UNIVERSITY SENATE AGENDA

EBERLY AUDITORIUM

Feb 23, 2010
3:30 – 5:00 p.m.

Approval of Order

A. Approval of minutes of the meeting of January 26, 2010

B. Approval of current agenda items and order

Election

A. Election of Vice Chairperson

Reports and Announcements

A. President's Report

B. Provost Intemann

C. Chairperson Broad

D. Vice Chairperson

Standing Committee Reports		**Chairperson**	**Appendix**	**Page(s)**
A.	Rules Committee	Korns		
B.	University-Wide Undergraduate Curriculum Committee	Sechrist/Hannibal	A	2-26
C.	University-Wide Graduate Curriculum Committee	Piper/Baumer	B	
D.	Library and Educational Services Committee	Jozefowicz		
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F.	University Development and Finance	Domaracki	D	27
G.	Student Affairs Committee	Rieg		
H.	Academic Committee	Dugan/Novels		
I.	Awards	Ritchey		
J.	Noncredit Committee	O'Neil	E	

Senate Representative Reports		**Representative**
A.	University Planning Council	Reilly
B.	Presidential Athletic Advisory Council	Hinrichsen
C.	Academic Computing Policy Advisory Committee	Chiarulli
D.	University Budget Advisory Committee	Radell

New Business

Adjournment

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

FOR INFORMATION:

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

COSC 110 Problem Solving and Structured Programming

FOR ACTION:

1 Department of Military Science—Catalog Description Revision Under Health and Wellness

Current Catalog Description:

An alternate method of fulfilling this requirement is the completion of one year of Military Science/ROTC: MLSC 101 Introduction to Military Science and Lab (2cr) and MLSC 102 Fundamentals of Military Science and Lab (2cr). MLSC 203 and 204 may be substituted for MLSC 101 and 102. Veterans are given 4cr toward these requirements by validating two years' active duty via form DD214.

Proposed Catalog Description:

An alternate method of fulfilling this requirement is the completion of one year of Military Science/ROTC: MLSC 101 Introduction to Military Science and Lab (2cr) and MLSC 102 Fundamentals of Military Science and Lab (2cr). Verified successful completion of Basic Training in any U.S. Armed Service is transferable as MLSC 101 and MLSC 102. MLSC 203 and 204 may be substituted for MLSC 101 and 102.

Rationale: For purposes of entry into and progression through the Army ROTC program, the Military Science Department (and all military science departments nationwide) awards credit for Freshman and Sophomore Military Science courses for students who have completed Basic Training. Furthermore, Basic Training is approximately nine weeks long and affords far more student contact time in actual hands on physical fitness training, education, and personal development than can be incorporated into two semesters of a two credit hour courses (approximately 90 hours of contact time). It is recommend to alter the existing policy to award Health and Wellness credit to students who receive MLSC 101 and 102 credit due to Basic Training completion.

2 Liberal Studies Committee—Revised Criteria for Liberal Studies Course Categories

A. Oral or Technical Communication

Students are required to complete three (3) credits in either oral or technical communication. This requirement may be fulfilled by completing the approved Oral Communication course or one of the approved Technical Communication courses.

In addition to the required Oral or Technical Communication course, students must complete one additional Oral Communication Competency-Across-the-Curriculum (CAC) course ***and*** one additional Information Literacy Across-the-Curriculum course.

Oral Communication

Oral Communication Expected Undergraduate Student Learning Outcomes

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

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- critical thinking skills including analysis, application and evaluation

Oral Communication Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Oral Communication requirement must include:

- oral communication theory and practice of oral communication skills as the primary focus of the course
- oral communication activities that are integrated into the course
- application of principles of oral communication which promote accuracy, logic and clarity
- a written self-analysis of one or more oral communication activities
- a critique of the oral communication activities of other students
- student demonstrations of knowledge about verbal and nonverbal communication in various contexts (e.g. interpersonal, small group and public speaking)
- at least 60% of the total course grade based on oral communication activities
- demonstration of the ability to appropriately analyze audience, context, and speech content

Oral Communication Common Learning Objectives

All courses meeting the Liberal Studies Oral Communication requirement will establish common course objectives stating:

At the conclusion of the course the student should be able to:

- apply principles of communication theory to promote accuracy, logic and clarity in oral presentations
- demonstrate verbal and nonverbal communication skills in various contexts (e.g. interpersonal, small group, public speaking)
- analyze the audience and speaking context before an oral communication activity and adapt appropriately
- recognize listeners' needs and analyze their responses during an oral communication activity and adapt appropriately
- organize, construct and deliver oral presentations including the effective use of visuals to enhance oral presentations

Technical Communication

The technical communication course is intended to develop technological communication skills and to provide students an understanding of how computers or other technological devices are used as communication tools. Technical communicators develop and design instructional and information products combining multimedia knowledge and strong communication skills with technical expertise (Society for Technical Communication, 2009). The course will include teaching of computer or other technology skills for the purpose of communication, organization, research and problem solving.

Technical Communication Expected Undergraduate Student Learning Outcomes

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

As *Empowered Learners* students will demonstrate:

- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world

Technical Communication Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Technical Communication requirement must include content and instruction:

- related to the use of productivity software* or other technological devices that provides opportunities for students to achieve the required student learning outcomes
- that provides opportunities for students to understand how information technology impacts ethical and behavioral consequences of decisions and actions

Technical Communication Common Learning Objectives

All courses meeting the Liberal Studies Technical Communication requirement will establish common course objectives stating:

At the conclusion of the course the student should be able to:

- identify the various laws and regulations dealing with the protection of original properties
- discuss the implication of freedom of access to information on individual rights to privacy
- create multimedia presentations
- demonstrate effective techniques for searching electronic resources
- develop a communication device (e.g. a web page, instructional manual or multimedia presentation) that demonstrates communication and organization skills
- demonstrate proficiency in productivity software for the purpose of communication, organization, research and problem solving

* Productivity software could include word processing, database management, spreadsheets, presentation software, web-based technologies and other applications packages.

Society for Technical Communication. (2009). "*What's the difference between technical communicator and technical writer?*" Retrieved November 17, 2009 from: http://www.stc.org/story/tc_tw.asp

B. Fine Arts

Students must complete three-credits in the Fine Arts category.

Fine Arts Expected Undergraduate Student Learning Outcomes

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

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

- the ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- the human imagination, expression and traditions of many cultures

As *Empowered Learners* students will demonstrate:

- the ability to transform information into knowledge and knowledge into judgment and action
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners* students will demonstrate:

- an understanding of themselves and a respect for the identities, histories, and cultures of others

Fine Arts Required Course Content

Courses designed to fulfill the Liberal Studies Fine Arts requirement must enable students to develop an understanding of the nature of artistic inquiry and to develop a critical and aesthetic appreciation of artworks. Proposals for courses designed to fulfill the Liberal Studies Fine Arts requirement must include:

- foundational information on the process of creating one or more art forms through artworks that emphasize symbolic, affective, and imaginative ways of knowing in the visual and performing arts (e.g. studies in studio arts, music, dance and theater arts
- readings, listening and/or viewing in the artistic discipline(s) of study)
- close examination and interpretations of representative artworks
- an examination of artistic inquiry from a variety of cultural areas
- critical perspectives on artworks such as political, social, historical or gender
- an exploration of the human creative process unique to artistic creation
- an experience of attending and responding to at least two arts events
- foundational information on methods of critical analysis of artwork

Additionally, individuals proposing courses designed to fulfill the Liberal Studies Fine Arts requirement are encouraged to include:

- a historical and chronological context for the creation of a particular form of art
- foundational information connecting classical art forms and ideas to the art of today
- collaborative experiences in a creative process
- writing or other forms of articulation for discourse within and among the artistic disciplines
- writing or other forms of articulation for discourse linking ideas of artistic creation to the larger topic of human experience
- instruction in methods of artistic creation
- direct engagement with art-making in the discipline

Fine Arts Common Learning Objectives

All courses meeting this requirement will establish course objectives stating:

At the conclusion of the course the student should be able to:

- demonstrate understanding of the process(es) by which art forms are created – traditionally the visual and/or performing arts
- examine artistic inquiry amongst a variety of cultural areas
- find, access and critically respond to at least two arts events
- demonstrate understanding of primary source material such as readings or works of art

C. English Composition I and II

Students are required to complete two courses equivalent to 6 credits in this category, English Composition I and English Composition II. English Composition I is traditionally a first year course and English Composition II is traditionally a sophomore year course. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 20 students.

In addition to these two required Liberal Studies English Composition courses, students must complete two additional Written Communication Competency-Across-the-Curriculum (CAC) courses. One of these Written Communication CAC courses must be completed in the student's primary major.

English Composition I Expected Undergraduate Student Learning Outcomes

Proposals for courses designed to fulfill the Liberal Studies English Composition I requirement must provide course content that enables students to achieve the *primary* Expected Undergraduate Student Learning Outcomes identified below. Proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- ease with textual, visual, and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty

English Composition I Required Course Content

English Composition I courses designed to fulfill the Liberal Studies requirement must include attention to five areas of literate practice for college learners.

1. **Writing:** Students complete a variety of writing projects intended for different audiences, purposes, or formats. Each project involves students in writing processes.
2. **Reading:** Students read college level readings as support for experimenting with form, discussing ideas, shaping response, developing writing projects and composing. The course includes *preliminary* work with the ways writers introduce and internally cite their reading.
3. **Substantive Revising:** Students learn ways to revise their writing in both early and late stages of composing. Projects have clearly defined stages of preparation and regular progress reviews.
4. **Speaking and Listening:** Students are introduced to effective classroom language use, speaking and listening in one-on-one, small-group and large-group contexts. Faculty must

provide some individual attention to student writers. Faculty can draw upon a variety of structures for holding conferences with students.

5. **Reflecting:** Students experience opportunities to reflect on their writing process and on the rhetorical effectiveness of a completed project.

The recommended assessment strategy for this course is evaluation of a valid random sample of writing portfolios. The portfolios include a major project and reflection on that project.

Proposals for courses designed to fulfill the Liberal Studies English Composition I requirement are encouraged to include:

- sections where students create web-based writings
- sections designed to link with Living/Learning Communities or First Year Seminar courses

English Composition I Common Learning Objectives

All courses meeting the Liberal Studies English Composition I requirement will establish common course objectives stating:

At the conclusion of the course the student should be able to:

- use writing processes to generate, develop, share, revise, proofread and edit major writing projects
- produce essays that show structure, purpose, significant content and audience awareness
- produce a variety of essay genres
- understand and integrate others' texts into their own writing
- reflect on their own writing process and rhetorical effectiveness

D. History

All students are required to complete three (3) credits in history from a menu of approved history courses.

History Expected Undergraduate Student Learning Outcomes

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

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

- the past and present from historical, philosophical and/or social perspectives
- the interrelationships within and across cultures and global communities

As *Empowered Learners* students will demonstrate:

- ease with textual, visual and/or electronically-mediated literacies
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- the ability to transform information into knowledge and knowledge into judgment and action
- critical thinking skills including analysis, application and evaluation

- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

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

History Required Course Content

Proposals for courses designed to fulfill the Liberal Studies History requirement must:

- examine several different aspects of history and their inter-relationships, e.g. political history, economic history, cultural history
- treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity of what is being studied; and not be merely cursory coverage of lists of topics
- suggest major intellectual questions/problems which interest practitioners of the discipline and explore critically important theories and principles presented by the discipline
- facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline
- make students aware of various and sometimes contradictory historical interpretations
- communicate the importance of primary sources which express the thinking of men and women of different ages

Additionally, individuals proposing courses designed to fulfill the Liberal Studies History requirement are encouraged to include content that will:

- develop students' historical consciousness, that is, an understanding of the interrelationship of various aspects of culture at a given time and an ability to explore continuity and change among historical events and movements
- enable students to perceive contemporary experiences in historical perspective

E. Philosophy or Religious Studies

Students are required to complete three (3) credits from the approved menu of philosophy and religious studies courses.

Courses in this category must acquaint students with primary sources as appropriate and encourage the development of independent judgment and critical thinking. These courses must also acquaint students with the European/Euro-American Intellectual Heritage.

Courses in philosophy and religious studies should provide content that treats concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied. These courses also should suggest the major intellectual questions/problems that interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline. Students should be provided opportunities to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

1. Philosophy

Philosophy Expected Undergraduate Student Learning Outcomes

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

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

- the past and present from historical, philosophical and social perspectives
- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- the ability to transform information into knowledge and knowledge into judgment and action
- critical-thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

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

Philosophy Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Philosophy requirement must:

- introduce students to great philosophers of Western civilization
- introduce students to some of the major areas of philosophy (aesthetics, epistemology, ethics, logic, and metaphysics) and where appropriate, the relationships among them; courses choosing to approach these areas by examining one or more of the recognized historical periods in philosophy (e.g., ancient, medieval, modern or contemporary) should aim to show students the contrasts and similarities with other periods
- provide opportunities through the close analysis and evaluation of fundamental issues, for students to gain both an understanding of philosophy and to think critically and responsibly about important issues
- investigate relationships with non-Western traditions and cultures where appropriate
- give due attention to the philosophical work of women and minorities, where appropriate or possible
- use primary sources when feasible and appropriate

Philosophy Common Learning Objectives

All courses meeting the Philosophy requirement will establish the following common learning objectives:

At the conclusion of the course the student should be able to:

- accurately represent and explain philosophical positions across a range of philosophical topics
- accurately represent and explain objections to these same positions
- express their thoughts clearly, coherently and precisely in both written and oral form
- engage in close, careful reading of philosophical texts, both contemporary and historical

- construct arguments in defense of own philosophical view
- identify the premises, conclusions, and inferential relationships among statements within arguments
- accurately represent the logical structure of different types of arguments
- critically assess the strengths of different types of arguments, whatever the subject matter of the arguments

2. Religious Studies

Religious Studies Expected Undergraduate Student Learning Outcomes

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

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

- the past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures
- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- ease with textual, visual and electronically-mediated literacies
- the ability to transform information into knowledge and knowledge into judgment and action
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

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

Religious Studies Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Religious Studies requirement must:

- introduce students to the study of religion as a means to understanding the Western world view and its global impact
- provide a balanced, critical, nonsectarian examination of religion
- emphasize an interdisciplinary approach to the study of religion
- investigate the nature of religion and the forms of its expression or the foundational roots and development of one or more Western religious tradition(s) over a significant time span
- investigate relationships with non-Western traditions and cultures where appropriate
- give due attention to the religious involvement and ethical perspectives of women and minorities
- guide students in the critical reading of religious texts emphasizing analysis, evaluation and application
- encourage the development of an understanding of the ethical and behavioral consequences of religious belief and practices

Religious Studies Common Learning Objectives

All courses meeting the Religious Studies requirement will establish course objectives stating:

At the conclusion of the course the student should be able to:

- understand the cultural/religious heritage of our society and the historical and political ramifications of the Judeo-Christian heritage
- think critically about this heritage by careful attention to textual sources, artistic representations, autobiographical accounts, critical scholarly analyses and experiential study
- show the ability to apply this information through enhanced communication skills, reflection and synthetic thinking, and analytical-critical abilities
- develop and exercise thoughtful responses to the many challenges in a global society
- think critically about fundamental issues of human existence
- exhibit appropriate knowledge, skills and appreciation of religious studies as an academic discipline
- provide broad knowledge of the beliefs and practices of major world religions
- develop competence in the different methodological approaches to the study of religion
- demonstrate the ability to write and research topics in the discipline

F. Social Science

To fulfill the Social Science requirement, students will complete nine (9) credits from the menu of approved courses. Courses in this area introduce students to central concepts and methods of inquiry used to study human behavior, social processes and social institutions. Additionally, courses will emphasize the use of theory and empirical analysis to address the complexity of human behavior and the variety and connectedness of individuals and social institutions. Only one course with a student's major prefix can be used to satisfy the requirements for this category. A course or departmental prefix may be repeated one time.

Social Science Expected Undergraduate Student Learning Outcomes

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

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

- the ways of modeling the natural, social and technical worlds
- the past and present from historical, philosophical and social perspectives
- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- problem solving skills using a variety of methods and tools
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty

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

Social Science Required Course Content

All courses designed to fulfill the Liberal Studies Social Science requirements must include content and instruction that:

- allows students to apply empirical methodology and a theoretical framework to the study of the origins, development and maintenance of individual human behavior and social groups, institutions or organizations
- promotes an understanding of individuals, groups and their physical and social environment by exploring and analyzing concepts developed in the discipline(s)
- includes, where appropriate, discussion of other cultures and subcultures, underrepresented groups (including persons with special needs), minorities and women
- conveys the major concepts, models and critical intellectual questions/debates within the social sciences

Proposals for courses designed to fulfill the Liberal Studies Social Science requirements are encouraged to include information and instruction that:

- examines the nature of the reciprocal relationships which exist between individuals and their physical and social environments
- explores the values and ethical issues that underlie individual behavior and the functioning of social, political, economic and cultural organizations
- examines the historical foundations as well as the spatial and temporal implications of contemporary social issues

Social Science Common Learning Objectives

All courses designed to fulfill the Liberal Studies Social Science requirements will establish the following common course learning objectives.

At the conclusion of the course the student should be able to demonstrate knowledge and understanding of:

- the ways of modeling individual and social behavior and its interrelationships with other disciplines
- the past and present from historical, philosophical, social and spatial perspectives
- the ethical and behavioral consequences of decisions on individuals, societies and the physical world as appropriate
- him- or herself and a respect for the identities, polities and cultures of others skills in problem solving, critical thinking, synthesis and a commitment to intellectual honesty

APPENDIX B
University-Wide Graduate Curriculum Committee
Chair Piper

FOR ACTION

1 New Course

Name of Program: Doctor of Education in School Psychology

Sponsoring Department: Educational and School Psychology

Catalog Start Term: Fall 2010

EDSP 975 Supervision of Pupil Services **3 cr.**

Course Description:

This provides participants with knowledge and skills related to the supervision and evaluation of pupil services workers in the public schools (i.e., school psychologists, counselors, nurses, home-school visitors). Topics include supervisory skills, evaluation formats, and functions of the pupil services director, including needs assessment, program evaluation, data management, and hiring of new staff. Legal and ethical issues related to pupil service functions are addressed.

Rationale: This course is being proposed as the capstone course for those doctoral students in school psychology who are taking the option of completing the coursework for the certificate program in supervision of pupil services that is provided by the Department of Educational and School Psychology. The course provides the fundamental issues involved in supervising pupil services workers in the public schools. The content of this course thus supplements and organizes content and field experiences gained in other doctoral courses toward the attainment of the knowledge and skills needed to provide effective supervision in the pupil services areas. It also addresses administrative functions that are typically required of pupil services directors at a school district level.

2 Track Deletion

Name of Program: Master of Science in Safety Sciences, Management Track

Sponsoring Department: Safety Sciences

Catalog Start Term: Fall 2010

Summary and Rationale:

The Master of Science in Safety Sciences currently consists of two tracks; the Management Track and the Technical Track. Due to the significant enrollment increases in the Master of Science in Safety Sciences, Technical Track, and limited interest in the Management Track, the Department has not been admitting students to the Management Track over the past four years or so. Therefore, the Department of Safety Sciences will be deleting the Management Track. Through proposed program revisions, the Master of Science in Safety Sciences will consist of the course offerings that comprise the current Technical Track.

The following courses will also have revisions to their prerequisites:

SAFE 562: Radiological Health
SAFE 602: Research Methods in Safety Management
SAFE 603: Human Relations in Safety Management
SAFE 605: Application of Safety Engineering Principles
SAFE 623: Advanced Safety Administration
SAFE 647: Applied Ergonomics
SAFE 660: Applied Industrial Hygiene
SAFE 674: Fire Safety in Building Design

The changes to the prerequisites are not due to the deletion of the Management Track; rather they are to correct the registration problems encountered by students who have graduated from undergraduate degree programs elsewhere. Prior to admission to the program, students must demonstrate prerequisite professional preparation in the following areas: entry-level competency in Safety Management, Occupational Safety, Occupational Health, and Fire Protection through relevant education, documented work experience, certifications, or other means acceptable to the Safety Sciences Graduate Review Committee.

Catalog Description:

Master of Science in Safety Sciences

The Department of Safety Sciences offers a program of study leading to a Master of Science degree in Safety Sciences. A thesis option is available. Students are required to complete a core set of courses and select electives courses, with the approval of their advisor, in fields directly related to safety sciences. The program is designed for individuals with relevant experience in safety sciences and those with appropriate undergraduate preparation who are interested in pursuing careers in the profession.

Program Objectives:

After completing the M.S. program in Safety Sciences, students will have:

1. Expanded their technical and managerial knowledge and skills of the safety, health and environmental field.

2. Acquired advanced research and communication skills.

3. Enhanced their leadership skills.

4. Developed an understanding of their professional and ethical responsibilities within the safety, health, and environmental field.

Admission Prerequisites:

Admission into the MS in Safety Sciences Program requires the same admission procedures established for admission to the School of Graduate Studies and Research, that is, a Baccalaureate Degree with a minimum 2.6 CGPA.

In addition to meeting the requirements for admission to the School of Graduate Studies and Research, a student intending to work toward a Master of Science in Safety Sciences will be required to have the following prerequisite professional preparation: entry-level competency in Safety Management, Occupational Safety, Occupational Health, and Fire Protection through relevant education, documented work experience, certifications, or other means acceptable to the Safety Sciences Graduate Review Committee.

When the Safety Sciences Graduate Review Committee determines that a deficiency in work experience or relevant education exists, a student will be required to complete additional studies to eliminate the deficiency. More information is available from the Department of Safety Sciences.

Required Core Courses (24 cr.)

SAFE 610 Environmental Safety and Health Administration	3 cr.
SAFE 602 Research Methods in Safety Management	3 cr.
SAFE 603 Human Relations in Safety Management	3 cr.
SAFE 644 Preventing Unsafe Acts	3 cr.
SAFE 660 Applied Industrial Hygiene	3 cr.
SAFE 647 Applied Ergonomics	3 cr.
SAFE 605 Application of Safety Engineering Principles	3 cr.
SAFE 674 Fire Safety in Building Design	3 cr.

Advisor-Approved Controlled Electives (12 cr.)

SAFE 520 Law and Ethics in the Safety Profession	3 cr.
SAFE 541 Accident Investigation	3 cr.
SAFE 542 Current Issues in Safety	3 cr.
SAFE 543 Construction Safety	3 cr.
SAFE 561 Air Pollution	3 cr.
SAFE 562 Radiological Health	3 cr.
SAFE 565 Right-to-Know Legislation	3 cr.
SAFE 581 Special Topics	3 cr.
SAFE 604 Industrial Toxicology	3 cr.
SAFE 606 Hazardous Materials Management	3 cr.
SAFE 620 Safety Data Management	3 cr.
SAFE 621 Programming Safe Behavior	3 cr.
SAFE 623 Advanced Safety Administration	3 cr.
SAFE 624 Solving Safety Problems	3 cr.
SAFE 625 Risk Strategies for the SH&E Professional	3 cr.
SAFE 630 Pollution Control	3 cr.
SAFE 663 Industrial Hygiene Laboratory Methods	3 cr.
SAFE 664 Industrial Noise Control	3 cr.
SAFE 672 Process Safety in the Chemical Industry	3 cr.
SAFE 673 Disaster Preparedness	3 cr.
SAFE 681 Special Topics	3 cr.
SAFE 699 Individualized Instruction	3 cr.

SAFE 795 Thesis 1-6 cr.

Other electives outside the department may be applied as controlled electives with the approval of the advisor. Electives will be offered on a rotating basis, but all will not be available during a two-year cycle.

Side-by-Side Comparison Table

Current MS Program		Proposed MS Program	
Required Core Courses	12cr.	Required Core Courses	**24 cr.**
SAFE 610 Environmental Safety and Health Administration	3 cr.	SAFE 610 Environmental Safety and Health Administration	3 cr.
SAFE 602 Research Methods in Safety Management	3 cr.	SAFE 602 Research Methods in Safety Management	3 cr.
SAFE 603 Human Relations in Safety Management	3 cr.	SAFE 603 Human Relations in Safety Management	3 cr.
SAFE 644 Preventing Unsafe Acts	3 cr.	SAFE 644 Preventing Unsafe Acts	3 cr.
		SAFE 660 Applied Industrial Hygiene	**3 cr.**
		SAFE 647 Applied Ergonomics	**3 cr.**
		SAFE 605 Application of Safety Engineering Principles	**3 cr.**
		SAFE 674 Fire Safety in Building Design	**3 cr.**
Student must select one of two tracks: Management or Technical			
1. Management Track	12cr.		
SAFE 541 Accident Investigation	3 cr.		
SAFE 623 Advanced Safety Administration	3 cr.		
SAFE 624 Solving Safety Problems	3 cr.		
SAFE 625 Risk Strategies for the SH&E Professional	3 cr.		
2. Technical Track	12cr.		
SAFE 660 Applied Industrial Hygiene	3 cr.		
SAFE 647 Applied Ergonomics	3 cr.		
SAFE 605 Application of Safety Engineering Principles	3 cr.		
SAFE 674 Fire Safety in Building Design	3 cr.		
Controlled Electives (Choose a minimum of 12 credit hours)	12cr.	Controlled Electives (Choose a minimum of 12 credit hours)	12cr.
SAFE 520 Law and Ethics in the Safety Profession	3 cr.	SAFE 520 Law and Ethics in the Safety Profession	3 cr.
SAFE 541 Accident Investigation	3 cr.	SAFE 541 Accident Investigation	3 cr.
SAFE 542 Current Issues in Safety	3 cr.	SAFE 542 Current Issues in Safety	3 cr.
SAFE 543 Construction Safety	3 cr.	SAFE 543 Construction Safety	3 cr.
SAFE 561 Air Pollution	3 cr.	SAFE 561 Air Pollution	3 cr.
SAFE 562 Radiological Health	3 cr.	SAFE 562 Radiological Health	3 cr.
SAFE 565 Right to Know Legislation	3 cr.	SAFE 565 Right-to-Know Legislation	3 cr.

SAFE 581 Special Topics	3 cr.	SAFE 581 Special Topics	3 cr.
SAFE 604 Industrial Toxicology	3 cr.	SAFE 604 Industrial Toxicology	3 cr.
SAFE 605 Application of Safety Engineering Principles	3 cr.	SAFE 606 Hazardous Materials Management	3 cr.
SAFE 606 Hazardous Materials Management	3 cr.	SAFE 620 Safety Data Management	3 cr.
SAFE 620 Safety Data Management	3 cr.	SAFE 621 Programming Safe Behavior	3 cr.
SAFE 621 Programming Safe Behavior	3 cr.	SAFE 623 Advanced Safety Administration	3 cr.
SAFE 623 Advanced Safety Administration	3 cr.	SAFE 624 Solving Safety Problems	3 cr.
SAFE 624 Solving Safety Problems	3 cr.	SAFE 625 Risk Strategies for the SH&E Professional	3 cr.
SAFE 625 Risk Strategies for the SH&E Professional	3 cr.	SAFE 630 Pollution Control	3 cr.
SAFE 647 Applied Ergonomics	3 cr.	SAFE 663 Industrial Hygiene Laboratory Methods	3 cr.
SAFE 630 Pollution Control	3 cr.	SAFE 664 Industrial Noise Control	3 cr.
SAFE 660 Applied Industrial Hygiene	3 cr.	SAFE 672 Process Safety in the Chemical Industry	3 cr.
SAFE 663 Industrial Hygiene Laboratory Methods	3 cr.	SAFE 673 Disaster Preparedness	3 cr.
SAFE 664 Industrial Noise Control	3 cr.	SAFE 681 Special Topics	3 cr.
SAFE 672 Process Safety in the Chemical Industry	3 cr.	SAFE 699 Independent Study	3 cr.
SAFE 673 Disaster Preparedness	3 cr.	SAFE 795 Thesis	1-6cr.
SAFE 674 Fire Safety in Building Design	3 cr.		
SAFE 681 Special Topics	3 cr.		
SAFE 699 Independent Study	3 cr.		
SAFE 795 Thesis	1-6cr.		

Revised Course Prerequisites:

Current Catalog Description:

SAFE 562/* Radiological Health 3 cr.
Studies of problems associated with ionizing radiation in the human environment. Emphasizes biological effects, radiation measurement, dose computational techniques, exposure control, and local and federal regulations. The study and use of various radiological instruments are included.

Prerequisite: PHYS 112 and SAFE 301 or permission of instructor.

Proposed Catalog Description:

SAFE 562/* Radiological Health 3 cr.
Studies of problems associated with ionizing radiation in the human environment. Emphasizes biological effects, radiation measurement, dose computational techniques,

exposure control, and local and federal regulations. The study and use of various radiological instruments are included.

Prerequisite: SAFE major or Permission of instructor.

Rationale:
This minor course revision involves changing the prerequisites for the SAFE 562: Radiological Health course. The current prerequisites include Department of Safety Sciences and IUP undergraduate courses that most degree program students would not have completed since they did not attend IUP for their undergraduate degree. Graduate students enrolled in the program would have fulfilled the prerequisites through the program admission process or through advising. To be admitted to the MS degree program, applicants must demonstrate through coursework or through certifications, they meet the competencies in physics and safety required for this course (Note: The Safety Sciences Department no longer has a SAFE 301 course). If a student were admitted to the program with a deficiency in either of these two areas, then they would be required to complete additional undergraduate courses in the areas before enrolling in this course. The Graduate Program Coordinator would address these deficiency cases when developing the student's program of study. The catalog term for the revision is 2010-11.

Current Catalog Description:

SAFE 602 Research Methods in Safety Management 3 cr.
Prepares individuals for the conduct of research in safety and its numerous subspecialties. Research paradigms, experimental design, data sources and collection, and statistical methods are covered in detail. The emphasis throughout is on quantitative approaches likely to produce valid new knowledge in the discipline of safety management.

Prerequisite: MATH 217 or permission of the instructor.

Proposed Catalog Description:

SAFE 602 Research Methods in Safety Management 3 cr.

Prepares individuals for the conduct of research in safety and its numerous subspecialties. Research paradigms, experimental design, data sources and collection, and statistical methods are covered in detail. The emphasis throughout is on quantitative approaches likely to produce valid new knowledge in the discipline of safety management.

Prerequisite: SAFE major or Permission of instructor.

Rationale:
This minor course revision involves changing the prerequisites for the SAFE 602: Research Methods in Safety Management course. The current prerequisites include Department of Safety Sciences and IUP undergraduate courses that most degree program students would not have completed since they did not attend IUP for their undergraduate

degree. Graduate students enrolled in the program would have fulfilled the prerequisites through the program admission process or through advising. To be admitted to the MS degree program, applicants must demonstrate through coursework or through certifications, they meet the competencies in statistics. If a student were admitted to the program with a deficiency in this area, then they would be required to complete an additional undergraduate course before enrolling in this course. The Graduate Program Coordinator would address these deficiency cases when developing the student's program of study. The catalog term for the revision is 2010-11.

Current Catalog Description:

SAFE 603 Human Relations in Safety Management 3 cr.
Integrates various behavioral science theories into the practice of safety management. Areas covered are motivation, communications, managerial interactions, and controlling worker behavior as it relates to accident causation.

Prerequisite: PSYC 101 and MGMT 642 or permission of instructor.

Proposed Catalog Description:

SAFE 603 Human Relations in Safety Management 3 cr.
Integrates various behavioral science theories into the practice of safety management. Areas covered are motivation, communications, managerial interactions, and controlling worker behavior as it relates to accident causation.

Prerequisite: SAFE major or Permission of instructor.

Rationale:
This minor course revision involves changing the prerequisites for the SAFE 603: Human Relations in Safety Management course. The current prerequisites include two IUP undergraduate courses that most degree program students would not have completed since they did not attend IUP for their undergraduate degree. Also, there is no longer a MGMT 642 at IUP. Graduate students enrolled in the program would have fulfilled the prerequisites through the program admission process or through advising. To be admitted to the MS degree program, applicants must demonstrate through coursework or through certifications, they meet the competencies in basic psychology and safety management. If a student were admitted to the program with a deficiency in either of these two areas, then they would be required to complete additional undergraduate courses in the areas before enrolling in this course. The Graduate Program Coordinator would address these deficiency cases when developing the student's program of study. The catalog term for the revision is 2010-11.

Current Catalog Description:

SAFE 605 Application of Safety Engineering Principles 3 cr.
Prepares the student with a fundamental understanding of those hazards which can

contribute to accidental injury and damage. These hazards are studied in an engineering context; their physical and chemical characteristics are studied in depth in order to make the appropriate hazard control measures better understood.

Prerequisite: SAFE 211 and PSYC 112 or permission of the instructor.

Proposed Catalog Description:

SAFE 605 Application of Safety Engineering Principles 3 cr.
Prepares the student with a fundamental understanding of those hazards which can contribute to accidental injury and damage. These hazards are studied in an engineering context; their physical and chemical characteristics are studied in depth in order to make the appropriate hazard control measures better understood.

Prerequisite: SAFE major or Permission of instructor.

Rationale:
This minor course revision involves changing the prerequisites for the SAFE 605: Application of Safety Engineering Principles course. The current prerequisites include a Department of Safety Sciences undergraduate course and an incorrect Psychology Department course. The course was supposed to be Physics 112. The current prerequisites include Department of Safety Sciences and IUP undergraduate courses that most degree program students would not have completed since they did not attend IUP for their undergraduate degree. Graduate students enrolled in the program would have fulfilled the prerequisites through the program admission process or through advising. To be admitted to the MS degree program, applicants must demonstrate through coursework or through certifications, they meet the competencies in physics and safety required for this course. If a student were admitted to the program with a deficiency in either of these two areas, then they would be required to complete additional undergraduate courses in the areas before enrolling in this course. The Graduate Program Coordinator would address these deficiency cases when developing the student's program of study. The catalog term for the revision is 2010-11.

Current Catalog Description:

SAFE 623 Advanced Safety Administration 3 cr.
Analyzes the management structure for its procedures, organizations, policies, and departmental competencies as they relate to safety. Ways to audit and improve management's safety effectiveness are covered.

Prerequisite: SAFE 412 or permission of instructor.

Proposed Catalog Description:

SAFE 623 Advanced Safety Administration 3 cr.
Analyzes the management structure for its procedures, organizations, policies, and

departmental competencies as they relate to safety. Ways to audit and improve management's safety effectiveness are covered.

Prerequisite: SAFE major or Permission of instructor.

Rationale:
This minor course revision involves changing the prerequisites for the SAFE 623: Advanced Safety Administration course. The current prerequisites include Department of Safety Sciences undergraduate course that most degree program students would not have completed since they did not attend IUP for their undergraduate degree. Graduate students enrolled in the program would have fulfilled the prerequisite through the program admission process or through advising. To be admitted to the MS degree program, applicants must demonstrate through coursework or through certifications, they meet the competencies in safety management required for this course. If a student were admitted to the program with a deficiency this area, then they would be required to complete an additional undergraduate course in the area before enrolling in this course. The Graduate Program Coordinator would address these deficiency cases when developing the student's program of study. The catalog term for the revision is 2010-11.

Current Catalog Description:

SAFE 647 Applied Ergonomics 3 cr.
Ergonomic principles used in the identification, analysis, and implementation of intervention strategies to address hazards in the workplace are presented. Focus is on the application of strategies to identify and correct ergonomic problems in the workplace using evaluation equipment and video case studies of actual workplace situations.

Prerequisite: BIOL 155 or permission of the instructor.

Proposed Catalog Description:

SAFE 647 Applied Ergonomics 3 cr.
Ergonomic principles used in the identification, analysis, and implementation of intervention strategies to address hazards in the workplace are presented. Focus is on the application of strategies to identify and correct ergonomic problems in the workplace using evaluation equipment and video case studies of actual workplace situations.

Prerequisite: SAFE major or permission of the instructor.

Rationale:
This minor course revision involves changing the prerequisites for the SAFE 647: Applied Ergonomics course. The current prerequisite is an IUP undergraduate course that most degree program students would not have completed since they did not attend IUP for their undergraduate degree. Graduate students enrolled in the program would have fulfilled the prerequisite through the program admission process or through advising. To be admitted to the MS degree program, applicants must demonstrate

through coursework or through certifications, they meet the competency in anatomy. If a student were admitted to the program with a deficiency in this area, then they would be required to complete additional undergraduate course in the area before enrolling in this course. The Graduate Program Coordinator would address these deficiency cases when developing the student's program of study. The catalog term for the revision is 2010-11.

Current Catalog Description:

SAFE 660 Applied Industrial Hygiene 3 cr.
Examines the current expectations and responsibilities of professionals engaged in the practice of industrial hygiene. Students become familiar with 1) the current approaches to anticipating and identifying potential health hazards in the workplace and/or environment, 2) methods and techniques for determining quantitatively the amount of environmental stresses present, and 3) proper strategies and methods for implementing effective controls.

Prerequisite: BIOL 155, SAFE 301, SAFE 303, and SAFE 402 or permission of the instructor.

Proposed Catalog Description:

SAFE 660 Applied Industrial Hygiene 3 cr.
Examines the current expectations and responsibilities of professionals engaged in the practice of industrial hygiene. Students become familiar with 1) the current approaches to anticipating and identifying potential health hazards in the workplace and/or environment, 2) methods and techniques for determining quantitatively the amount of environmental stresses present, and 3) proper strategies and methods for implementing effective controls.

Prerequisite: SAFE major or permission of the instructor.

Rationale:
This minor course revision involves changing the prerequisites for the SAFE 660: Applied Industrial Hygiene course. The current prerequisites include Department of Safety Sciences and IUP undergraduate courses that most degree program students would not have completed since they did not attend IUP for their undergraduate degree (Note: The Department no longer has SAFE 301, 303 or 402 courses). Graduate students enrolled in the program would have fulfilled the prerequisites through the program admission process or through advising. To be admitted to the MS degree program, applicants must demonstrate through coursework or through certifications, they meet the competencies in the safety sciences areas required for this course. If a student were admitted to the program with a deficiency in these areas, then they would be required to complete additional undergraduate courses in the areas before enrolling in this course. The Graduate Program Coordinator would address these deficiency cases when developing the student's program of study. The catalog term for the revision is 2010-11.

Current Catalog Description:

SAFE 674 Fire Safety in Building Design 3 cr.

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

Prerequisite: SAFE 311 or permission of instructor.

Proposed Catalog Description:

SAFE 674 Fire Safety in Building Design 3 cr.
Examines fundamental principles for the safe design of buildings from a fire hazard standpoint. Emphasis is given to an understanding of building codes, fire properties of building materials, building design criteria to limit the spread of fire and smoke, control of ignition sources, storage of combustibles and flammables, life safety, and active fire protection systems.

Prerequisite: SAFE major or permission of instructor.

Rationale:
This minor course revision involves changing the prerequisites for the SAFE 674: Fire Safety in Building Design course. The current prerequisite includes a Department of Safety Sciences undergraduate course that most degree program students would not have completed since they did not attend IUP for their undergraduate degree. Graduate students enrolled in the program would have fulfilled the prerequisite through the program admission process or through advising. To be admitted to the MS degree program, applicants must demonstrate through coursework or through certifications, they meet the competency in fire protection required for this course. If a student were admitted to the program with a deficiency in this area, then they would be required to complete additional undergraduate course in fire protection before enrolling in this course. The Graduate Program Coordinator would address these deficiency cases when developing the student's program of study. The catalog term for the revision is 2010-11.

3 Change in Graduate Assistantships Credits

For several years, the School of Graduate Studies and Research (SGSR) has been charged the full, current amount for each tuition waiver, but it has not received the full funding for each tuition waiver, resulting in an artificial deficit that has a negative impact on the budget for assistantships. To help remedy this situation, the SGSR has proposed a policy change. Currently, students on full assistantships are granted up to 12 hours of summer credit, but the SGSR would like to reduce this to 9 hours. Also, the SGSR would like to end its practice of allowing students to "borrow" summer credits to use in the

summer prior to their first full term as a graduate assistant. The UWGC moves that the Senate endorse the change from 12 to 9 hours of summer credit and the end of the "borrowing" practice for AY2010-2011 and 2011-2012, provided that the SGSR does not reduce the overall number of assistantships from the current level. From AY 2012, students on full assistantships should once again receive 12 summer credits.
We also endorse the efforts by the SGSR and the administration to index the cost of tuition waivers in the SGSR budget to ensure that the Graduate School will no longer incur any "deficit" for tuition waivers.

4 New Course

Name of Program: Master of Arts in Geography / Master of Science in Geography

Sponsoring Department: Geography & Regional Planning

Catalog Start Term: Fall 2010

GEOG 525 Global Positioning Systems (GPS) Concepts and Techniques 3 cr.

Course Description:
Provides students with knowledge of the theoretical basis and practical applications of Geographic Positioning Systems (GPS). Students will gain hands-on experience using GPS receivers and GPS observables, as well as the ability to determine point and relative position fixes from pseudorange and carrier phase measurements. Students will be exposed to industry standard GPS hardware and software, as well as appropriate techniques for processing GPS data to achieve necessary levels of horizontal and vertical positional accuracy. Integration of GPS and geographic information systems (GIs) will also be discussed.

Rationale: The elective course is designed principally for graduate students who would like to learn about the conceptual basis, technical aspects, and applications of global positioning systems (GPS). The course is meant to provide a thorough conceptual and technical basis for students who may specialize in GPS applications in a professional sense to some degree in the future. It is designed for advanced students and will cover the conceptual and scientific underpinnings of GPS in a high degree of detail. The course will be a crucial addition to the Department's GIS/Cartography curriculum, as it addresses the collection of geospatial data in a fieldwork context, and integration with geographic information systems (GIS).

APPENDIX C
University Senate Research Committee
Chair Sciulli

The committee met on February 2, 2010.

The committee awarded $8,000 in Small Grants to the following individuals:

- Parveen Ali
- Holley Belch
- Roger Briscoe
- Elizabeth Cooper
- DeAnna Laverick
- John Wesley Lowery
- Crystal Machado
- Laura Marshak
- Timothy Runge
- Lisa Sciulli

APPENDIX D
Development and Finance Committee
Chair Domaracki

Senate Report
February 02, 2010

Committee Reports

Parking Committee – There was no report. A meeting will be scheduled for some time later this spring.

Budget Report

FY10 E&G Budget Summary – Handouts provided in answer to a December Senate question about the financial difference between 14,450 students and 14, 638 students. (See attachment)

Tuition and Fee Revenues - Handouts provided in answer to a December Senate question about the financial difference between 14,450 students and 14, 638 students. (See attachment)

Implementation of Electronic Leave Processing – A new Electronic Leave Processing Procedure is being implemented by Human Resources. Human Resources is meeting with various constituencies who will be using the new online reporting system. A pilot group is testing the process that will go into effect university wide in September.

Old Business

KCAC Construction – The project is 55% completed and on target to be opened in June 2011.

Residential Revival Phase IV – This is the last phase of the housing project. It is a 37 million dollar, 27 million in construction, project. The last phase is on schedule and will add 596 beds to the campus wide total of 3,548

IUP Long-Range Campus Facilities Master Plan – The IUP Long Range Master Plan has been updated over the last two years. J. J. & R. and RFP are handling the Long Range Plan. The Long Range plan will incorporate the CFR Space Studies. J.J. & R will be on campus this week meeting with the planning group, the city, county and Penn Dot.

Keith & Leonard Project – The project is on time. The Design Phase of the project scheduled to take place in the 10-11AY with demolition and construction in the year to follow.

Stouffer Environmental Outdoor Learning Center – Phase I is completed. Phase II involves landscaping and will be completed this spring.

Library Entrance – This project is progressing on time and will be completed this spring.

GESA project – Data collection for the Guaranteed Energy Savings Project started in January. Thirty (30) buildings are on the new energy savings plan.

Sprowls Renovations – A classroom in Sprowls Hall will be reconfigured so that it is more "art friendly".

Eberly Auditorium Renovations – The will be renovations conducted in Eberly Auditorium this summer. A new audio-visual system will be installed and the front stage area will be remodeled. Work on this project will commence after graduation.

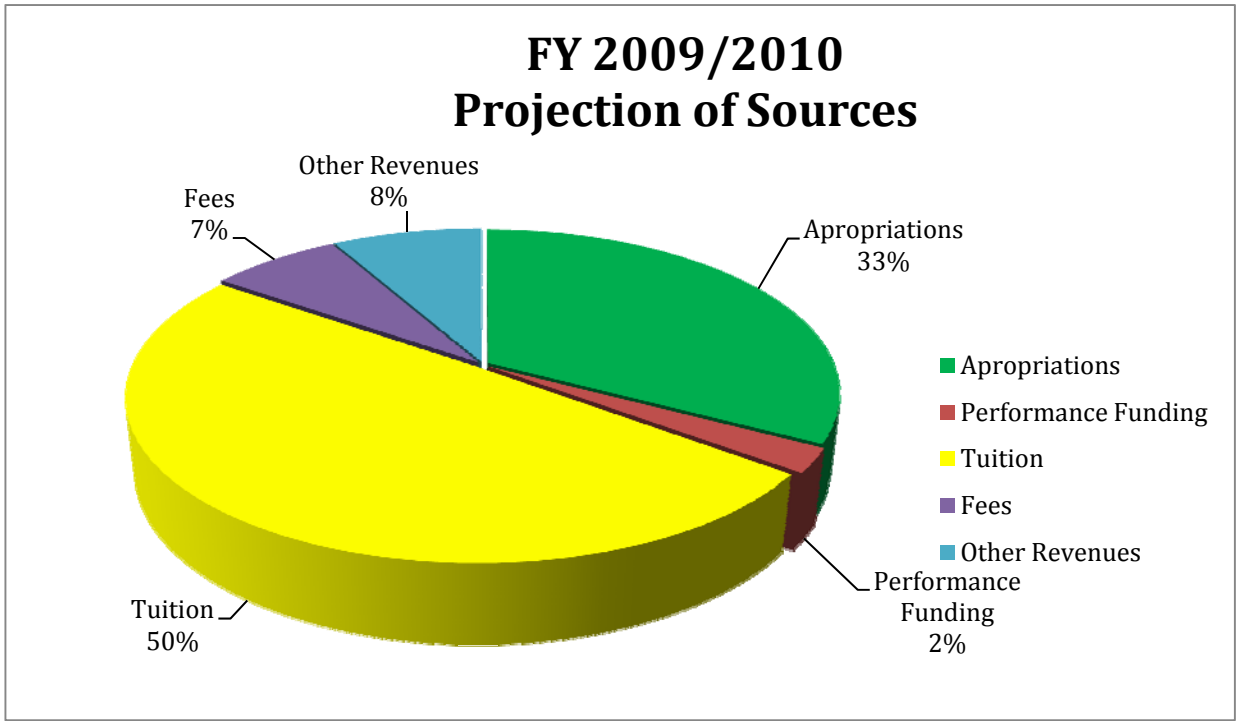
Pratt Renovations – The project involves a ground floor reconfiguration to accommodate the Center for Student Success. The ground floor reconfiguration is 70% completed. Work on second floor remodeling will begin next fall.

New Business

Background Investigation Policy – The committee examined, and found agreeable, wording on page one, paragraphs two and four, regarding the policy not being applied to faculty promotions.

Policy for Responding to Allegations of Research Misconduct – The committee reviewed, and is supportive of, this policy.

Respectfully Submitted:
Joseph Domaracki
2-8-10


FY 2009/2010
Projection of Sources
Other Revenues
8%
Fees
7%
Apropriations
33%
Tuition
50%
Performance
Funding
2%
Apropriations
Performance Funding
Tuition
Fees
Other Revenues

12/8/09

INDIANA UNIVERSITY OF PENNSYLVANIA
Educational and General Budget Summary

Assumptions: **Enrollment for Fall - Original 14,450** **Fall Re-Budget 14,638**	**FY 2009-2010 ORIGINAL BUDGET**	**FY 2009-2010 Fall Re-BUDGET**	**FY 2009-2010 Original vs. Fall Re-budget VARIANCE**	**% Increase/ (Decrease)**
SOURCES				
Revenues:				
General Appropriation	60,954,766	53,327,536	(7,627,230)	-12.51%
ARRA Federal Stimulus Funds FY 2009/2010	-	5,105,610	5,105,610	N/A
Performance Funding	4,406,272	2,975,619	(1,430,653)	-32.47%
Tuition	86,567,938	88,630,806	2,062,868	2.38%
Instructional Fee	8,418,500	8,729,000	310,500	3.69%
Technology Fee	2,623,000	3,153,000	530,000	20.21%
Registration Fee	857,000	859,000	2,000	0.23%
Other Student Fees	100,000	100,000	-	0.00%
Other Revenue:				
Student Aid Administrative Expense Reimbursement	235,000	235,000	-	0.00%
Facilities & Administration Cost	500,000	500,000	-	0.00%

Reimbursement				
Investment Income	1,500,000	1,500,000	-	0.00%
Residential Revival Management Fee & Cash Surplus	568,756	1,352,469	783,713	137.79%
Miscellaneous	8,000	8,000	-	0.00%
Subtotal Revenues:	**166,739,232**	**166,476,040**	**(263,192)**	**-0.16%**
Carryovers:				
UE High Tech	138,468	158,533	20,065	14.49%
Encumbrances	1,556,662	1,319,328	(237,334)	-15.25%
Educational Services	579,727	761,331	181,604	31.33%
Technology Fee	609,957	116,697	(493,260)	-80.87%
Divisional Balances	6,191,607	5,061,782	(1,129,825)	-18.25%
General Fund Balances	2,700,000	3,008,107	308,107	11.41%
Subtotal Carryovers:	**11,776,421**	**10,425,778**	**(1,350,643)**	**-11.47%**
TOTAL SOURCES	**$178,515,653**	**$176,901,818**	**$(1,613,835)**	**-0.90%**
USES				
Personnel:				
Faculty	55,209,731	57,007,646	1,797,915	3.26%
Management	11,890,578	11,890,578	-	0.00%
University Administrator	1,632,883	1,632,883	-	0.00%
Staff (clerical, fiscal, custodial, maintenance)	15,129,924	15,129,924	-	0.00%

Other (Security and Supervisory Security)	2,121,828	2,121,828	-	0.00%
Coach (Moved to Other in FY 09/10)	-	-	-	#DIV/0!
Payouts, Overtime, Shift Differential and Sick Leave	1,385,000	1,385,000	-	0.00%
Overtime	237,070	237,070	-	0.00%
Summer School	4,750,000	4,750,000	-	0.00%
Distance Education-Development & Course Revisions	-	-	-	#DIV/0!
Student Employment	4,270,650	4,270,650	-	0.00%
Benefits	31,863,265	31,840,261	(23,004)	-0.07%
Waivers- Graduate Assistant & Teaching Associates	2,487,091	2,575,731	88,640	3.56%
Waivers - Employee	1,722,434	1,722,434	-	0.00%
Subtotal Personnel:	**132,700,454**	**134,564,005**	**1,863,551**	**1.40%**
Operating:				
Administrative Computing System Maintenance	450,000	450,000	-	0.00%
Bad Debt Expense	675,000	675,000	-	0.00%
Residential Revival - Phase I Amenity Space	568,756	568,756	-	0.00%
Harrisburg Charges	2,646,889	2,646,889	-	0.00%
Utilities	7,079,017	7,079,017	-	0.00%
Waivers (BOG, International, Sr Citizen, E-Univ)	2,540,000	2,540,000	-	0.00%
Instructional Technology	2,623,000	3,153,000	530,000	20.21%

Educational Services	3,079,500	3,246,000	166,500	5.41%
Doctoral Enhancement	222,000	222,000	-	0.00%
Operating Continued:				
Library	22,000	22,000	-	0.00%
Off Campus	456,805	456,805	-	0.00%
Fairman Centre	539,000	539,000	-	0.00%
Other Special Allocations	980,500	1,056,835	76,335	7.79%
Departmental Operating - Base Budgets	4,912,940	4,895,940	(17,000)	-0.35%
Carryover Reserve	112,620	(216,821)	(329,441)	-292.52%
Overhead/Admin Expense Chargebacks	(5,591,366)	(5,485,490)	105,876	-1.89%
Subtotal Operating:	**21,316,661**	**21,848,931**	**532,270**	**2.50%**
Carryovers:				
UE High Tech	117,321	17,030	(100,291)	-85.48%
Encumbrances	1,556,656	1,319,328	(237,328)	-15.25%
Educational Services	579,727	761,331	181,604	31.33%
Technology Fee	609,957	116,697	(493,260)	-80.87%
Divisional Balances	6,195,304	5,061,782	(1,133,522)	-18.30%
Subtotal Carryovers:	**9,058,965**	**7,276,168**	**(1,782,797)**	**-19.68%**
Transfers:				

Academic Facilities Renovation Program (AFRP)	856,871	466,613	(390,258)	-45.54%
Debt Service Payments	1,094,000	1,094,000	-	0.00%
Performance Funding Awards	3,304,719	2,975,619	(329,100)	-9.96%
Performance - Library & Accreditation	1,101,553	-	(1,101,553)	-100.00%
Performance Funding -Permanent Reduction	(500,000)	(500,000)	-	0.00%
Budgeted Priority Funding	-	-	-	
Facilities & Administration (Indirect) Allocations	-	282,949	282,949	#DIV/0!
Research Institute Services	777,000	381,647	(395,353)	-50.88%
Transfers to Designated Reserves	3,703,874	3,303,874	(400,000)	-10.80%
Homeland Security	-	-	-	
Admissions-Base Adjustment	205,000	205,000	-	0.00%
Deferred Maintenance (TCC & Fac Fee)	1,841,829	1,841,829	-	0.00%
Facilities Fee Recreation	402,310	402,310	-	0.00%
Emergency Reserve (Govenor's Recission)	-	-	-	#DIV/0!
Other	2,652,417	2,758,873	106,456	4.01%
Subtotal Transfers:	**15,439,573**	**13,212,714**	**(2,226,859)**	**-14.42%**
TOTAL USES	**178,515,653**	**176,901,818**	**(1,613,835)**	**-0.90%**
SOURCES LESS USES	**-**	**-**	**-**	

Reduction Targets:

President	-	-	-	-
Academic Affairs	-	-	-	-
Student Affairs	-	-	-	-
Administration & Finance	-	-	-	-
University Relations	-	-	-	-
General Fund	-	-	-	-
Subtotal Reduction Targets:	-	-	-	-
Total Uses Less Reduction Targets:	**$178,515,653**	**$176,901,818**	**$(1,613,835)**	**-0.90%**
TOTAL SOURCES LESS USES WITH REDUCTIONS	**$-**	**$-**	**$-**	

filename: BobD/CouncilofTrustees/FY09.10CondensedBudgetModel 07.13.09

08/09 versus 09/10 Fall Tuition
Tuition Revenue
December 8, 2009

Tuition	Fall Enrollment of 14,310 08/09 Actuals (3.5% Tuition Increase)	Fall Enrollment of 14,638 09/10 Actuals* (3.7% Tuition Increase)	Variance
Undergraduate			
In-State - Fall	28,192,756	29,884,663	1,691,907
Out-of-state - Fall	2,191,237	2,155,740	(35,497)
Out-of-state - Reduced Rate - Fall	1,436,562	2,082,569	646,007
Undergraduate Tuition	**$31,820,555**	**$34,122,972**	**$2,302,417**
Graduate			
In-State - Fall	$3,369,895	3,597,356	227,461
Out-of-state - Fall	$2,743,992	2,658,187	(85,805)
Graduate Tuition	**$6,113,887**	**$6,255,543**	**$141,656**
Total Tuition Revenue	**$37,934,442**	**$40,378,515**	**$2,444,073**

* Actuals as of 12/08/09

filename:Tuition/TuitionRevenueAnalysisFall08vsFall09 12.08.09

APPENDIX E
Noncredit Instruction Committee
Chair O'Neil

FOR INFORMATION
February, 2010

The Non-credit instruction subcommittee has identified the following programs as 'non-credit instruction' areas at the university. All Deans were contacted for verification.

Academic Affairs
Center for Teaching Excellence
John P. Murtha Institute for Homeland Security

Administration & Finance
Conferencing Services

Division of Student Affairs
Intercollegiate Athletic Institute for Sports Camps
Aquatics

College of Education
Applied Media and Simulation Games Center
Center for Career and Technical Personnel Preparation/New Choices Program
Center for Counselor Training and Services
Center for Educational and Program Evaluation
Center for Gifted Education
Center for Videoconferencing
Child Study Center
Digital Media Institute
Literacy Center
Speech, Language, and Hearing Clinic

College of Fine Arts
Center for Music Teaching and Learning
Center for Turning and Furniture Design
Footlight Players in summer, local schoolchildren
Arts in Education Enterprise
Artspath CE Program, K-12 teachers, IUP students, community members, professional artists
Ceramics Studio, adult learners, students

Health & Human Services
Department of Culinary Arts
Center for Health Promotion and Cardiac Disease Prevention
Center for Research in Criminology
Community Nutrition Services

Criminal Justice Training Center
Highway Safety Center
Pennsylvania Center for the Study of Labor Relations
Pennsylvania/OSHA Consultation Program

Humanities & SS
Administration and Leadership Studies Research and Training Center
American Language Institute
Archaeological Services
Center for Film Studies
Center for Middle Eastern Studies
Center for Northern Appalachian Studies
Center for the Study of Religion in Pennsylvania
First Commonwealth Center for Economic Education
Frederick Douglass Institute
Institute for Mine Mapping, Archival Procedures and Safety
Translation Services

Natural Sciences & Math
Biotechnology Research Institute
Center for Applied Psychology
Center for Statistics Education in Pennsylvania
Institute for Information Assurance
Software Development Center

College of Business
Center for E-Commerce and Technology Support
Center for Family Business
Excellence in Entrepreneurial Leadership (ExcEL) Center
Government Contracting Assistance Program
Management Services Group
Small Business Development Center
Small Business Incubator
Small Business Institute

Office of Distance Education
Community University Studies Program

Graduate School & Research
Applied Research Lab
Mid-Atlantic Addiction Research and Training Institute

Academy of Culinary Arts
Culinary Arts
Culinary Arts / Baking and Pastry Arts
Baking and Pastry Arts