductive system, and nervous system.

### 2. Proposed Catalog Description:

#### **BIOL 151 Human Physiology**

3c-01-3sh

**Prerequisite:** BIOL 103, or 105, 111, or HPED 221, or permission of instructor. Non-Biology majors and controlled elective for Biology majors. Human Physiology is the study of the mechanisms but which the human organism functions. Mechanisms covered in the course will range from the molecular/subcellular, to the tissue, organ, and organism levels. Organ systems examined includes the nervous, muscular, cardiovascular, respiratory, endocrine, renal, digestive, and reproductive. The course emphasizes 3 major themes: 1) that organ functions are dependent upon the underlying molecular and cellular processes, 2) that all organ systems utilize biological control systems to maintain organ homeostasis, and 3) that each organ function is closely controlled and dependent upon the interaction/integration with functions from other organ systems.

**Rationale:** Human Physiology (BIOL 151) has served as service course for the past 25 years. It has been an important requirement for nearly all health science students. The vast majority of these students have not been biology majors and thus the course has been listed as a non-Biology major course.

In the past 15-20 years, however, have been characterized by a rapid expansion in our understanding of the molecular, cellular, organismal, and integrative physiological mechanisms, as well as the clinical significance of these mechanisms. The rapid expansion in the knowledge base has altered the content and overall nature of the human physiology course. It has become an important course not only for health science students, but also students in a variety of disciplines including pre-medicine, pre-veterinary, biochemistry, environmental health, bio-education, and molecular/cellular biology. Students in these disciplines are primarily Biology majors. Thus the purpose of this proposal is to change the description of Human Physiology from a non-Biology major course to a course that is open to majors and non-majors who have had the prerequisite.

**C. Program Revision:****Current Program:****Bachelor of Science in Education – Biology (\*)****Liberal Studies:** As outlined in Liberal Studies 54 with following specifications:**Mathematics:** MATH 110 or 121 (1)**Natural Science:** CHEM 111-112**Social Science:** PSYC 101**Liberal Studies Electives:** PHYS 111, no courses with BIOL prefix, one course must have GEOS prefix from the Liberal Studies Natural Science, Option II, Nonlaboratory List

<b>College:</b>	<b>30</b>
<b>Professional Education Sequence: (2)</b>	
COMM 103 Digital Instructional Technology	3 sh
EDSP 102 Educational Psychology	3 sh
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3 sh
EDUC 242 Pre-student Teaching Clinical Experience I	1 sh
EDUC 342 Pre-student Teaching Clinical Experience II	1 sh
EDUC 441 Student Teaching (3)	12 sh
EDUC 442 School Law	1 sh
EDUC 451 Teaching Science in the Secondary Schools	3 sh
FDED 102 American Education in Theory and Practice	3 sh

**Major:** **30****Required Courses:**

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

**Controlled Electives:**

Biology electives: (majors courses only) 9 sh(4)

**Other Requirements:** **13****Chemistry Sequence**

CHEM 231 Organic Chemistry I	4 sh
CHEM 351 Biochemistry (5)	4 sh

**Physics Sequence**

PHYS 121 Physics I Lab.	1 sh
PHYS 112 Physics II Lecture	3 sh
PHYS 122 Physics II Lab	1 sh

**Free Electives:** **0****(#)Total Degree Requirements** **127****Proposed Program:****Bachelor of Science in Education – Biology (\*)****Liberal Studies:** As outlined in Liberal 54-56 Studies section with the following specifications:**Mathematics:** MATH 110 or 121**Natural Science:** CHEM 111-112**Social Science:** PSYC 101**Liberal Studies Electives:** PHYS 111, MATH 217, one course with a GEOS prefix from the Liberal Studies Natural Science (Option II) Nonlaboratory List, no courses with a BIOL prefix.

<b>College of Education:</b>	<b>32</b>
<b>Pre-Professional Education Sequence:</b>	
COMM 103 Digital Instructional Technology	3 sh
EDSP 102 Educational Psychology	3 sh
FDED 102 American Education in Theory and Practice	3 sh
<b>Professional Education Sequence:</b>	
EDUC 242 Pre-student Teaching Clinical Experience I	1 sh
EDUC 342 Pre-student Teaching Clinical Experience II	1 sh
EDUC 441 Student Teaching (1)	12 sh
EDUC 442 School Law	1 sh
EDUC 451 Teaching Science in the Secondary Schools	3 sh
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3 sh
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2 sh

**Major: (1)** **30****Required Courses:**

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

**Controlled Electives: (2)**

Biology electives (majors courses only) 9 sh

**Other Requirements:** **13****Chemistry Sequence**

CHEM 231 Organic Chemistry I	4 sh
CHEM 351 Biochemistry (3)	4 sh

**Physics Sequence**

PHYS 121 Physics I Lab	1 sh
PHYS 112 Physics II Lecture	3 sh
PHYS 122 Physics II Lab	1 sh

**Free Electives:** **0****(#)Total Degree Requirements** **129-131**

- (\*) See requirements leading to teacher certification, titled “Admission to Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (\*) See requirements leading to teacher certification, titled “Admission to Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) Program revision in process – 3 additional sh of math will be required by the Pennsylvania Department of Education. (1) Eligibility for student teaching and certification in secondary biology education will require a grade of C or better in all biology courses.
- (2) Special Education Competency Requirement: Revision pending will eliminate exam option require EDEX 301(2sh). Internship (2) No more than 6sh from Independent Study (BIOL 482), Special Topics (BIOL 481), or BIOL 493 applies to major: excess applied as free elective.
- (3) Eligibility for student teaching and certification in secondary biology education requires a cumulative GPA of 2.75 and a grade of C or better in all biology courses. The program in secondary biology education requires a cumulative GPA of 2.75 for all majors. (3) The two-semester (6sh) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.
- (4) No more than 6sh from Independent Study (BIOL 482), Special Topics (BIOL 481), or Internship (BIOL 493) applies to major: excess applied as free electives. (#) See advisory paragraph, “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.
- (5) The two-semester (6sh) 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:** There are new requirements for Pennsylvania education majors as a result of the recently passed legislation, General Standards of Chapter 354. These General Standards for Professional Educator Preparation are administered and monitored by the PA Bureau of Teacher Certification. Beginning September 1, 2001, the eligibility requirements for admission to a professional educator preparation program include “six-semester hour credits, or transfer credits, in college level mathematics.” The PA Department of Education (PDE) requires that teacher certification programs include a course that addresses “special needs students.” This course must be in place at IUP by the next site visit (Fall 2003) by PDE.

## 7. Department of Psychology—Course Revision and Catalog Description Change (PASSED)

### A. Current Catalog Description:

**PSYC 421 Psychology of Work**

3c-01-3sh

**Prerequisite:** PSYC 291

The analysis, measurement, prediction, and development of human aptitude, ability, and performance in work and employment situations.

### B. Proposed Catalog Description:

**PSYC 421 Psychology of Work**

3c-01-3sh

**Prerequisite:** PSYC 101, Junior/Senior Standing

Introduces students to the human experience in work situations. Emphasizes the analysis, measurement, prediction, and development of human aptitude, ability, and

performance in work and employment situations.

**Rationale:** 1) Modified catalog description reflects changes in the course outline. 2) The original syllabus of record was too ambitious, it contained too much material. There was never time to address the topics all of the topics and some of them are more appropriate for other courses. 3) The topics in the another section of the old syllabus are more appropriate for a graduate course. 4) The syllabus has also been updated to reflect new trends in the field. 5) The changes in prerequisites will allow junior/senior non-majors who have had the introductory course to enroll.

## 8. Department of Finance (PASSED)

### A. Catalog Description Change

#### 1. Current Catalog Description:

The Finance major, leading to the degree of Bachelor of Science, is designed to prepare students for careers in financial management and in the financial services industry, which includes insurance, investments, and banking. In particular, students are prepared to deal with financial problem solving and investment analysis.

#### 2. Proposed Catalog Description:

The Finance major, leading to a degree of Bachelor of Science, is designed to educate students who are interested in pursuing one of the many career opportunities within the areas of corporate and personal financial management, banking, insurance, and other financial institutions, and investments.

The objective of the Finance program is to provide students with a broad base of knowledge, both theoretical and practical, as well as the analytical and technical skills necessary to build a successful career in an exciting and rapidly changing field.

### B. New Course

#### FIN 350 Short-Term Financial Management

3c-01-3sh

**Prerequisites:** FIN 310, 315

Provides the conceptual framework and analytical techniques for the short-term financial decisions made by the practicing manager as related to the corporate cash and marketable securities; inventory; accounts receivable; accounts payable, and the short-term borrowing and investing activities.

**Rationale:** This course will be a major elective for finance majors and a free elective for other business majors and interested students.

**C. Course Revision, Catalog Description and Title Change****1. Current Catalog Description:****FIN 320 Finance II**

3c-01-3sh

**Prerequisite:** FIN 310

Continues FIN 310 and covers topics on long-term external financing of the firm, capital budgeting, valuation of the firm, mergers, international business finance, and business failures.

**2. Proposed Catalog Description:****FIN 320 Corporate Finance**

3c-01-3sh

**Prerequisites:** FIN 310

The study of corporate financial management and decision-making, its theory and application. This course provides a higher level of study and many of the same topics covered in Fundamentals of Finance, particularly in the area of capital budgeting. Other topics covered include capital asset pricing models, costs of capital, capital structure, leasing bond refunding, and financial distress.

**Rationale:** “Finance II” gave no indication of the nature of topics included in the course. The new title, “Corporate Finance,” reflects the emphasis on corporate financial decision-making and differentiates the course from other advanced courses in finance. The new course description further defines the corporate nature of the material and its relationship to the fundamentals course.

**D. Course Revision and Catalog Description Change****1. Current Catalog Description:****FIN 493 Finance Internship**

var-3-12sh

**Prerequisites:** FIN 320, 324, consent of chairperson and dean

Practical experience in the finance field. Note: FIN 493 can be taken, if the student qualifies, as a general elective. It does not fulfill the major-area elective requirement.

**2. Proposed Catalog Description:****FIN 493 Finance Internship**

var-3-12sh

**Prerequisites:** FIN 310, 324, 355, prior approval through advisor, faculty member, department chairperson and dean. Minimum overall QPA 2.0; major QPA 2.5.

Intended to provide practical experience in the finance field to develop knowledge and provide application of theory to actual problems in a non-classroom situation. Three credits are awarded for at least 120 hours of on-site work, up to 12 credits for at least 480 work hours. A maximum of three credits may be applied toward the finance major area elective requirements. Additional internship credits must be used as business electives only.

**Rationale:** Reclassification as a Finance Major Elective – An internship in



one's chosen field is an invaluable experience; this is particularly true in finance where there are a great number of very different career opportunities and students have difficulty determining their career paths. Also, many students, particularly transfer students, have sufficient free electives to meet program requirements. Having the ability to use an internship as a major elective will encourage more students to pursue internship opportunities. This will benefit the Department and the College as well as the student through closer ties to the business community. Discussions with employers offering internships in the past indicate that while having completed a course in spreadsheet analysis is highly desirable, they are usually satisfied if the student has completed only the introductory courses in corporate finance and investments.

**E. Course Deletion PASSED**

**FIN 312 Risk and Insurance** 3c-01-3sh

**Rationale:** In recent years there has been increased emphasis on insurance and risk management and a significant number of our graduates have obtained insurance and risk management positions. Students will enroll in a newly designed course, FIN 360 Insurance and Risk Management, which has already been approved by Senate and the Trustees and is now being offered, but is not yet listed in the catalog.

**F. Course to be placed on inactive list PASSED**

**1. Current Catalog Description:**

**FIN 322 Life Insurance** 3c-01-3sh

**Prerequisite:** FIN 310

Comprehensive study of that insurance which provides protection against the economic loss caused by termination of earning capacity. Analysis benefits, underwriting, rate making, and legal doctrines.

**Rationale:** FIN 322 Life Insurance will be allowed to become inactive pending renewed development and course revision. FIN 322 Life Insurance will not be offered initially under the new program. Students will be required to substitute FIN 360 Insurance and Risk Management for FIN 322.

**G. Program Revision****Current Program:****Bachelor of Science - Finance****Liberal Studies:** As outlined in Liberal **54-56**

Studies section with the following specifications:

**Mathematics:** MATH 121**Social Science:** ECON 121, PSYC 101**Liberal Studies Electives:** BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with FIN prefix**College: Business Administration Core 33****Required Courses:**

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
BLAW 235	Legal Environment of Business	3sh
BTST 321	Business and Interpersonal Communications	3sh
FIN 310	Finance I	3sh
IFMG300	Information Systems: Theory and Practice	3sh
MGMT 310	Principles of Management	3sh
MGMT 330	Production and Operations Management	3sh
MGMT 495	Business Policy	3sh
MKTG 320	Principles of Marketing	3sh
QBUS 215	Business Statistics	3sh

**Major: Finance****Required Courses:**

ECON 325	Monetary Economics I	3sh
FIN 320	Finance II	3sh
FIN 322	Life Insurance	3sh
FIN 324	Principles of Investments	3sh
FIN 420	Investment Analysis	3sh
FIN 422	Seminar in Finance	3sh

**Controlled Electives: 9**

Three courses from the following:

ACCT 421, ECON 326, 334, 345, 356, FIN 312, 355, 385, 410, 424, QBUS 380

**Other Requirements: 0****Free Electives: 8-10****Total Degree Requirements: 124****PASSED****Proposed Program:****Bachelor of Science – Finance\*****Liberal Studies:** As outlined in Liberal **54-56**

Studies section with the following specifications:

**Mathematics:** MATH 115**Social Science:** ECON 121, PSYC 101**Liberal Studies Electives:** BTED/COSC/IFMG 101, ECON 122, MATH 214, no course with FIN prefix**College: Business Administration Core 33****Required Courses:**

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
BLAW 235	Legal Environment of Business	3sh
BTST 321	Business and Interpersonal Communications	3sh
FIN 310	Fundamentals of Finance	3sh
IFMG 300	Information Systems: Theory and Practice	3sh
MGMT 310	Principles of Management	3sh
MGMT 330	Production and Operations Management	3sh
MGMT 495	Business Policy	3sh
MKTG 320	Principles of Marketing	3sh
QBUS 215	Business Statistics	3sh

**Major: Finance****Required Courses:**

FIN 315	Financial Analysis Using Electronic Spreadsheets	3sh
FIN 320	Corporate Finance	3sh
FIN 324	Principles of Investments	3sh
FIN 360	Insurance & Risk Management	3sh
FIN 410	Financial Institutions & Markets	3sh
FIN 422	Seminar in Finance	3sh

**Controlled Electives: 9**

Two courses from the following:

ACCT 302, 321, BLAW 336, 440, FIN 350, 420, 424, 425, 481, 493, REAL 382 6sh

One course from the following:

ECON 325, 334, 345, 356 3sh

**Other Requirements: 0****Free Electives: 8-10\*****Total Degree Requirements: 124**

\*Distribution Requirements: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 63sh) in non-business coursework.

**Rationale:** The Finance and Legal Studies Department is proposing a complete revision of the Finance Major, including changes in required courses and controlled electives, new courses, updated course titles, prerequisites, and catalog descriptions. These revisions are necessary to reflect the evolution of the discipline and the department in the years since the current program was established.

The Finance curriculum has not undergone a significant revision since the early 1990s, when the College of Business was divided into several new departments. Consequently, the existing program reflects the limited availability and interests of the Finance faculty at that time, which also led to a reliance of faculty outside the college to help service the needs of our students. The field of Finance has expanded and become more specialized in the intervening years, generating a greater demand for students possessing a more focused knowledge base and skills. Also during those years, several new full-time faculty members have joined the department, bringing with them a greater range of expertise. Our courses have evolved to reflect this. A new curriculum that meets the changing needs of our students and makes best use of the talents of our faculty is long overdue.

## **9. Department of Management**

**PASSED**

### **A. Catalog Description Change**

#### **1. Current Catalog description:**

Graduates holding the Bachelor of Science degree in Management (Industrial, General, Entrepreneurship and Small Business Management), Human Resource Management, or International Business may find employment opportunities in both the public and private sectors. Opportunities are expected to be especially plentiful in the services sector (e.g. retailing health care, information technology, finance, and transportation) where these degrees will be especially valuable.

The Bachelor of Science in Management program offers three concentrations: Industrial Management, General Management, and Entrepreneurship and Small Business Management. Students in the Industrial Management concentration are well grounded in both management theory and application, but their focus is more upon production, operations, quality, inventory, and capacity management. The concentration in General Management is distinguished by its greater flexibility that can be useful to the student who wishes to design a customized management specialization. Students taking the Entrepreneurship and Small Business Management concentration will focus on creation and operation of a small business. This concentration might also be desirable for graduates who will be working in small businesses where the manager often must wear several hats.

The Bachelor of Science in Human Resource Management prepares individuals in both the theoretical and applied aspects of managing the human resources function in organizations as a generalist or specialist. Students will gain expertise in areas such as job design, staffing, training, compensation, and performance appraisal.

The Bachelor of Science in International Business offers students an opportunity to acquire a thorough understanding of managing global operations in the contemporary business environment. In addition, students develop skills in a traditional functional area. The combination of these two objectives enable students to successfully perform in today's competitive global economy.

**Proposed Catalog description:**

Graduates holding the Bachelor of Science degree in Management may find employment opportunities in both the public and private sectors. Opportunities are expected to be especially plentiful in the services sector (e.g. retailing health care, information technology, finance, and transportation) where these degrees will be especially valuable.

The Department of Management offers three separate degree programs Management, Human Resources Management and International Business.

The Bachelor of Science in Management offers three areas students can choose to concentrate on: General Management, Operations Management, and Entrepreneurship and Small Business Management.

**General Management.** While both management theory and application are taught, the track in General Management is distinguished by its greater flexibility that can be useful to the student who wishes to design a customized management

**Operations Management.** Students in the Operations Management track are well grounded in both theory and application, but their focus is more upon production, operations, quality issues and inventory and capacity management.

**Entrepreneurship and Small Business Management.** Students taking the Entrepreneurship and Small Business Management track will focus on creation and operation of a small business. This track will also be for graduates who will be working in small businesses where the manager often must perform several managerial roles and manage several functions.

The Bachelor of Science in **Human Resource Management** prepares individuals in both the theoretical and applied aspects of managing the human resources function in organizations as a generalist or specialist. Students will gain expertise in areas such as job design, staffing, training, compensation, and performance appraisal.

The Bachelor of Science in **International Business** offers students an opportunity to acquire a thorough understanding of managing global operations in the contemporary business environment. In addition, students develop skills in a traditional functional area. The combination of these two objectives enable students to successfully perform in today's competitive global economy.

**B. Program Revision**  
**Current Program :**  
**Bachelor of Science - Management**

**Liberal Studies:** As outlined in Liberal Studies section 54-56

with the following specifications:

**Mathematics:** MATH 121

**Social Sciences:** ECON 121, PSYC 101

**Liberal Studies Electives:** BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix

**College: Business Administration Core**

**Required Courses:**

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
BLAW 235	Legal Environment of Business	3sh
BTST 321	Business and Interpersonal Communications	3sh
FIN 310	Finance I	3sh
IFMG 300	InfoSystems: Theory and Practice	3sh
MGMT 310	Principles of Management	3sh
MGMT 330	Production and Operations Mgmt	3sh
MGMT 495	Business Policy	3sh
MKTG 320	Principles of Marketing	3sh
QBUS 215	Business Statistics	3sh

**Major: Concentration**

**Industrial Management Concentration**

**Required Courses:**

ACCT 300	Managerial Accounting	3sh(1)
MGMT 300	Human Resource Management	3sh
MGMT 428	Seminar in Management	3sh

**Controlled Electives: (2)**

One course from list: COSC 110 or IFMG 251	3sh
Two courses from two areas on list: MGMT 402 or ILR 480, MGMT 401 or 400, ACCT 311	6sh
Three courses from list or additional elective from above: BLAW 336, ECON 371, ECON 372, ENGL 310 or JRNL 326, FIN 320, MGMT 481, MGMT 490, MGMT 493(3sh max), MKTG 420, QBUS 380, SAFE 101	9sh

**General Management Concentration**

**Required Courses:**

ACCT 300	Managerial Accounting	3sh(1)
MGMT 300	Human Resource Management	3sh
MGMT 428	Seminar in Management	3sh

**Controlled Electives: (2)**

Two advanced Business electives: 300/400 level courses	6sh(3)
Two advanced Economic electives: 300/400 level courses	6sh
Two other advanced electives: 300/400 level courses	6sh

**Entrepreneurship and Small Business Management Concentration Required Courses:**

ACCT 300	Managerial Accounting	3sh
MGMT 275	Introduction to Entrepreneurship	3sh
MGMT325	Small Business Management	3sh
MGMT 403	Small Business Planning	3sh
MGMT 492	Small Busn/Entrepreneurship Internship	6sh
Major Area Restricted Electives:		9sh

**Other Requirements :**

**Free Electives : (2)**

**7-9**

**Total Degree Requirements:**

**124**

(1) ACCT 301 may be substituted.

**Proposed Program:**  
**Bachelor of Science – Management/**  
**General Management Track**

**Liberal Studies:** As outlined in Liberal Studies section 55-57

with the following specifications:

**Mathematics:** MATH 115

**Social Science:** ECON 121, PSYC101

**Liberal Studies Electives:** BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix

**College: Business Administration Core**

**Required Courses:**

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
BLAW 235	Legal Environment of Business	3sh
BTST 321	Business and Interperspersonal Communications	3sh
FIN 310	Finance I	3sh
IFMG 300	Information Systems: Theory and Practice	3sh
MGMT 310	Principles of Management	3sh
MGMT 330	Production and Operations Mgmt.	3sh
MGMT 495	Business Policy	3sh
MKTG 320	Principles of Marketing	3sh
QBUS 215	Business Statistics	3sh

**Major :**

**Required Courses:**

ECON xxx	Any advanced (300/400) economics course	3sh
MGMT 300	Human Resource Management	3sh
MGMT 311	Human Behavior in Organizations	3sh
MGMT 351	International Management	3sh
MGMT 428	Seminar in Management	3sh
MGMT/MKTG 432	Business and Society	3sh
MGMT/ACCT	Any one Management (MGMT prefix) course, or ACCT 300 Managerial Accounting	3sh

**6**

**Controlled Electives : (1)**

Students must select two advanced business electives 300 level courses or above. No more than 3 sh of MGMT 493—Management Internship may be used to meet this requirement.

**Other Requirements:**

**0**

**Free Electives:**

**8-10**

**Total Degree Requirements:**

**124**

- (1) MGMT 275—Introduction to Entrepreneurship will be considered an advanced business elective.
- (2) General Management track majors are required to take a minimum of 50 percent of their degree requirements -- i.e., a minimum of 62 credit hours -- in nonbusiness coursework. The student's first 9 credits of Economics (ECON 121, ECON 122, and the Advanced Economics Elective) will be considered "nonbusiness" for purposes of this calculation. Given the foregoing, a minimum of 5 hours of free-electives must be taken in nonbusiness course-work by most Management Department majors.
- (2) Note prerequisites for controlled electives in planning sequence.
- (3) Only one MGMT and/or one ACCT course may be included in this category.

**Rationale: The Liberal Studies Math requirement has been changed from MATH 121 to MATH 115. A new course was developed by the math department and the College of Business to specifically meet the needs of business students. The change of Liberal Studies section of 54-56 to 55-57. This is not a change but an error in the catalog.**

Advanced Economics required electives has been changed from a 6 credit requirement to 3 credit requirement. This change better accommodates the needs of the Management students.

ACCT 300 requirement has been removed as a required course. The Accounting department has recently revised ACCT 201 and 202. These two courses meet the needs of the majority of our majors. Students wishing may still select ACCT 300 as an elective.

The current General Management curriculum was created in 1979 when the old Business Administration major was reorganized across three new departments in the College of Business. Since then, the curriculum has not been updated. The reasons and justifications for the proposed revisions are the following:

- (1) The College of Business has acquired American Assembly of Collegiate Schools of Business (AACSB) accreditation. The AACSB standards require a mission oriented, up-to-date curriculum. The proposed revision incorporates the contemporary theories and practices in the field. It will help the College maintain accreditation standards.
- (2) The current curriculum lacks focus and its content is mostly peripheral to the field. As a matter of fact, there are few required Management courses in that curriculum. The proposed changes will bring structure and focus to the program.
- (3) The AACSB further requires that the curriculum development process involve inputs from stakeholders, such as employers and alumni. Regular communications with our alumni, COB Advisory Board, and industry leaders and managers have brought out the fact that the current General Management curriculum does not meet the needs of the business world. The need for Management curriculum revision is pressing because it has not kept pace with the developments in the field. The proposed changes will bridge this gap.

**C. Program Revision**

**Current Program:  
Bachelor of Science - Management**

**Liberal Studies:** As outlined in Liberal Studies section  
With the following specifications: **54-56**

**Mathematics:** MATH 121  
**Social Sciences:** ECON 121, PSYC 101  
**Liberal Studies Electives:** BTED/COSC/IFMG 101,  
ECON 122, MATH 214, no courses with MGMT prefix

**College: Business Administration Core** **33**

**Required Courses:**

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
BLAW 235	Legal Environment of Business	3sh
BTST 321	Business and Interpersonal Communications	3sh
FIN 310	Finance I	3sh
IFMG 300	InfoSystems: Theory and Practice	3sh
MGMT 310	Principles of Management	3sh
MGMT 330	Production and Operations Mgmt	3sh
MGMT 495	Business Policy	3sh
MKTG 320	Principles of Marketing	3sh
QBUS 215	Business Statistics	3sh

**Major: Concentration** **27**

**Industrial Management Concentration**

**Required Courses:**

ACCT 300	Managerial Accounting	3sh(1)
MGMT 300	Human Resource Management	3sh
MGMT 428	Seminar in Management	3sh

**Controlled Electives: (2)**

One course from list: COSC 110 or IFMG 251	3sh
Two courses from two areas on list: MGMT 402 or ILR 480, MGMT 401 or 400, ACCT 311	6sh
Three courses from list or additional elective from above: BLAW 336, ECON 371, ECON 372, ENGL 310 or JRNL 326, FIN 320, MGMT 481, MGMT 490, MGMT 493(3sh max), MKTG 420, QBUS 380, SAFE 101	9sh

**General Management Concentration**

**Required Courses:**

ACCT 300	Managerial Accounting	3sh(1)
MGMT 300	Human Resource Management	3sh
MGMT 428	Seminar in Management	3sh

**Controlled Electives: (2)**

Two advanced Business electives: 300/400 level courses	6sh(3)
Two advanced Economic electives: 300/400 level courses	6sh
Two other advanced electives: 300/400 level courses	6sh

**Entrepreneurship and Small Business Management Concentration  
required courses:**

ACCT 300	Managerial Accounting	3sh
MGMT 275	Introduction to Entrepreneurship	3sh
MGMT325	Small Business Management	3sh
MGMT 403	Small Business Planning	3sh
MGMT 492	Small Busn/Entrepreneurship Internship	6sh
Major Area Restricted Electives:		9sh

**Other Requirements:** **0**

**Free Electives:** **8-10**

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

- (1) ACCT 301 may be substituted.
- (2) Note prerequisites for controlled electives in planning sequence.
- (3) Only one MGMT and/or one ACCT course may be included in this category.

**Proposed Program:  
Bachelor of Science—  
Management/Operations Management Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **55-57**

**Mathematics:** MATH 115  
**Social Science:** ECON121, PSYC 101  
**Liberal Studies Electives:** MATH 214, ECON 122,  
BTED/COSC/IFMG 101, no courses with MGMT prefix

**College: Business Administration Core** **33**

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
BLAW 235	Legal Environment of Business	3sh
BTST 321	Business and Interpersonal Communications	3sh
FIN 310	Finance I	3sh
IFMG 300	Information Systems: Theory and Practice	3sh
MGMT 310	Principles of Management	3sh
MGMT 330	Production and Operations Management	3sh
MGMT 495	Business Policy	3sh
MKTG 320	Principles of Marketing	3sh
QBUS 215	Business Statistics	3sh

**Major Required Courses:** **15**

ACCT 300	Managerial Accounting	3sh
MGMT 300	Human Resource Management	3sh
MGMT 334	Quality Management	3sh
MGMT 437	Operations Management. System	3sh
MGMT 438	Seminar in Operations Management	3sh

**Controlled Electives:**

**One Course from the following:** **3**

ECON 330	Labor Economics	3sh
ECON 334	Economics of Corporate Decisions	3sh

**Three courses from the following:** **15**

ACCT 311	Cost Accounting	3sh
BTST 342	Intercultural Business Communications	3sh
IFMG 251	Business Systems Analysis and Design	3sh
IFMG 350	Business Systems Technology	3sh
MGMT 311	Human Behavior in Organizations	3sh
MGMT 400	Compensation Management	3sh
MGMT 401	Management Development & Training	3sh
MGMT/MKTG 350	International Business	3sh
MGMT/MKTG 432	Business and Society	3sh
MGMT 481	Special Topics in Management	3sh
MGMT 493	Management Internship	3sh
MKTG 420	Marketing Management	3sh
MKTG 434	Marketing Logistics	3sh
QBUS 380	Introduction to Management Science	3sh
QBUS 401	Forecasting Methods for Business	3sh
SAFE 101	Introduction to Occupational Safety	3sh

**Other Requirements:** **0**

**Free Electives: ( 1 )** **7-9**

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

- (1) Operations Management track majors are required to take a minimum of 50 percent of their degree requirements -- i.e., a minimum of 62 credit hours -- in nonbusiness coursework. The student's first 9 credits of Economics (ECON121, ECON122, and the Economics elective, ECON330 OR ECON334) will be considered "nonbusiness" for purposes of this calculation. Given the foregoing, a minimum of 5 hours of free-electives must be taken in nonbusiness coursework by most Management Department majors.

**Rationale:**

The Liberal Studies math requirement for math has been changed from MATH 121 to MATH 115. A new course was developed by the math department and the College of Business to specifically meet the needs of business students. The change of Liberal Studies section of 54-56 to 55-57. This is not a change but an error in the catalog.

Major required course revisions include the deletion of MGMT 428 and the addition of MGMT 334, MGMT 437 and MGMT 438 to add more depth of knowledge for operations majors. MGMT 438 is a writing intensive course specifically written for this major and replaces the more general seminar course MGMT 428.

A number of courses have been dropped from the controlled electives list and additional ones have been put in their place. The rationale for these changes is that the new controlled electives better fit the needs of our operations students.

The current Industrial Management curriculum was created in 1979 when the old Business Administration major was reorganized across three new departments in the College of Business. This Industrial Management curriculum, a concentration under the Management major, was created out of the then existing Business Administration curriculum. Since then, the curriculum has not been updated. The reasons and justifications for the proposed revisions are the following:

- (1) The College of Business has acquired American Assembly of Collegiate Schools of Business (AACSB) accreditation. The AACSB standards require a mission oriented, up-to-date curriculum. The proposed revision incorporates the contemporary theories and practices in the field. It will help the College maintain accreditation standards.
- (2) The current Industrial Management curriculum lacks focus and its content is mostly peripheral to the field. As a matter of fact, there are no specialized Operations Management courses in that curriculum. The proposed changes will bring structure and focus to the program.
- (3) The AACSB further requires that the curriculum development process involve inputs from stakeholders, such as employers and alumni. Regular communications with our alumni, COB Advisory Board, and industry leaders and managers have brought out the fact that the current Industrial Management curriculum does not meet the needs of the business world. The need for Industrial Management curriculum revision is pressing because it has not kept pace with the developments in the field. The proposed changes and new courses will bridge this gap.
- (4) Beset by the ever-increasing foreign competition, U.S. organizations are attempting to manage their operations more efficiently. It is imperative that IUP produces Operations Management graduates who can tackle the challenges posed by global competition. Toward that end, the College of Business introduced a course on Productions and Operations Management (MGMT 330) as part of the Business Administration core back in 1990. It must also be added that the Management Department, in the recent past, has successfully recruited faculty with expertise in the Industrial/Operations Management field. We therefore have the faculty resources to support the revised curriculum.



**D. Program Revision**

**Current Program :**

**Bachelor of Science - Management**

**Liberal Studies:** As outlined in Liberal Studies section **54-56**  
 With the following specifications:  
**Mathematics:** MATH 121  
**Social Sciences:** ECON 121, PSYC 101  
**Liberal Studies Electives:** BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix

**College: Business Administration Core** **33**

**Required Courses:**

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
BLAW 235	Legal Environment of Business	3sh
BTST 321	Business and Interpersonal Communications	3sh
FIN 310	Finance I	3sh
IFMG 300	Information Systems: Theory and Practice	3sh
MGMT 310	Principles of Management	3sh
MGMT 330	Production and Operations Management	3sh
MGMT 495	Business Policy	3sh
MKTG 320	Principles of Marketing	3sh
QBUS 215	Business Statistics	3sh

**Major: Concentration** **27**

**Industrial Management Concentration**

**Required Courses:**

ACCT 300	Managerial Accounting	3sh(1)
MGMT 300	Human Resource Management	3sh
MGMT 428	Seminar in Management	3sh

**Controlled Electives: (2)**

One course from list: COSC 110 or IFMG 251	3sh
Two courses from two areas on list: MGMT 402 or ILR 480, MGMT 401 or 400, ACCT 311	6sh
Three courses from list or additional elective from above: BLAW 336, ECON 371, ECON 372, ENGL 310 or JRNL 326, FIN 320, MGMT 481, MGMT 490, MGMT 493(3sh max), MKTG 420, QBUS 380, SAFE 101	9sh

**General Management Concentration**

**Required Courses:**

ACCT 300	Managerial Accounting	3sh(1)
MGMT 300	Human Resource Management	3sh
MGMT 428	Seminar in Management	3sh

**Controlled Electives: (2)**

Two advanced Business electives: 300/400 level courses	6sh(3)
Two advanced Economic electives: 300/400 level courses	6sh
Two other advanced electives: 300/400 level courses	6sh

**Entrepreneurship and Small Business Management Concentration required courses:**

ACCT 300	Managerial Accounting	3sh
MGMT 275	Introduction to Entrepreneurship	3sh
MGMT325	Small Business Management	3sh
MGMT 403	Small Business Planning	3sh
MGMT 492	Small Business/Entrepreneurship Internship	6sh
Major Area Restricted Electives:		9sh

**Other Requirements:** **0**

**Free Electives:** **8-10**

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

**Proposed Program:**

**Bachelor of Science—Management/Entrepreneurship and Small Business Management Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **55-57**  
**Mathematics:** MATH 115  
**Social Science:** ECON121, PSYC 101  
**Liberal Studies Electives:** MATH 214, ECON 122, BTED/COSC/IFMG 101, no courses with MGMT prefix

**College: Business Administration Core** **33**

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
BLAW 235	Legal Environment of Business	3sh
BTST 321	Business and Interpersonal Communications	3sh
FIN 310	Finance I	3sh
IFMG 300	Information Systems: Theory and Practice	3sh
MGMT 310	Principles of Management	3sh
MGMT 330	Production and Operations Management	3sh
MGMT 495	Business Policy	3sh
MKTG 320	Principles of Marketing	3sh
QBUS 215	Business Statistics	3sh

**Major Required Courses:** **27**

ACCT 300	Managerial Accounting	3sh
MGMT 275	Introduction to Entrepreneurship	3sh
MGMT325	Small Business Management	3sh
MGMT 403	Small Business Planning	3sh
MGMT 492	Small Business/Entrepreneurship Internship	6sh
Major Area Restricted Electives:		9sh

**Other Requirements:** **0**

**Free Electives: ( 1 )** **7-9**  
**Total Degree Requirements** **124**

( 1 ) Entrepreneurship and Small Business track majors are required to take a minimum of 50 percent of their degree requirements -- i.e., a minimum of 62 credit hours -- in nonbusiness coursework. The student's first 6 credits of Economics (ECON121, ECON122,) will be considered "nonbusiness" for purposes of this calculation. Given the foregoing, a minimum of 6 hours of free-electives must be taken in nonbusiness coursework by most Management Department majors.

- (1) ACCT 301 may be substituted.
- (2) Note prerequisites for controlled electives in planning sequence.
- (3) Only one MGMT and/or one ACCT course may be included in this category



preschool curriculum. May not be interchanged with ELED 353: Preschool Education.

**2. Proposed Catalog Description:**

**CDFR 321 Preschool Education**

3c-0l-3sh

**Prerequisite:** CDFR 218

Examination of the child development philosophy as the basis for the developmentally appropriate decisions and methods in preschool education programming. The emphasis is placed on play as a developmental process and as the major aspect of the preschool curriculum. May not be interchanged with ELED 353: Preschool Education.

**B. 1. Current Catalog Description:**

**HMEC 422 Early Childhood Education**

3c-0l-3sh

**Prerequisite:** HMEC 220 or concurrently

Current educational theories and research reviewed in terms of implications for the preschool and their effect on material, equipment, and activity selection.

**2. Proposed Catalog Description:**

**CDFR 422 Early Childhood Education**

3c-0l-3sh

**Prerequisite:** CDFR 218

Current educational theories and research reviewed in terms of implications for the preschool and their effect on material, equipment, and activity selection.

**C. 1. Current Catalog Description:**

**HMEC 426 Techniques of Parent Education**

3c-0l-3sh

**Prerequisite:** HMEC 220 or equivalent

Examination of nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

**2. Proposed Catalog Description:**

**CDFR 426 Techniques of Parent Education**

3c-0l-3sh

**Prerequisite:** CDFR 218 or ELED 215

Examination of nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

**D. 1. Current Catalog Description:**

**HMEC 427 Administration of Child Development Centers**

3c-0l-3sh

**Prerequisite:** HMEC 220 or equivalent, juniors or seniors only

Development of special knowledge and competencies needed only by successful administrators of child care programs including proposal writing, budgeting, management, staff selection and training, appropriate curriculum materials, philosophy, parent involvement, child advocacy, and program evaluation.

**2. Proposed Catalog Description:**

**HMEC 427 Administration of Child Development Centers** 3c-0l-3sh

**Prerequisite:** CDFR 218 or equivalent, juniors or seniors only

Development of special knowledge and competencies needed only by successful administrators of child care programs including proposal writing, budgeting, management, staff selection and training, appropriate curriculum materials, philosophy, parent involvement, child advocacy, and program evaluation.

**Rationale:** CDFR 218 Child Development is a more appropriate prerequisite for CDFR 321, 422, 426, and 427. Before students can fully comprehend the content of the administration course, they need to have a basic understanding of the major developmental theorists and age/stage development. The content of the old prerequisite, HMEC 220, which focuses on successful classroom techniques, has never been necessary in order for students to be successful in these courses. Since students cannot enroll until they are seniors, it has been impossible to enforce as a prerequisite, and it was a mistake to have included it as such.

**12. Department of Spanish**

**PASSED**

**A. Course Revision**

**1. Current Catalog Description:**

**EDUC 453 Teaching of Foreign Languages in the Elementary/  
Secondary Schools** 3c-0l-3sh

**Prerequisites:** Successful completion of 321-322 and 351-352 in the student's major language; passage of a language proficiency examination or permission of the instructor; and admission to Student Teaching.

The student will study current theories of language acquisition and methods of language teaching for the elementary and secondary school. Through hands-on practice and peer teaching demonstrations, the student will develop techniques for teaching functional language, planning lessons, setting curricular objectives, testing language skills, and selecting/adapting materials for both elementary and secondary school classrooms. Taught Fall semester only.

**2. Proposed Catalog Description:**

**EDUC 453 Teaching of Foreign Languages in the Secondary School** 3c-0l-3sh

**Prerequisites:** Grade of C or better in SPAN 390 or FRNC/GRMN 390; permission of instructor

Designed to help students develop an understanding of current theories of foreign language learning through exploration of relevant research. Students will read about and discuss the implications of key research for teaching in secondary school classrooms. Opportunities are provided for students to use the theoretical base to design and present classroom lessons and to reflect on the effectiveness of their teaching. Special attention is given to designing performance-based language

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assessments and to adapting instruction to address the special needs of learners.  
(Course taught fall semester only)

**Rationale:** The content of this course will deal only with research and teaching at the secondary school levels. The content that was previously in the course that dealt with elementary school language instruction is being taught in the sophomore-level methods courses, SPAN/FRNC/GRMN 390 Teaching Elementary Content Through Spanish/French/German. The prerequisites for this course will be the completion of SPAN 390/FRNC 390/GRMN 390 with a minimum grade of C and permission of the instructor. We will no longer specify the completion of advanced-level language courses because students may be taking them concurrently. We will no longer require the proficiency examination since it is a prerequisite for student teaching.

EDUC 453 has historically been a course taught to all foreign language education majors by a faculty member from the Department of Spanish and Classical Languages. In 1992, in order to comply with state requirements that our language education majors must have preparation and teaching experiences at both the elementary and secondary levels of instruction (since their certification is K-12), the department obtained approval to offer SPAN 390, Teaching Elementary Content Through Spanish, and made it a requirement for our Secondary Education/ Spanish majors. We continued to teach EDUC 453 to include both elementary and secondary teaching because the French and German majors did not have an elementary methods class. In May 2000, the Department of French and German obtained approval to offer FRNC 390/GRMN 390 so now EDUC 453 is being revised to address only secondary instruction.

## **B. Catalog Description Change**

### **1. Current Catalog Description:**

#### **B.S. Ed.—Secondary Spanish Education**

The following additional requirements for Spanish Education in the Admission to Teacher Education and Certification Process are required. Please see the remainder of the requirements for all B.S. Ed. majors in the Admission to Teacher Education and Certification Process in the College of Education and Educational Technology section of this catalog.

#### **Junior Standing:**

Effective with the entering class of 1990, junior standing is reviewed in the semester that the 57<sup>th</sup> semester hour is earned. At that point, students need to meet the following departmental requirements in addition to the university-wide 3-Step requirements.

1. Successfully complete an English essay. Students read and are asked to respond to certain issues
2. Pass a standard exam in grammar, reading, and writing
3. Attain intermediate-mid rating or higher in an Individual Oral Proficiency Interview (ACTFL-ETS)
4. Satisfactorily complete an interview in English with the Department of Spanish and

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Classical Languages faculty and one cooperating teacher to assess the student's ability to interact with others on a professional level

5. Hold at least a 3.0 GPA in Spanish

**Admission to Student Teaching:**

1. Attain advanced rating or higher on the Individual Oral Proficiency Interview (ACTFL-ETS)

2. Hold at least a 3.0 GPA in Spanish

3. Earn a grade of C or higher in EDUC 453

4. Earn a grade of C or higher in SPAN 353

**Proposed Catalog Description:**

**Bachelor of Science in Education--Secondary Spanish Education**

The following additional requirements for Spanish Education in the Admission to Teacher Education and Certification Process are required. Please see the remainder of the requirements for all B.S. Education majors in the Admission to Teacher Education and Certification Process in the College of Education and Educational Technology section of this catalog.

**Mid-Program Review:** Progress is reviewed in the semester in which students complete EDUC 242 with a "C" or better, and have at least 60 semester hours. At that point, students must meet the following departmental requirements.

1. Successfully complete an English essay. Students read a recent article dealing with innovations in teaching and are asked to respond to certain questions in light of their course work and teaching experiences at IUP.
2. Attain an intermediate-mid or higher level on an individual Oral Proficiency Interview in Spanish (ACTFL-ETS).
3. Satisfactorily complete an interview in English with the Spanish Education Coordinator, a second faculty member from the Department of Spanish & Classical Languages, and one cooperating teacher, in order to assess their ability to interact with others on a professional level.
4. Hold at least a 3.0 GPA in Spanish.

**Admission to Student Teaching:**

1. Attain an advanced-low rating or higher on an individual Oral Proficiency Interview in Spanish (ACTFL-ETS).

2. Hold at least a 3.0 GPA in Spanish.

3. Earn a grade of C or higher in SPAN 353 and SPAN 404.

**C. Program Revision**

**Current Program:**

**Bachelor of Science in Education – Secondary Spanish Education (\*)**

**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: **53-55**  
**Social Science:** ANTH 110, PSYC 101  
**Liberal Studies Electives:** no courses with SPAN prefix

<b>College:</b>	<b>34</b>
<b>Professional Educational Sequence</b>	
COMM 103 Digital Instructional Technology	3 sh
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2 sh
EDSP 102 Educational Psychology	3 sh
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3sh
EDUC 242 Pre-Student Teaching Clinical Experience I	1 sh
EDUC 342 Pre-Student Teaching Clinical Experience II	2 sh
EDUC 441 Student Teaching	12 sh
EDUC 442 School Law	1 sh
EDUC 453 Teaching of Foreign Language in the Elementary/Secondary Schools	3 sh
EDUC 499 Multicultural/Multiethnic Education	2 sh
FDED102 American Education in Theory and Practice	3 sh

<b>Major:</b>	<b>34</b>
<b>Study Abroad (1)</b>	
<b>Required Courses:</b>	
SPAN 201 Intermediate Spanish or equivalent	4 sh
SPAN 221 Intermediate Spanish Conversation	3 sh
SPAN 230 Intermediate Spanish Composition	3 sh
SPAN 260 Introduction to Hispanic Literature	3 sh
SPAN 321 Advanced Spanish Conversation	3 sh
SPAN 340 Hispanic Civilization Through the 19 <sup>th</sup> Century	3 sh
SPAN 342/344 20 <sup>th</sup> -Century Spanish Civilization and Culture/20 <sup>th</sup> -Century Spanish-American Civilization and Culture	3 sh
SPAN 353 Spanish Phonetics and Phonemics	3 sh
SPAN 390 Teaching of Elementary Content Through the Spanish Language	3 sh
SPAN 404 Advanced Spanish Grammar	3 sh
<b>Controlled Electives:</b>	
Any other 3 sh from SPAN 300 or above	3 sh
<b>Free Electives:</b>	<b>1-3</b>

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

**Proposed Program:**

**Bachelor of Science in Education – Secondary Spanish Education (\*)**

**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: **53-55**  
**Social Science:** ANTH 110, PSYC 101  
**Liberal Studies Electives:** MATH course (1), no courses with SPAN prefix

<b>College:</b>	<b>34</b>
<b>Pre-Professional Educational Sequence</b>	
COMM 103 Digital Instructional Technology	3 sh
EDSP 102 Educational Psychology	3 sh
FDED102 American Education in Theory and Practice	3 sh
<b>Professional Education Sequence</b>	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2 sh
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3 sh
EDUC 242 Pre-Student Teaching Clinical I	1 sh
EDUC 342 Pre-Student Teaching Clinical II	1 sh
EDUC 441 Student Teaching	12 sh
EDUC 442 School Law	1 sh
EDUC 453 Teaching of Foreign Language in Secondary School	3 sh
EDUC 499 Multicultural/Multiethnic Education	2 sh

<b>Major:</b>	<b>37</b>
<b>Study Abroad (2)</b>	
<b>Required Courses:</b>	
SPAN 201 Intermediate Spanish or equivalent	4 sh
SPAN 221 Intermediate Spanish Conversation	3 sh
SPAN 230 Intermediate Spanish Composition	3 sh
SPAN 260 Introduction to Hispanic Literature	3 sh
SPAN 321 Advanced Spanish Conversation	3 sh
SPAN 340 Hispanic Civilization Through the 19 <sup>th</sup> Century	3 sh
SPAN 342/344 20 <sup>th</sup> -Century Spanish Civilization and Culture/20 <sup>th</sup> -Century Spanish-American Civilization and Culture	3 sh
SPAN 353 Spanish Phonetics and Phonemics	3 sh
SPAN 390 Teaching of Elementary Content Through the Spanish Language	3 sh
SPAN 404 Advanced Spanish Grammar	3 sh
<b>Controlled Elective:</b>	
Any other 3 sh from SPAN 300 or above	3 sh
SPAN 362, 364, or a 400-level Literature course	3 sh
<b>Free Electives:</b>	<b>0-2</b>

**Total Degree Requirements** **124-126**

- (\*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of section of this catalog.
- (1) Students in the B.S. Ed. Secondary Spanish Education major must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more sh extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica, or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with the approval of the advisor.

- (\*) 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 who do not wish to select a MATH course under the Liberal Studies Electives must still take a second MATH course in order to fulfill the state requirements.
- (2) Students in the B.S. Ed. Secondary Spanish major must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more sh extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with the approval of the advisor.

**Rationale:** The "Mid-Program Review" requirements replace the old "Junior Standing requirements" that were in place under the old Four-Step Process to Teacher Certification. The standard exams in grammar, reading, and writing are being eliminated as these competencies are now being checked in the courses and through the portfolio. The only change in the departmental requirements for Admission to Student Teaching is that students must earn a grade of C or higher in SPAN 404 (Advanced Grammar); the rationale for this addition is that students must enter student teaching with a good grasp of Spanish grammar in order to understand how to present and practice grammatical concepts. The name of the oral proficiency level being stipulated is "Advanced-Low" because the American Council on the Teaching of Foreign Languages changed the name of this level from "Advanced" to "Advanced-Low"; the level of performance, however, is exactly the same as it has always been.

Students will be strongly encouraged to take one of the MATH courses that are in the list of Liberal Studies electives. This requirement is being proposed in response to new state guidelines that now require students to complete six semester hour credits of college-level mathematics. Currently all students take a three-credit MATH course as part of their Liberal Studies program. If students take the second MATH course as one of their Liberal Studies Electives, they would not have to take an extra course.

The courses COMM 103, EDSP 102, and FDED 102 are now called the "Pre-Professional Education Sequence" and must be successfully passed as a prerequisite for admission to the professional educator preparation program at IUP. The course EDUC 453 Teaching Foreign Languages in the Elementary/Secondary School is being changed to EDUC 453 Teaching Foreign Languages in the Secondary School as described above. One controlled elective in the major is



being to better match the BA in Spanish and because the new state certification exams have many questions about literature, an area that our students are insufficiently prepared.

### 13. Department of History

**PASSED**

#### A. New Courses

##### 1. HIST 204 United States History to 1877

3c-01-3sh

**Prerequisite:** History major or History Pre-law major or Social Science Education major  
An introduction to United States history from the Colonial period through Reconstruction, covering such main currents as the founding of American society, the American Revolution, the making of the Constitution, the market revolution, westward expansion, slavery, the Civil War, and Reconstruction.

##### 2. HIST 205 United States History Since 1877

3c-01-3sh

**Prerequisite:** History major or History Pre-law major or Social Science Education major  
An introduction to United States history 1877 to the present covering such main currents as industrialization, Progressivism, World War I, the Great Depression and New Deal, World War II and the Cold War, the 1960s, the Vietnam War, and post-Vietnam political, social, and economic developments.

**Rationale:** HIST 204 and HIST 205 are part of the program revision for the majors that will be forthcoming from the History Department. The revision is necessary because both the National Council for Accreditation for Teacher Education (NCATE) and Pennsylvania Department of Education require teacher certification candidates, who make up two thirds of the majors in the History Department, to complete sufficient courses in the history of the United States. These courses will be replacing the current HIST 203 U.S. History for Historians, which is a one-semester introductory U.S. history course that emphasizes issues instead of providing a comprehensive survey.

##### 3. HIST 323 France, 1815 to the Present

3c-01-3sh

Provides a survey of French history from the end of the Napoleonic era to the present. The course pays special attention to the revolutionary tradition in politics, changes in the lives of workers and peasants, the French experience in the two world wars, and recent social and political trends.

**Rationale:** This course is designed primarily for History and Social Science Education majors. However, as a writing intensive course, it represents a variable choice for all undergraduates wishing to fulfill three credits of their writing intensive requirement through work in history. The course falls into line with other 300-level courses in the History Department: it focuses at an upper-division level on a specific geographic area within a specific, limited, time period.

##### 4. HIST 401 Topics in United States History

3c-01-3sh

**Prerequisite:** Junior/Senior History, History Pre-law or Social Sciences Education majors or by instructor permission  
An upper-division course emphasizing lecture, reading, discussion, and writing on

specialized topics relating to historical issues of the United States of America. The theme of the course will vary from semester to semester according to the expertise of the faculty member teaching the course.

**5. HIST 402 Topics in European History**

3c-0l-3sh

**Prerequisite:** Junior/Senior History, History Pre-law or Social Sciences Education majors or by instructor permission

An upper-division course emphasizing lecture, reading, discussion and writing on specialized topics relating to European historical issues. The theme of the course will vary from semester to semester according to the expertise of the faculty member teaching the course.

**6. HIST 403 Topics in Non-Western History**

3c-0l-3sh

**Prerequisite:** Junior/Senior History, History Pre-law or Social Sciences Education major or by instructor permission.

An upper-division course emphasizing lecture, reading, discussion and writing on specialized topics relating to non-Western historical issues. The theme of the course will vary from semester to semester according to the expertise of the faculty member teaching the course.

**7. HIST 404 Topics in Comparative History**

3c-0l-3sh

**Prerequisite:** Junior/Senior History, History Pre-law or Social Science Education major or by instructor permission

An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to comparative historical issues. The theme of the course will vary from semester to semester according the expertise of the faculty member teaching the course.

**Rationale:** These courses will be a set of required courses open to all advanced History, History Pre-law or Social Science Education majors. As advanced topic courses, the classes are designed for students who have had considerable exposure to historical topics and comparative approaches within the discipline. Non-history majors who are admitted with instructor permission must have demonstrated comparable abilities and commitment to the field of history and to interactive learning. Majors may count these courses toward their required hours in history interactive learning.

**B. Program Revision****Current Program:****Bachelor of Science in Education-Social Science  
Education/History Track (\*)**

**Liberal Studies:** As outlined in Liberal Studies section 50-52 with the following specifications:

**Humanities-History:** Fulfilled by required courses in major

**Social Science:** ANTH 110, ECON 121, and PSYC 101

**Liberal Studies Electives:** ECON 122, GEOG 230, and either SOC 337 or 362; no courses with HIST prefix

**College:** 32

**Professional Education Sequences: (1)**

COMM 103 Digital Instructional Technology 3sh

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2sh

EDSP 102 Education Psychology 3sh

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3sh

EDUC 242 Pre-student Teaching Clinical Exp I 1sh

EDUC 342 Pre-student Teaching Clinical Exp II 1sh

EDUC 441 Student Teaching 12sh

EDUC 442 School Law 1sh

EDUC 455 Teaching of Social Science in Secondary Schools 3sh

FDED 202 American Ed in Theory and Practice 3sh

**Major: (1) (2)**

**Required History Courses:**

HIST 200 Introduction to History 3sh

HIST 201 Western Civilization Before 1600 3sh

HIST 202 Western Civilization Since 1600 3sh

HIST 203 United States History for Historians 3sh

HIST 480 Senior Seminar 3sh

**Controlled History Elective:** 27

One course from the fields of Middle East, Africa, Asia, or Latin America at the 300 level or higher

**History Electives:**

Three history courses at the 300 level or higher,

one to be from United States history

**Required Social Science Distribution: (2)** 9-12

GEOG XXX 200-level or higher Geography course 3sh

PLSC 111 American Politics 3sh

PLSC 280 Comparative Government I: Western Political Systems or 3sh

PLSC 285 Comparative Government II: Non-Western Political Systems 3sh

SOC 231 Contemporary Social Problems 3sh

**Free Electives:** 1-5

**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 entering secondary social studies education must present the following in order to gain admission:

(a) A 2.75GPA with grades of C or better in history and social science courses required for certification.

(b) A letter of admission to teacher certification from the College of Education and Educational Technology; Acts 34 and 151 must be current at all times.

(2) Eligibility for student teaching and certification in secondary social studies education (history concentration) requires a cumulative GPA of 2.75 and a grade of C or better in history courses and in the required

**PASSED****New Program:****Bachelor of Science in Education-Social Science  
Education/History Track (\*)**

**Liberal Studies:** As outlined in Liberal Studies section 50-52 with the following specifications:

**Humanities-History:** Fulfilled by required courses in major

**Social Science:** ANTH 110, ECON 121, and PSYC 101

**Liberal Studies Electives:** ECON 122, GEOG 230, and either SOC 337 or 362; no courses with HIST prefix

**College:** 35

Three additional hours of math 100 level or above (in addition to Liberal Studies math)(1)

**Pre-Professional Education Sequence**

COMM 103 Digital and Instructional Technology 3sh

EDSP 102 Educational Psychology 3sh

FDED 102 American Education in Theory and Practice 3sh

**Professional Education Sequence**

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2sh

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3sh

EDUC 242 Pre-Student Teaching Clinical I 1sh

EDUC 342 Pre-Student Teaching Clinical II 1sh

EDUC 441 Student Teaching 12sh

EDUC 442 School Law 1sh

EDUC 455 Teaching Social Science in Secondary Schools 3sh

**Major: Required Courses Foundation Courses: (2)** 18

HIST 201 Western Civilization Before 1600(3) 3sh

HIST 202 Western Civilization Before 1600 (3) 3sh

HIST 204 United States History to 1877 3sh

HIST 205 United States History Since 1877 3sh

**Research Courses:**

HIST 200 Introduction to History 3sh

HIST 401-404 (Topics) or HIST 480 Senior Seminar (3) 3sh

**Controlled Electives**

One Non-Western history course: Latin America, Africa, Asia, Russia 300 or 400 level (4) 3sh

One United States history course at the 300 or 400 level.

One history course at the 300 or 400 level

**Required Social Science Distribution:** 9-12

GEOG XXX (200 level or higher Geography course) 3sh

PLSC 111 American Politics 3sh

PLSC 280 Comparative Government I: Western Political Systems 3sh

or

PLSC 285 Comparative Government II: Non-Western Political Systems 3sh

SOC 231 Contemporary Social Problems (5) 3sh

**Free Electives:** 0-3

**Total Degree Requirements:** 124-126

(\*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach history, geography, economics, and political science in Pennsylvania, students must apply for Citizenship Education certification.

(1) Students are required to take an additional 3 hours of math beyond the liberal studies requirement for a total of 6 hours, all of which must be at the 100 level or above.

(2) In exceptional cases, the student's advisor may give special permission to substitute two upper level courses for one of the foundation courses.

(3) For students who have received credit for HIST 195, 210, or 212 prior to

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- social science distribution courses.
- (3) For students who have taken HIST 195, 210, 212, or 214 prior to becoming History majors, this course may not be appropriate. Consult History advisor before scheduling.
  - (4) SOC 231 required only if SOC 237 or 362 are not taken as Liberal Studies electives.
  - (5) becoming history majors, this course may not be appropriate. Consult history advisor before scheduling.
  - (4) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.
  - (5) SOC 231 required only if SOC 237 or 362 are not taken as Liberal Studies electives.

### **Rationale:**

The Pennsylvania Department of Education changed the course and certification requirements for Social Science education majors. To conform to the new PDE requirements, the SSED program added three hours of math and a yearlong U.S. history survey course. PDE requires social studies education programs to prepare students to teach the Chapter 4 standards. The Chapter 4 history standards include U.S. History. The PDE replaced the Social Science certification with two certifications, Citizenship Education and Social Science Education. Students whose concentrations are in history, geography, economics or political science will apply for Citizenship Education certification. They will no longer be licensed to teach psychology, anthropology or sociology. Those three concentrations will apply for Social Science Education certification.

**14. Department of Economics—Program Revision****PASSED****Current Program:****Bachelor of Science in Education-Social Science  
Education/Economics Track (\*)****Liberal Studies:** As outlined in Liberal Studies section 53-55  
with the following specifications:**Social Science:** PSYC 101, PLSC 111, ANTH 110 or ANTH 211**Mathematics:** MATH 110 or 217 or 121**Liberal Studies Electives:** GEOG 230, SOC 337**College:** 32**Professional Education Sequences: (1)**

COMM 103	Digital Instructional Technology	3sh
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Programs	2sh
EDSP 102	Education Psychology	3sh
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3sh
EDUC 242	Pre-student Teaching Clinical Exp I	1sh
EDUC 342	Pre-student Teaching Clinical Exp II	1sh
EDUC 441	Student Teaching	12sh
EDUC 442	School Law	1sh
EDUC 455	Teaching of Social Science in Secondary Schools	3sh
FDED 202	American Ed in Theory and Practice	3sh

**Major:** 21**Required Economics Courses:**

ECON 121 Principles of Economics I 3sh

ECON 122 Principles of Economics II 3sh

Controlled Economics Electives:

Upper-level Economics courses including at least one writing-intensive  
course and at least one course from each of the following three groups:

International courses: ECON 339, 345, 350, 351

Macroeconomic courses: ECON 325, 343, 421

Microeconomic courses: ECON 283, 330, 331, 332, 333, 335, 336,  
373, 383**Other Requirements:** 15-18

Required Social Science distribution

HIST 204 U.S. History to 1877 3sh

HIST 205 U.S. History since 1877 3sh

GEOG \_\_\_\_\_ 3sh

PLSC 280 or PLSC 285 Comparative Government 3sh

Social Science Minor 6-9sh(1)

**Free Electives:** \_\_\_\_\_ **0-3****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 must complete a minor in a second Social Science of their  
choice. The coursework for each alternative is described below.  
Some of the courses chosen may also fulfill the third Liberal Studies  
elective courses above.

1. Anthropology: ANTH 110 or 211, and 12 additional sh in ANTH
2. Geography: GEOG 230 and 12 additional sh in GEOG
3. History: HIST 195, 203, 9 additional sh in HIST
4. Political Science: PLSC 111, 280 or 285, and 9 additional sh in PLSC
5. Sociology: SOC 151, 237, 9 additional sh in SOC

**Proposed Program:****Bachelor of Science in Education-Social Science  
Education/Economics Track (\*)****Liberal Studies:** As outlined in Liberal Studies section 53-55  
with the following specifications:**Social Science:** ANTH 110, ECON 121, and PSYC 101**Mathematics:** MATH 110 or 217 or 121**Liberal Studies Electives:** GEOG 230, SOC 337**College:** 35Three additional hours of math 100 level or above (in addition to  
Liberal Studies math)(1)**Pre-Professional Education Sequence**

COMM 103 Digital and Instructional Technology 3sh

EDSP 102 Educational Psychology 3sh

FDED 102 American Education in Theory and Practice 3sh

**Professional Education Sequence**EDEX 301 Education of Students with Disabilities in Inclusive  
Secondary Programs 2shEDSP 477 Assessment of Student Learning: Design and  
Interpretation of Educational Measures 3sh

EDUC 242 Pre-Student Teaching Clinical I 1sh

EDUC 342 Pre-Student Teaching Clinical II 1sh

EDUC 441 Student Teaching 12sh

EDUC 442 School Law 1sh

EDUC 455 Teaching Social Science in Secondary Schools 3sh

**Major:****Required Economics Courses:**

ECON 121 Principles of Economics I 3sh

ECON 122 Principles of Economics II 3sh

Controlled Economics Electives:

Upper-level Economics courses including at least one writing-intensive  
course and at least one course from each of the following three groups:

International courses: ECON 339, 345, 350, 351

Macroeconomic courses: ECON 325, 343, 421

Microeconomic courses: ECON 283, 330, 331, 332, 333, 335, 336,  
373, 383**Other Requirements:** 15-18

Required Social Science distribution

HIST 204 U.S. History to 1877 3sh

HIST 205 U.S. History since 1877 3sh

GEOG XXX (200 level or higher Geography course) 3sh

PLSC 280 or PLSC 285 Comparative Government 3sh

Social Science Minor 9-sh(1)

**Free Electives:** \_\_\_\_\_ **0****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. In order to student teach, students(1) History is the recommended choice for a minor. Students  
may complete a minor in a second Social Science of their  
choice. This will require additional credits.

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**Rationale:**

We are adding 3 hours of math because PDE requires all education majors to have 6 hours of math.

HIST 203 is being dropped because the History Department will no longer offer HIST 203.

HIST 204 and HIST 205 are being added; they will replace HIST 203 and provide a broader background in U.S. History. The two-course U.S. History sequence fulfills PDE Chapter 4 requirements.

To keep the total credits reasonable, we are recommending a History minor, which will require the least amount of additional coursework.

**15. Department of Geography and Regional Planning – Program Revision PASSED****Current Program:****Bachelor of Science in Education—Social Science Education/Geography Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **54-55**

**Social Sciences:** ECON 121, GEOG 102, PSYC 101

**Liberal Studies Electives:** ECON 122, SOC 337 or 362(1), and one of the following: ANTH 271-274 (SOC 271-274)

**College:** **32**

**Professional Education Sequence:**

COMM 103 Digital Instructional Technology 3sh

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs sh

EDSP 102 Educational Psychology 3sh

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3sh

EDUC 242 Pre-student Teaching Clinical Experience I 1sh

EDUC 342 Pre-student Teaching Clinical Experience II 1sh

EDUC 441 Student Teaching 12sh

EDUC 442 School Law 1sh

EDUC 455 Teaching of Social Science in Secondary Schools 3sh

FDED 102 American Ed in Theory & Practice 3sh

**Major Required Courses:** **24**

GEOG 213 Cartography I 3sh

GEOG 230 Cultural Geography 3sh

**Controlled Electives**

At least two courses from each of the following three groups:

**Environmental Geography:**

GEOG 341 Climatology 3sh

GEOG 342 Physiography 3sh

GEOG 343 Geography of Fresh Water Resources 3sh

GEOG 440 Conservation: Environmental Analysis 3sh

**Human Geography:**

GEOG 231 Economic Geography 3sh

GEOG 331 Population Geography 3sh

GEOG 332 Urban Geography 3sh

GEOG 333 Trade and Transportation 3sh

GEOG 334 Political Geography 3sh

GEOG 335 Geography of Energy 3sh

GEOG 336 Social Geography 3sh

GEOG 337 Historical Geography 3sh

GEOG 431 Geography of American Indians 3sh

**Regional Geography:**

GEOG 251 Geography of Pennsylvania 3sh

GEOG 252 Geography of Latin America 3sh

GEOG 253 Geography of Europe 3sh

GEOG 254 Geography of Russia and the Soviet Sphere 3sh

GEOG 255 Geography of Africa 3sh

GEOG 256 Geography of East Asia 3sh

GEOG 257 Geography of Southeast Asia 3sh

**Proposed Program:****Bachelor of Science in Education—Social Science Education/Geography Track(\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **54-55**

**Social Sciences:** ECOC 121, GEOG 102, PSYC 101

**Liberal Studies Electives:** ECON 122, SOC 337 or 362(1), and one of the following: ANTH 271-274 (SOC 271-274)

**College:** **32**

**Pre-Certification Sequence:**

COMM 103 Digital Instructional Technology 3sh

EDSP 102 Educational Psychology 3sh

FDED 102 American Education in Theory and Practice 3sh

**Professional Education Sequence:**

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2sh

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3sh

EDUC 242 Pre-student Teaching Clinical Experience I 1sh

EDUC 342 Pre-student Teaching Clinical Experience II 1sh

EDUC 441 Student Teaching 12sh

EDUC 442 School Law 1sh

EDUC 455 Teaching of Social Science in Secondary Schools 3sh

**Major:** **24**

**Required Courses:**

GEOG 213 Cartography I 3sh

GEOG 230 Cultural Geography 3sh

**Controlled Electives**

At least two courses from each of the following three groups:

**Environmental Geography:**

GEOG 341 Climatology 3sh

GEOG 342 Physiography 3sh

GEOG 343 Geography of Fresh Water Resources 3sh

GEOG 440 Conservation: Environmental Analysis 3sh

**Human Geography:**

GEOG 231 Economic Geography 3sh

GEOG 331 Population Geography 3sh

GEOG 332 Urban Geography 3sh

GEOG 333 Trade and Transportation 3sh

GEOG 334 Political Geography 3sh

GEOG 335 Geography of Energy 3sh

GEOG 336 Social Geography 3sh

GEOG 337 Historical Geography 3sh

GEOG 431 Geography of American Indians 3sh

**Social Science Distribution Requirements: 15-18**

Required Courses:	
HIST 203 U.S. History for Historians	3sh
PLSC 280 Comparative Government I: Western Political Systems	3sh

Plus one of the following options: 9-12sh

1. 6 additional sh not counted above in one social science field (history recommended) and 3sh in another. meet the requirements for a minor.
2. 9-12 additional sh in one social science field (history recommended), sufficient to meet the requirements for a minor.

**Other Requirements: 0**

**Free Electives: 0**

**Total Degree Requirements 125-129**

- (1) The SOC 151 prerequisite will be waived with instructor permission if a student has completed ANTH/SOC 271-274.

**Regional Geography:**

GEOG 251 Geography of Pennsylvania	3sh
GEOG 252 Geography of Latin America	3sh
GEOG 253 Geography of Europe	3sh
GEOG 254 Geography of Russia and the Soviet Sphere	3sh
GEOG 255 Geography of Africa	3sh
GEOG 256 Geography of East Asia	3sh

**Social Science Distribution Requirements: 15**

The following courses are required:

HIST 204 United States History to 1877	3sh
HIST 205 United States History since 1877	3sh
PLSC 280 Comparative Government I: Western Political Systems	3sh

Plus 6 additional hours in history sufficient to meet the requirements for a minor.

**Other Requirements: 3**

An additional 3 hours mathematics 100 level or higher

**Free Electives: 0**

**Total Degree Requirements 128-129**

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

- 1) The SOC 151 prerequisite will be waived with instructor permission if a student has completed ANTH/SOC 271-274.

**Rationale:** The pre-certification courses are being listed separately to correspond to the new three step process passed by the University Senate in May 2000. HIST 204 and 205 are being substituted for HIST 203 to provide a broader background in U.S. History and to fulfill Pennsylvania Department of Education (PDE) Chapter 4 requirements. The Citizenship Education requirements specify that students should have courses in U.S. and World History. They also state that students should be prepared to teach the PDE Chapter 354 Academic Standards. They include the history, geography, economics and political science standards. The history standards include historical thinking, Pennsylvania History, U.S. History and World History. Minor in History or taking more History courses than any other subject has always been recommended for Geography Social Science Education students, because if these students have to teach another subject besides Geography it will most likely be History. Additionally, the Praxis Specialty Exam (which these students need to pass to get certified) has more history than any other social studies topic. Finally, to keep the number of credits similar to what it is currently, we are eliminating the chance to minor in another Social Science. Chapter 354 from the PDE has mandated the addition of another 3 hours of college mathematics through a change in the law. This requirement is for all education majors not admitted to Teacher certification before Jan. 23, 2001.



**16. Department of Nursing and Allied Health Professions—New Course    PASSED**

**NURS 202 Foundations of Child Health**

3c-01-3sh

Focuses on conditions that affect the health of children. It provides an overview of the structure and function of selected body systems. Emphasis is placed on the development of each system during infancy and childhood. The impact of common acute and chronic diseases on children is incorporated. Health promotion concepts are addressed.

**Rationale:** This course is designed as an elective for students in the Child Development/ Family Relations major. Students in other majors may take the course as a free elective.

**APPENDIX E**  
**University-Wide Graduate Committee**  
**Chairpersons Kondo and Chambers**

**UNIVERSITY-WIDE GRADUATE COMMITTEE -- Chairpersons Kondo and Chambers**

**FOR ACTION**

**1. POLICY REVISIONS:**

**a) Thesis/Dissertation Committees Composition Policy** **PASSED**  
**Current Policy (Senate, 2/6/79):**

Thesis or dissertation direction, or membership on a thesis/dissertation committee, by a faculty member not on the staff of the student's home department is authorized if such action has the approval of the faculty of the home department. Tenured professional personnel of other accredited higher education institutions may serve on thesis/dissertation committees (but not as committee chairpersons) as long as their services are gratuitous and the arrangement has the approval of the degree-sponsoring department's faculty.

**Proposed Policy (Senate, 5/7/02):**  
**External Members on Thesis/Dissertation Committees**

**I. Rationale:** The graduate culture within a department is recognized as an important safeguard of the academic quality of graduate theses or dissertations. Campus-wide standards exist to ensure the consistency in the integrity of IUP graduate degrees. All individual thesis/dissertation committee compositions are ultimately approved following the standard procedures of the IUP Graduate School and Research.

**II. Definition:** An external member of a thesis/dissertation committee is an individual who is not a faculty member of the degree-sponsoring department.

**III. Conditions**

**Thesis/Dissertation Committees:** For IUP on-campus graduate programs, thesis/dissertation direction or membership on a thesis/dissertation committee by an IUP faculty member, or administrator, from outside the student's home department can be authorized by the faculty of the home department. Alternatively, a faculty member or administrator of another accredited higher education institution, or appropriate professional from government or industry, may serve on a thesis/dissertation committee (but not as committee chairperson), as long as the services are uncompensated and the arrangement has the approval by the degree-sponsoring department's faculty. All individuals serving on a dissertation committee should possess a terminal degree or equivalent professional training and should meet or exceed the IUP standards for eligibility to teach doctoral courses.

#### **IV. Exceptions**

For off-campus graduate programs, including inter-institutional cooperative offerings and other variations in delivery methods, the degree-sponsoring department's faculty and the Senate (through the normal peer-review process) must approve exceptions to the preceding guidelines on external membership or direction of thesis/dissertation committees. To be approved, such requests for program exceptions must demonstrate that quality control processes, equal to or greater than those in place at IUP, exist to ensure maintenance of standards equivalent to those for on-campus theses/dissertations.

#### **b) IUP Policy On Graduate Assistantships**

**PASSED**

The goals of the assistantship program are to bring highly qualified graduate students to IUP and to enrich their educational experience through their assistantship.

Graduate assistantships at IUP are intended for the use of highly qualified, full-time (nine credits minimum) graduate students who have been admitted to degree programs. They are awarded for two semesters upon entrance and for either one or two semesters in the case of advanced graduate students. Renewal for a second year is not automatic except where a multi-year award is made upon entrance.

Assistantships requiring a maximum for 20 hours of work weekly carry full tuition remission during the academic year and during the following summer. The work of the assistantship and the payment of the stipend are confined to the academic year. Summer work-study employment is available in some departments. Graduate students working a maximum of 10 rather than 20 hours weekly receive half the usual stipend, ~~A limited number of these students receive full tuition waivers, but the rest receive~~ **and** a half tuition waiver in the academic year, and six free credits of academic work the following summer. Both 10-hour and 20-hour assistantships are awarded on the basis of academic excellence rather than financial need.

Affirmative action principles are followed at all stages of the graduate student recruitment and graduate assistantship allocation processes in order to be sure of serving all groups of students in the Commonwealth and to enhance the ethnic diversity of the graduate student body.

The graduate assistantship is viewed as part of the graduate student's education. The basic premise is that meaningful teaching, research, and university/public service experiences are an essential and integral part of a master's or doctoral program. Therefore, each graduate assistantship must be utilized only for assignments that fulfill IUP's missions in teaching, research, and public service, but are appropriately focused on the educational objectives of the student. Less challenging types of educational services should be performed by work-study students supported through departmental budgets.

A **job graduate assistantship** description signed by the supervisor and graduate program coordinator must be sent by the department to all graduate assistants ~~hips~~ prior to their arrival on campus. No **job graduate assistantship** description shall contain more than two hours per week for clerical work or similar tasks of a routine nature. All graduate assistantships must be provided with adequate work space to carry out their assigned tasks.

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The **University Wide** Graduate Committee (**hereafter “Graduate Committee”**) of the Senate develops educational policies relating to graduate assistantships. These policies are then forwarded to the Senate for action.

Graduate assistantship positions are allocated to programs by the Provost upon the recommendation of the Dean of the Graduate School and Research. The Dean consults with the Graduate **Council Committee** regarding policies for the allocation of assistantship positions to departments. ~~All members of the Graduate Committee of the Senate are automatically invited to sit on the Graduate Council.~~

Assistantships are awarded to graduate students by the Dean of the Graduate School and Research upon the recommendation of the Graduate program Coordinators. Responsibility for monitoring the quality of graduate assistantship experiences and the fairness with which assistantships are allocated rests with the Graduate School **and Research** for IUP as a whole. Unfilled ~~and or~~ inadequately supervised assistantships revert to the Graduate **School and Research** for reallocation to other departments.

## **2. NEW COURSES:**

**PASSED (4 Nay, 1 Abstain)**

All departments currently offering graduate or dual-level graduate courses are given the right to offer Special Topic courses. Specifically:

- 581 = Any graduate department offering dual-level courses or 500-level and above graduate courses is offered the opportunity to offer 581, Special Topic.
- 681 = Any department offering a master’s-level or higher degree program is offered the opportunity to offer 681, Special Topic.
- 781 = Any department offering a doctoral degree program is offered the opportunity to offer 781, Special Topic, assuming the Doctoral Enhancement funds are available to support the offering.

All offerings are for three credits only. Departments seeking to alter the standard credit offering may do so through the normal peer review process.

The Graduate School and Research has created the offerings as indicated above. All of these courses are currently listed as “I” for “Inactive.” In order to activate the course the department chair must send a memo (hard copy or electronic) to the Office of the Registrar requesting to do so.

## **3. MINOR PROGRAM REVISION:**

**PASSED**

### **M.Ed. in Business/Workforce Development**

Program Changes:

- **Change prefixes:** All departmental courses **from** BEDU, ADMS, DEDU **to** BTST.

**Rationale:** The current prefix of “BEDU” has been noted to be awkward. The department believes that it would be better served using ”BTST” rather than the four-character prefix

originally selected. BTST is one of two prefixes used to identify undergraduate courses in the department. Using it on the graduate level will aid students in locating course offerings.

- **Delete the following courses:**  
ADMS 699 Independent Study  
ADMS 581 Special Topics  
ADMS 681 Special Topics  
DEDU 699 Independent Study  
DEDU 581 Special Topics  
DEDU 681 Special Topics

**Rationale:** Since the department is electing to use only one prefix (BTST), any duplicate courses with different prefixes need to be deleted to avoid confusion for the students in the program.

- Change existing track to conform to new state requirements for certification.

**Rationale:** The state has changed the requirements for Certification, directly affecting one of the three program tracks (Business Specialization). The Pennsylvania Department of Education has eliminated separate certification areas, i.e., Accounting and Marketing. Therefore, the new certification—Business, Computer and Information Technology—encompasses grades K-12 all business areas.

- Accounting and marketing certification areas will no longer be an option for new students, although the courses are available as electives when relevant to the individual student.

### **Current Catalog Description:**

#### **Master of Education in Business/Workforce Development—M.Ed.**

The Department of Technology Support and training offers the M.Ed. in Business/Workforce Development with three areas of concentration—Business Specialization, Workforce Specialization, and Administrative Specialization. Each area of concentration requires 30 credits, with all tracks having the same core requirements then branching into specialization requirements.

Courses can be taken on either a full- or part-time basis, with classes offered during the evening; a full schedule of course offerings is available in the summer. Needs of each student are addressed through individual attention, flexible scheduling, and opportunities for original research.

The **Business Specialization** is of interest to individuals desiring to enhance their knowledge of pedagogy, study current business issues and trends, and expand the use of technology in the learning environment. Individuals with valid business teaching certificates may pursue additional certification areas. In addition, an opportunity is available for an individual to complete the requirements for initial Pennsylvania teaching certification in business education (this would include additional coursework beyond the 30 credits for the M.Ed.).

The **Workforce Specialization** is of interest to individuals desiring to broaden their understanding of business, to enhance their knowledge of training, and to update their understanding of new technologies used in the workforce.

The **Administrative Specialization** is available for those interested in curriculum development and supervision of vocational programs. It offers Pennsylvania Department of Education certification as a Supervisor of Vocational Education (this would include additional coursework beyond the 30 credits for the M.Ed.).

### **Proposed Catalog Description**

#### **Master of Education in Business/Workforce Development—M.Ed.**

The Master of Education in Business/Workforce Development, offered by the Department of Technology Support and Training, is designed to meet the needs of a wide variety of individuals. This program includes a common core of 18 credits plus 12 credits in one of three areas of specialization—Business, Workforce, and Administrative. Within each area of specialization, students are encouraged to enroll in courses that meet their professional areas of interest.

The **Business Specialization** is of interest to individuals desiring to enhance their knowledge of pedagogy, study current business issues and trends, and expand the use of technology in the learning environment. In addition, an opportunity is available for an individual to complete the requirements for initial Pennsylvania K-12 teaching certification in Business, Computer and Information Technology (business education)—this opportunity requires the completion of additional coursework beyond the 30 credits required for the M.Ed.

The **Workforce Specialization** is of interest to individuals desiring to broaden their understanding of business, to enhance their knowledge of industry training, and to update their understanding of new technologies used in the workforce.

The **Administrative Specialization** provides an option for candidates interested in curriculum development and supervision of vocational programs. An enhancement of this specialization is the opportunity to complete the requirements for Pennsylvania Department of Education certification as a supervisor of vocational education. This opportunity requires the completion of additional coursework beyond the 30 credits required for the M.Ed.

Courses can be taken on either a full- or part-time basis, with classes offered during the evening; a full schedule of course offerings is available in the summer. Needs of each student are addressed through individual attention, flexible scheduling, and opportunities for original research.

Upon admission to the Graduate School and Research, the student is assigned an advisor to assist in tailoring the program to meet individual goals. This flexibility is a key feature of the program.

Side-by-Side Comparison of Certification Change from an “Advisor Approved Elective” to a specific course, BTST 680, previously listed as an option.

<b>Current Program</b>		<b>Proposed Program****</b>	
<b>I. Professional Development Area</b>	<b>9 sh</b>	<b>I. Professional Development Area</b>	<b>9 sh</b>
<b>A.* Humanistic Studies</b>	<b>3 sh</b>	<b>A.* Humanistic Studies</b>	<b>3 sh</b>
One of the following:		One of the following:	
FE 514 Comparative Foundations of Education	3 sh	FDED 514 Comparative Foundations of Education	3 sh
FE 611 Historical Foundations of Education	3 sh	FDED 611 Historical Foundations of Education	3 sh
FE 612 Philosophical Foundations of Education	3 sh	FDED 612 Philosophical Foundations of Education	3 sh
FE 613 Social Foundations of Education	3 sh	FDED 613 Social Foundations of Education	3 sh
<b>B.* Behavioral Studies</b>	<b>3 sh</b>	<b>B.* Behavioral Studies</b>	<b>3 sh</b>
One of the following:		One of the following:	
CE 639 Group Procedures	3 sh	COUN 639 Group Procedures	3 sh
EP 573 Psychology of Adolescent Education	3 sh	EDSP 573 Psychology of Adolescent Education	3 sh
EP 576 Behavior Problems	3 sh	EDSP 576 Behavior Problems	3 sh
EP 578 Learning	3 sh	EDSP 578 Learning	3 sh
EP 604 Advanced Educational Psychology	3 sh	EDSP 604 Advanced Educational Psychology	3 sh
EX 650 Exceptional Children and Youth	3 sh	EDEX 650 Exceptional Children and Youth	3 sh
<b>C. Elements of Research</b>	<b>3 sh</b>	<b>C. Research Component</b>	<b>3 sh</b>
GR 615 Elements of Research	3 sh	GSR 615 Elements of Research	3 sh
<b>II. Business/Workforce Core</b>	<b>9 sh</b>	<b>II. Business/Workforce Core</b>	<b>9 sh</b>
BE 650 Issues and Trends in Business/ Workforce Development	3 sh	BTST 650 Issues and Trends in Business/ Workforce Development	3 sh
BE 656 Applied Research in Business/ Workforce Development	3 sh	BTST 656 Applied Research in Business/ Workforce Development	3 sh
BE 670 Administrative Communications	3 sh	BTST 670 Administrative Communications	3 sh
<b>III. Specialization</b>	<b>12 sh</b>	<b>III. Specialization</b>	<b>12 sh</b>
Student will select one of the three specialization areas.		Student will select one of the three specialization areas.	
<b>A. Business Specialization</b>	<b>12 sh</b>	<b>Business Specialization</b>	<b>12 sh</b>
BE 642 Training and Development in Business/ Workforce Development	3 sh	BTST 642 Training and Development in Business/Workforce Development	3 sh
Workforce Development (3sh)		BTST 680 Technical Update	3 sh
*_____ Advisor Approved Elective (3sh)		***_____Advisor Approved Elective	3 sh
*_____ Advisor Approved Elective	3 sh	***_____Advisor Approved Elective	3 sh
*_____ Advisor Approved Elective	3 sh		
Other related courses may be allowed with the consent of the College of Business graduate coordinator.			
<b>B. Workforce Specialization</b>	<b>12 sh</b>	<b>B. Workforce Specialization</b>	<b>12 sh</b>
BE 642 Training and Development in Business/ Workforce Development	3 sh	BTST 642 Training and Development in Business/ Workforce Development	3 sh
BE 680 Technical Update	3 sh	BTST/COMM 614 Instructional Computing Basics	3sh
BE/CM 614 Instructional Computing Basics	3 sh	BTST/COMM 631 Interactive Multimedia	3sh
BE/CM 631 Interactive Multimedia	3 sh		

<b>C. Administrative Specialization</b>	<b>12 sh</b>
BE/VO 600 Curriculum Development in Vocational Education	3 sh
BE/VO 601 Curriculum and Instruction Leadership in Vocational Education	3 sh
BE/VO 602 Conference Leadership and Communication Methods	3 sh
EP 618 Interpretation of Educational and Psychological Tests	3 sh

**IV. Certificate Options**

\*Pennsylvania Business Education Certification

BE 693 Seminar in Teaching Business	3 sh
EP 604 Advanced Educational Psychology	3 sh
BE 694 Clinical Studies in Business Education	3 sh
EP 618 Interpretation of Educational and Psychological Tests	3 sh
BE 695 Professional Semester (Student Teaching)	6 sh
EX 650 Exceptional Children and Youth	3 sh

\*Must meet ECOB undergraduate core business education requirements (see current undergraduate catalog)

**\*\*Certification Areas (Select one) 9 sh**

<b>Accounting 9 sh</b>	
AG 607 Management Accounting	3 sh
AG 613 Financial Statement Analysis	3 sh
AG 681 Special Topics in Accounting (Permission of Instructor)	3 sh

**Marketing 9 sh**

MK 603 Marketing Management	3 sh
MK__Marketing Elective	3 sh
MK__Marketing Elective	3 sh

Students with advisor approval will elect courses from the graduate offerings in marketing, i.e., MK521, MK530, MK531, MK603, MK610, MK611, MK621

\*\*Certification candidates must meet teacher certification requirement from IUP—College of Education

**Supervisor Certificate 9 sh**

BE/VO 603 Management of Instruction for Vocational Education	3 sh
BE/VO 604 Curriculum Supervision in Vocational Education	3 sh
BE/VO 605 Policy Administration	3 sh

<b>C. Administrative Specialization</b>	<b>12 sh</b>
BTST/VOED 600 Curriculum Development in Vocational Education	3 sh
BTST/VOED 601 Curriculum and Instruction Leadership in Vocational Education	3 sh
BTST/VOED 602 Conference Leadership and Communication Methods	3 sh
EDSP 577 Assessment of Student Learning: Design and Interpretation of Educational Measures	3 sh

**V. Certificate Option 21 sh\*\***

\*Pennsylvania Business, Computer and Information Technology Certification

BTST 693 Seminar in Teaching Business Subjects	3 sh
EDSP 604 Advanced Education Psychology	3 sh
BTST 694 Clinical Studies in Business Education	3 sh
EDSP 577 Assessment of Student Learning: Design and Interpretation of Educational Measures	3 sh
BTST 695 Professional Semester (Student Teaching)	6 sh
EDEX 650 Exceptional Children and Youth	3 sh

\*Must meet ECOBIT 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.



**APPENDIX F**  
**Library and Educational Services Committee**  
**Chairperson Pagnucci**

**For Senate Action:**

**Laser Printing Service at IUP**

The LESC committee has monitored the implementation of the **Laser Printing Cost Recovery System** since 1999 and reports the following (with statistics based on an Interim Report from J.R. McFerron, Director of Academic Technology Services):

- High quality laser printing is available for purchase in 5 public labs and at 14 other printers across campus
- Paper waste from careless printing has dropped to only 2%
- Equipment costs have been minimized through use of recycled computers from the campus labs
- Printer availability has been close to 100% with the only significant downtime being 2 printers offline for 10 hours one weekend
- The LESC has seen no excessive revenue generation from printing sales

**2001-2002 Laser Printing Budget**

Printing Revenue	\$28,466
Paper Cost	-\$3,853
Toner Cost	-\$17,266
Printer Maintenance	-\$7,125
<b>Money Left Over</b>	<b>\$222.00</b>

**The Problem**

- Some **key costs** related to printing are **not currently covered by the system**
- These costs have risen
- A change in the campus printing fee to cover these costs is needed in order to continue providing the current level of service

**Printing Costs Not Being Covered (based on 2001-2002 figures)**

Printer replacement (2 on average annually)	\$2500
Card Reader repair and replacement	\$898
Print Software Maintenance	\$6125
<b>Total Deficit</b>	<b>\$9523</b>

**LESC Recommendation**

**PASSED**

The LESC has unanimously voted to endorse the Academic Operations Group (AOG) recommendation to increase the **Campus Printing Fee** by 1 cent (from \$.03 to \$.04) per page on 7/1/02.

The proposed fee increase would increase printing revenue by roughly \$9489 which would **almost** cover the printing costs outlined above.

**Why Support the Fee Increase?**

- the Laser Printing Cost Recovery System has been used as it was designed: to ensure student access to quality printing
- the original fee price was a compromise set as low as possible to cover costs
- the proposed fee increase is as low as possible and set to continue to just cover the costs of maintaining the current system
- even with an increase, the campus printing fee will be below (and mostly well below) off campus fees for printing
- the system has decreased waste and been implemented with generally high efficiency and quality service
- LESC has not seen evidence of any abuse of the system or frivolous use of printing revenue
- LESC will continue to monitor implementation of the system

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- LESC realizes a printing fee increase is a difficult issue, but we also feel there is no escaping current campus economic realities
- LESC feels the printing fee increase is being kept to a minimum and really is in the best interest of the entire IUP community
- Students continue to need access to low cost campus printing, but costs are rising
- **NOT** implementing the fee increase would likely result in a decrease in the availability of on campus printing

### **LESC Motion**

**The LESC moves that the IUP Senate endorse a 1 cent increase in the IUP campus printing fee beginning 7/1/02.**

### **For Senate Information**

### **Library Issues---The Sweet Aroma of Java Coming Soon!!!!**

LESC is **delighted** to report that ARAMARK has agreed to our suggestions and has scheduled to place a coffee kiosk machine in the library on 8/24/02. This service will offer both coffee and pastries for sale. The library will be revising its eating policy to allow patrons to enjoy the refreshments throughout the building. Many, many **thanks** go to the Library and **ARAMARK** staffs for making this wonderful opportunity possible.

LESC drafted **Public Relations Campaign Suggestions** for the Library and will be making public relations an ongoing concern for the committee beginning in Fall, 2002.

LESC has reviewed and made recommendations concerning the **Library Action Plan**. A Library committee continues to work on the plan.

LESC encourages people to apply for **Information Literacy Grants**. The deadline is 6/3/02. For more information, visit:  
<http://www.lib.iup.edu/infolit/infolit.html>

LESC will research photocopy costs in Fall, 2002.

### **Appointments/Bylaws**

LESC voted unanimously to appoint **Stanford Mukasa** to serve as LESC liaison to the Technology Utilities Committee (**TUC**).

LESC has unanimously passed a **bylaws revision** recommendation (continuing ongoing work of the committee) and will forward this information to the Senate Rules committee for adoption consideration.

### **Fiscal Issues**

LESC has requested **ESF** proposed and former **allocation formulas** from the IUP ESF Committee. Library Dean Rena Fowler continues to serve as LESC liaison to the IUP ESF Committee.

LESC has struggled with the library's **budgetary problems**. The library is under funded based on a range of comparative measures with other libraries. The LESC remains highly concerned about this under funding issue, an issue reflected in the recent library user surveys. The committee has no solutions at this time, unfortunately, and will continue to wrestle with this problem in Fall, 2002.

### **Technology Issues**

LESC wants to remind people that the old VAX/email sever is being deactivated on 5/13/02. People should work **promptly** to switch their email accounts over to the new system before then in order to **avoid losing email**. The new email system is easier to use and includes built-in server level virus checking. Information on email conversion is available at (<http://www.iup.edu/ats/helpdesk/email/index.htm>) and from the ATS helpdesk (<http://www.iup.edu/ats/helpdesk/>).

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An LESC committee is still working on drafting an **IUP Information Policy** which would address, among many other issues, IUP email distribution list policies.

**Thanks!!**

LESC Chair Gian Pagnucci would like to thank and recognize his committee members for their year long tireless work reviewing documents, creating proposals, and meeting to discuss issues. Their work has helped to bring improvements to IUP's library and educational services. Thanks people!

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