

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

Mar 23, 2010
3:30 – 5:00 p.m.

Approval of Order

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

Reports and Announcements

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

Standing Committee Reports

	Chairperson	Appendix	Page(s)
A. Rules Committee	Korns	A	2-7
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Hannibal	B	7-34
C. University-Wide Graduate Curriculum Committee	Piper/Baumer	C	35
D. Noncredit Committee	O'Neil		
E. Library and Educational Services Committee	Jozefowicz		
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J. Awards	Ritchey		

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
Rules Committee
Senator Korn**

FOR APPROVAL:

Senate By Laws Change Request

Proposal: Amend Bylaws to add a new Article I-D and revise current I-D through I-H to E through I.

Rationale:

In order for actions taken by the senate to be forwarded to the Council of Trustees (COT) the minutes from that meeting must first be approved. Traditionally, this has meant that actions taken at the last senate meeting of the year must wait until the following academic year to be finalized via approval of the previous meeting. In order to address this, a meeting has been proposed, the sole purpose of which is to approve the minutes from the previous meeting. No other business will be placed on the agenda and the chair will not recognize motions from the floor except as they pertain to the minutes from the previous meeting. This meeting entails a large number of individuals (senators) coming together for what is typically a perfunctory vote. In order to utilize everyone's time better during a demanding period during the academic calendar an e-meeting, known in parliamentary circles as a *nonsynchronistic meeting*, is proposed. A newly created listserv will be utilized to send out the minutes and allow discussion (corrections) of the minutes with all senators privy to the discussion. The chair will then call the question after a specified number of days and senators will vote using a link provided by the chair. (The listserv will not be utilized for voting as it would clutter everyone's mailbox). The chair will then announce, via the listserv, the outcome of the vote.

Proposed By Law:

I. Meetings

- D. Following the last scheduled senate meeting of the year, an electronic (nonsynchronistic) meeting will be held within one week. The sole purpose of this nonsynchronistic meeting will be to approve the minutes from the previous meeting in order to forward recommendations to the Council of Trustees. The minutes will be distributed to senators via a senate listserv. Any comments, corrections, or concerns that a senator has regarding the minutes can be expressed on the listserv so that all senators will receive the posting. Five business days following the posting of the minutes the chair of the senate will call for a vote and provide an electronic link where senators can vote. Votes can be made during two business days following the Chair's call for a vote. The completion of the vote must occur prior to commencement. Once tallied, senators will be informed of the outcome via the listserv.

FOR APPROVAL:

Senate By Laws Change Request

Proposal: Amend By Laws V.F.2.b., V.I.2.c., V.D.1., and V.D.2.

Rationale: In October 2008, Article V.J of the IUP Senate Bylaws was revised as a result of the change in title and functions of the School of Continuing Education. Two additional articles, V.F.2.b. and V.I.2.c., reference the School of Continuing Education and should have been included in the amendment. This removes the reference to the School of Continuing Education in these articles. This amendment revises language in Article V.I.2.c. in order to be consistent with the language used in V.F.2.b. so that both read “excluded from membership.” Finally, this amendment changes “The Graduate School and Research” in articles V.F.2.b., V.I.2.c., V.D.1., and V.D.2. to the “School of Graduate Studies and Research”, which is its proper title.

Current By Law:

V. Standing Committees

F. Research Committee

2. Membership

- b. Elected: One Faculty member per college and one Faculty member representing University Services shall be elected by and from the Senate. **The Graduate School and Research and the School of Continuing Education are excluded from membership.**

Proposed By Law:

V. Standing Committees

F. Research Committee

2. Membership

- b. Elected: One Faculty member per college and one Faculty member representing University Services shall be elected by and from the Senate. **The School of Graduate Studies and Research is excluded from membership.**

Current By Law:

V. Standing Committees

I. University-Wide Awards Committee

2. Membership

- c. **The Graduate School and Research and the School of Continuing Education are not eligible for membership.**

Proposed By Law:

V. Standing Committees

I. University-Wide Awards Committee

2. Membership

- c. **The School of Graduate Studies and Research is excluded from membership.**

Current By Law:

V. Standing Committees

D. University-wide Graduate Committee

1. Function: The area of responsibility of the Committee shall be degree requirements, all matters relating to graduate curricula, general policies for admission, scholarships, assistantships, and other matters pertaining to the graduate students and the **Graduate School and Research.**

Proposed By Law:

V. Standing Committees

D. University-wide Graduate Committee

1. Function: The area of responsibility of the Committee shall be degree requirements, all matters relating to graduate curricula, general policies for admission, scholarships, assistantships, and other matters pertaining to the graduate students and the **School of Graduate Studies and Research.**

Current By Law:

V. Standing Committees

D. University-wide Graduate Committee

2. Membership

- a. Ex officio: The Dean of the **Graduate School and Research** or his or her designee.

Proposed By Law:

V. Standing Committees

D. University-wide Graduate Committee

2. Membership

- a. Ex officio: The Dean of the **School of Graduate Studies and Research** or his or her designee.

Indiana University of Pennsylvania

University Senate
Room 416 Sutton Hall
Indiana, Pennsylvania 15705

Website: <http://www.iup.edu/senate>

March 3, 2010

Dr. Tony Atwater, President
Indiana University of Pennsylvania

Dear Dr. Atwater:

Thank you for your response to the Senate regarding the November 24, 2009 shared governance memo sent to you by the Rules Committee. The Committee respectfully disagrees with your interpretation of Act 188 and the University Senate Constitution that the centralization of all personnel budgets did not constitute implementation of a policy subject to the consultative requirements of the Senate Constitution.

As noted in the memo, the University Senate Constitution states,

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

In your statement to the Senate at the December 9, 2009 meeting you said, “I do not agree that the [budgeting] changes represent a new policy.” It is the position of the Rules Committee that the consultative role of the Senate is not limited to policies that are characterized by Administration as new. The reinstatement of centralized personnel budgeting guidelines was a clear and definitive change in the University’s budgeting policy that significantly altered a critical governance process, with the potential to directly impact the resources of the Academic Affairs Division. This change in policy was therefore subject to the consultative role of the University Senate and should have been provided to the Senate for review and recommendation. Also, one of the functions of the University Development and Finance Committee is to, *“advise the Senate on matters relating to the University capital and operating budgets”* (Senate By-Law 5.H.1.). This matter should have been brought to the attention of the Senate Chair and the Development and Finance Committee.

In our memo we also provided other instances in which policies were changed and/or implemented without Senate consultation, including a reminder regarding a previous breach of shared governance by your administration. The Rules Committee, acting on behalf of the University Senate, once again asks that you respect and abide by the “shared governance” principles of the Senate Constitution. Failure to do so will be to the detriment of all constituents of the University.

Sincerely,

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

cc: Dr. Gerald Intemann
Dr. Rhonda Luckey
Dr. Cornelius Wooten

APPENDIX B
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:

LBST 499 Consumer Culture
PSYC 389 Psychology of Music

FOR ACTION:

1 Corrections from December 1, 2009 Senate Agenda

a. Department of Mathematics

Minor–Mathematics **17**

Required Courses: 6-8cr

MATH 121 or 125 and MATH 122 **or** 126

Controlled Electives:

Other courses for mathematics majors, MATH 219 and 250 may be included

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

b. Departments of Mathematics and Professional Studies in Education

New Program:

Middle Level Education Grades 4-8 Program

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

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

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

Mathematics: MATH 151, 152

Natural Science: BIOL 103, SCI 105, GEOS 101-102

Social Science: ECON 101 or 121, GEOG 102 or 104, PLSC 101 or 111

Liberal Studies Electives: 0cr

College: **26**

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching	5cr
EDUC 441	Student Teaching	5cr
EDUC 442	School Law	1cr
EDUC 499	Multicultural/Multiethnic Education	2cr

Major:

21

Required Middle Level Courses:

MIDL 221	Literature in the Middle Grades	3cr
MIDL 222	Reading Instruction and Assessment	3cr
MIDL 310	Instructional Theory and Planning	3cr
MIDL 311	Social Studies Instruction and Assessment	3cr
MIDL 312	Science Instruction and Assessment	3cr
MIDL 315	Classroom Management and Adolescent Development	3cr
MIDL 425	Language Arts Instruction and Assessment	3cr

Mathematics Distribution Requirements:

24

MATH 153	Elements of Algebra	3cr
MATH 317	Probability and Statistics for Elementary/Middle Level Teachers	3cr
MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr
MATH 420	Patterns and Functions for Elementary/Middle Level Teachers	3cr
MATH 456	Geometry for Elementary/Middle Level Teachers	3cr
MATH 458	Logic and Logical Games for Elementary/Middle Level Teachers	3cr
MATH 471	Algebra for Elementary/Middle Level Teachers	3cr
One course from : MATH 457, 459, or 461		3cr

Total Degree Requirements:

123

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

2 Liberal Studies Committee Report

Approved the Liberal Studies portion of the B.S. in Education—Music

3 Department of Music—Program Revision

Current Program:

**Bachelor of Science in Education—
Music Education (*)**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Fine Arts: fulfilled by courses in major
Humanities: HIST 195 (section for music majors), MUHI 102 (Music Education majors only)
Mathematics: 6cr, MATH 101 or 110; MATH 217
Natural Science: Option I recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MUHI 301, no course with MUSC prefix

Proposed Program:

**Bachelor of Science in Education—
Music Education (*)**

48 Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Fine Arts: fulfilled by courses in major
Humanities: MUHI 102
Mathematics: 6cr, MATH 101 or 110; MATH 217 recommended
Natural Science: Option I recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MUHI 301, no course with MUSC prefix

48

College:

Professional Education Sequence:

- EDSP 102 Educational Psychology
- EDUC 242 Pre-Student Teaching Clinical Experience I
- EDUC 342 Pre-Student Teaching Clinical Experience II
- EDUC 421 Student Teaching Elementary Level
- EDUC 441 Student Teaching Secondary Level
- EDUC 442 School Law
- MUSC 240 Technology in the Music Classroom
- MUSC 331 Elementary Methods
- MUSC 333 Instrumental Methods
- MUSC 335 Music for Students with Disabilities in Inclusive Settings
- MUSC 337 General/Choral Methods

Current Program:

**Bachelor of Science in Education–
Music Education (*)**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Fine Arts: fulfilled by courses in major
Humanities: HIST 195 (section for music majors), MUHI 102 (Music Education majors only)
Mathematics: 6cr, MATH 101 or 110; MATH 217
Natural Science: Option I recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MUHI 301, no course with MUSC prefix

College:

Professional Education Sequence:

- EDSP 102 Educational Psychology 3cr
- EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
- EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
- EDUC 421 Student Teaching Elementary Level 6cr
- EDUC 441 Student Teaching Secondary Level 6cr
- EDUC 442 School Law 1cr
- MUSC 240 Technology in the Music Classroom 2cr
- MUSC 331 Elementary Methods 2cr
- MUSC 333 Instrumental Methods 2cr
- MUSC 335 Music for Students with Disabilities in Inclusive Settings 1cr
- MUSC 337 General/Choral Methods 2cr

Major: (1)

Required Courses:

- APMU (Major) Applied Music I-VII 14cr
- APMU 122 (Major) Applied Jury A 0cr
- MUHI 302 Music History II 3cr
- MUSC 111 Theory Skills I 2cr
- MUSC 112 Theory Skills II 2cr
- MUSC 115 Theory I 3cr
- MUSC 116 Theory II 3cr
- MUSC 120-136 7 semesters of Music Ensembles 0cr
- MUSC 211 Theory Skills III 2cr
- MUSC 212 Theory Skills IV 2cr
- MUSC 215 Theory III 3cr
- MUSC 216 Theory IV 3cr
- MUSC 311 Fundamentals of Conducting 2cr
- MUSC 475 8 semesters of Recital Attendance 0cr

Proposed Program:

**Bachelor of Science in Education–
Music Education (*)**

48 Liberal Studies: As outlined in Liberal Studies section with the following specifications: **48**
Fine Arts: fulfilled by courses in major
Humanities: MUHI 102
Mathematics: 6cr, MATH 101 or 110; MATH 217 recommended
Natural Science: Option I recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MUHI 301, no course with MUSC prefix

College:

27 Professional Education Sequence: **29**

- EDEX 323 Instruction of English Language Learners with Special Needs 2cr
- EDSP 102 Educational Psychology 3cr
- EDUC 242 Pre-Student Teaching Clinical Experience I 1cr
- EDUC 342 Pre-Student Teaching Clinical Experience II 1cr
- EDUC 421 Student Teaching Elementary Level 6cr
- EDUC 441 Student Teaching Secondary Level 6cr
- EDUC 442 School Law 1cr
- MUSC 240 Technology in the Music Classroom 2cr
- MUSC 331 Elementary Methods 2cr
- MUSC 333 Instrumental Methods 2cr
- MUSC 335 Music for Students with Disabilities in Inclusive Settings 1cr
- MUSC 337 General/Choral Methods 2cr

Major: (1)

51 Required Courses: **51**

- APMU (Major) Applied Music I-VII 14cr
- APMU 122 (Major) Applied Jury A 0cr
- MUHI 302 Music History II 3cr
- MUSC 111 Theory Skills I 2cr
- MUSC 112 Theory Skills II 2cr
- MUSC 115 Theory I 3cr
- MUSC 116 Theory II 3cr
- MUSC 120-136 7 semesters of Music Ensembles 0cr
- MUSC 211 Theory Skills III 2cr
- MUSC 212 Theory Skills IV 2cr
- MUSC 215 Theory III 3cr
- MUSC 216 Theory IV 3cr
- MUSC 311 Fundamentals of Conducting 2cr
- MUSC 475 7 semesters of Recital Attendance 0cr

Concentration area courses: (select one concentration)

Vocal Concentration

APMU	Piano (minor) I-IV	4cr
APMU 123	Applied Piano Jury B	0cr
Choose two of the following Class Instrument courses:		
MUSC 155, 157, 159, 161		2cr
MUSC 351/353/354		3cr

Instrumental Concentration

APMU 124	Applied Piano Jury C	0cr
MUSC 151	Class Voice I	1cr
MUSC 152	Class Voice II	1cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 155	Class Strings I	1cr
MUSC 157	Class Percussion I	1cr
MUSC 159	Class Brass I	1cr
MUSC 161	Class Woodwinds I	1cr

Controlled Electives: choose electives from the following to create a total of 51cr in Major Required Courses area:

APMU	Instrument (minor) I-IV (1cr each)	1cr
MUSC 120	Music Ensembles (0-1cr each)	1cr
MUSC 155-162	Class Instruments II (1cr each)	1cr
MUSC 163	Class Guitar I	2cr
MUSC 224	Jazz Improvisation Techniques I	2cr
MUSC 300	Black Music in America and Diaspora	3cr
MUSC 306	Counterpoint I	2cr
MUSC 309	Orchestration I	2cr
MUSC 312	Choral Conducting	2cr
MUSC 313	Instrumental Conducting	2cr
MUSC 315	Theory V	3cr
MUSC 340	Woodwind Instrument Repair	2cr
MUSC 411	Composition I	1cr
MUSC 493	Internship in Music	1cr

Total Degree Requirements: 126

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

- (1) Students may satisfy any Theory Class or Class Instrument/Minor Instrument requirement by
- A Theory—Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student’s grade would be recorded as “Satisfactory” on the transcript.
 - B Class instrument or minor applied area—Passing the B or C required jury (0cr) before enrolling n class instruments or a minor applied course; the student’s grade would be recorded as “Satisfactory” on the transcript.

Concentration area courses: (select one concentration)

Vocal Concentration

APMU	Piano (minor) I-IV	4cr
APMU 123	Applied Piano Jury B	0cr
Choose two of the following Class Instrument courses:		
MUSC 155, 157, 159, 161		2cr
MUSC 351/353/354		3cr

Instrumental Concentration

APMU 124	Applied Piano Jury C	0cr
MUSC 151	Class Voice I	1cr
MUSC 152	Class Voice II	1cr
MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 155	Class Strings I	1cr
MUSC 157	Class Percussion I	1cr
MUSC 159	Class Brass I	1cr
MUSC 161	Class Woodwinds I	1cr

Controlled Electives: choose electives from the following to create a total of 51cr in Major Required Courses area:

APMU	Instrument (minor) I-IV (1cr each)	1cr
MUSC 120	Music Ensembles (0-1cr each)	1cr
MUSC 155-162	Class Instruments II (1cr each)	1cr
MUSC 163	Class Guitar I	2cr
MUSC 224	Jazz Improvisation Techniques I	2cr
MUSC 300	Black Music in America and Diaspora	3cr
MUSC 306	Counterpoint I	2cr
MUSC 309	Orchestration I	2cr
MUSC 312	Choral Conducting	2cr
MUSC 313	Instrumental Conducting	2cr
MUSC 315	Theory V	3cr
MUSC 340	Woodwind Instrument Repair	2cr
MUSC 411	Composition I	1cr
MUSC 493	Internship in Music	1cr

Total Degree Requirements: 128

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

- (1) Students may satisfy any Theory Class or Class Instrument/Minor Instrument requirement by
- A Theory—Passing the final exam prior to or at the beginning of any given semester and then enrolling in Section 011 of the course for 0cr; the student’s grade would be recorded as “Satisfactory” on the transcript.
 - B Class instrument or minor applied area—Passing the B or C required jury (0cr) before enrolling n class instruments or a minor applied course; the student’s grade would be recorded as “Satisfactory” on the transcript.

Rationale: Due to the PDE requirements, EDEX 323 Instruction of English Language Learners with Special Needs has been added to the program resulting in a 2 credit increase. MUSC 475 has been changed from “8 semesters” to “7 semesters” because they student teach in the 8th semester. The HIST 195 requirement of a “section for Music majors” was eliminated to conform with present practice. There has not been a Music major section for several years. The MUHI 102 requirement of “Music Education majors only” is redundant. The MATH requirement has been changed to allow students more choices in math courses.

4 Department of Health and Physical Education—New Courses, Course Revisions, and Program Revision

a New Courses

HPED 330 Assessment in Physical Education 0c-2l-1cr

Prerequisites: Must be Health and Physical Education major

Designed to provide preservice physical education teachers with an understanding of assessment strategies and techniques commonly used in physical education. Provides the opportunity to administer different motor skill and physical fitness assessments and to utilize computer applications associated with these assessments.

HPED 349 Applied Pediatric Exercise Lab 0c-2l-1cr

Prerequisites: HPED 343 Physiology of Exercise

Designed to provide physical education students with an understanding of pediatric exercise concepts, particularly exercise programming, physical fitness and assessment, related specifically to physical education. Provide the opportunity to practice administering field based assessments of physical fitness and designing safe activities and/or exercise programs to enhance health, fitness, or performance in youth.

Rationale: These courses are a requirement for the Health and Physical Education program. They are a recommended component of physical education teacher education programs according to the National Association of Sport and Physical Education.

b Course Revisions

i Current Catalog Description:

HPED 209 Motor Behavior 3c-01-3cr

Prerequisite: Health and Physical education major or instructor permission

Study of the process of human motor behavior across the lifespan, specifically examining how development of mental and motor abilities affect human movement.

Proposed Catalog Description:

HPED 209 Motor Behavior 3c-01-3cr

Prerequisite: Must be a major enrolled in Health and Physical Education Department or have instructor permission

Study of the process of human motor behavior across the lifespan, specifically examining how development of mental and motor abilities affect human movement.

Rationale: Objectives were added to clarify how the course instructs students regarding the diverse differences in motor abilities among all individuals. A

matrix was added to demonstrate how the course aligns with the college framework for teacher education and the national standards for the National Association for Physical Education and Sport. The course outline was updated and reformatted.

ii Current Catalog Description:

HPED 426 Health Science Instruction **3c-0l-3cr**

Prerequisite: HPED 316 and admission to Teacher Education Program or permission of instructor

An overview of health curriculum K-12, with a focus on middle school and secondary health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning.

Proposed Catalog Description:

HPED 426 Health Science Instruction

Prerequisite: HPED 316 and admission to Teacher Education Program

An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning within a diverse population.

Rationale: This course revision is in response to changes by the Pennsylvania Department of Education that require students to complete 270 hours of special education instruction. This course is being revised to clarify inclusion of special education content. The course outline, matrix and objectives were updated.

c Program Revision

Current Program:
**Bachelor of Science in Education–
 Health and Physical Education (*)**

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 and 3 additional cr (must be approved as Liberal Studies Mathematics courses)
Natural Science: BIOL 103-104 or CHEM 101-102
Social Science: PSYC 101
Liberal Studies Electives: 0cr

Major:

Required Courses:

HPED 142	Foundations of Health, Physical Education, and Sport	3cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 242	Emergency Health Care (1)	1cr
HPED 261	Water Safety Instructor	1cr
HPED 315	Biomechanics	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education and Sport	3cr

Professional Requirements:

Health and Physical Education:

HPED 214	Teaching Health Fitness and Gymnastics	1cr
HPED 215	Teaching Rhythmic Activities and Dance	1cr
HPED 216	Teaching Elementary Physical Education	2cr
HPED 217	Teaching Middle School Physical Education	2cr
HPED 218	Teaching Secondary Physical Education	2cr
HPED 316	Teaching Elementary Health Education	2cr
HPED 318	Preprofessional Experience I	1cr
HPED 325	School and Community Health	3cr
HPED 370	Adapted Health and Physical Education (2)	3cr
HPED 426	Health Science Instruction	3cr
HPED 450	Curriculum and Programming in Sexuality Education	3cr

College:

Preprofessional Education Requirements:

COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr

Professional Education Requirements:

EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching	6cr
EDUC 441	Student Teaching	6cr
EDUC 442	School Law	1cr

(#) Total Degree Requirements:

Proposed Program:
**Bachelor of Science in Education–
 Health and Physical Education (*)**

48 **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 and 3 additional cr (must be approved as Liberal Studies Mathematics courses)
Natural Science: BIOL 103-104 or CHEM 101-102
Social Science: PSYC 101
Liberal Studies Electives: 0cr

28 **Major:**

Required Courses:

HPED 142	Foundations of Health, Physical Education, and Sport	3cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 315	Biomechanics	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education and Sport	3cr

Professional Requirements:

Health and Physical Education:

HPED 214	Teaching Health Fitness and Gymnastics	1cr
HPED 215	Teaching Rhythmic Activities and Dance	1cr
HPED 216	Teaching Elementary Physical Education	2cr
HPED 217	Teaching Middle School Physical Education	2cr
HPED 218	Teaching Secondary Physical Education	2cr
HPED 316	Teaching Elementary Health Education	2cr
HPED 318	Preprofessional Experience I	1cr
HPED 325	School and Community Health	3cr
HPED 330	Assessment in Physical Education	1cr
HPED 349	Applied Pediatric Exercise Lab	1cr
HPED 370	Adapted Health and Physical Education	3cr
HPED 426	Health Science Instruction	3cr
HPED 450	Curriculum and Programming in Sexuality Education	3cr

College:

Preprofessional Education Requirements:

COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr

Professional Education Requirements:

EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching	6cr
EDUC 441	Student Teaching	6cr
EDUC 442	School Law	1cr

(#) Total Degree Requirements:

120 **(#) Total Degree Requirements:** **122**

- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
 - (1) Students are required to keep CPR Instructor Certification current from completion of HPED 242 until graduation.
 - (2) Teacher education majors must take HPED 370.
 - (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.
- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
 - (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.
 - ⊕ Students are required to obtain and keep CPR Instructor Certification and Water Safety Instructor Certification current prior to student teaching and through graduation or verify completion of course.

Rationale: A review of the HPE teacher education curriculum resulted in needed changes to meet state and accreditation requirements. Feedback from exiting interviews with graduates, new requirements for teaching certification, changes in standards for accreditation, and departmental evaluation guided this program revision.

The Pennsylvania Department of Education requires teacher certification programs to add 3 credits or 90 hours of instruction on meeting the needs of English language learners. EDEX 323 Instruction of English Language Learners with Special Needs is being added to fulfill this requirement. Additional hours to meet this requirement are included in other coursework and practicum experience.

The National Association for Sport and Physical Education (NASPE) has changed the national standards for physical education teacher candidates to include an emphasis on physical fitness and skills assessment. In order to meet this standard for NCATE accreditation, a new one-credit course, HPED 330 Assessment in Physical Education, has been added to the program. Another course, HPED 349 Applied Pediatric Exercise Lab, is a result of research that indicates HPE teachers lack necessary understanding of pediatric exercise physiology. Because of the unique nature of child and adolescent physiology and their response to exercise, teachers need this specialized training to better address the fitness needs of school age children.

HPED 242 Emergency Health Care and HPED 261 Water Safety Instructor, both 1-credit courses, have been deleted as required courses from the curriculum. These courses will still be offered on a regular basis and students may elect to take them for credit. These courses provide certifications that will be required for graduation. However, these certifications are also available from the American Red Cross, American Heart Association, and other agencies. Students may elect to obtain certification from these outside agencies. Wording in the footnotes of the program have been changed to note these changes in requirements. The footnote stating, “teacher education majors must take HPED 370” has also been deleted because it is unnecessary. HPED 209 Motor Behavior and HPED 426 have been revised to clarify inclusion of special education content.

5 Department of Psychology—New Course

PSYC 389 Psychology of Music

3c-01-3cr

Prerequisite: PSYC 101

Provides an overview of theory and research on the psychological foundations of music, including music cognition, music perception, and the social psychology of music.

Rationale: This course is designed as an elective for majors and minors in psychology. Psychology majors are required to take two electives in psychology; minors are required to take four electives. The material cannot be incorporated in to an existing course because of its breadth and specificity.

6 Department of Communications Media—Course Revision, Course Number Change, and Catalog Description Change

Current Catalog Description:

COMM 474 Documentary Photography 3c-0l-3cr

Prerequisites: COMM 271, 472, permission

Prepares students to deal with the actions of subjects in both descriptive and interpretive styles. Students are assigned to photograph a variety of local events in a manner that makes the nature of the event evident to the viewer of the photograph. Students also learn differences between printing for reproduction and for exhibit. They are required to have a 35mm camera (preferably a manual exposure single-lens reflex) and a flash unit.

Proposed Catalog Description:

COMM 374 Documentary Photography 3c-0l-3cr

Prerequisites: Junior/senior standing, COMM 101, or permission of the instructor

Prepares students to photograph documentary content that explores aspects of historical significance, cultural value, social change, and social injustice. Explores the differences and similarities between documentary photography and purely aesthetic photography in order to capture images focused on social and historical value. Calls for students to critically analyze documentary images, projects, photographers and the societal impact they have made in order to create new and influential images for modern and future utilization. Students are required to have access to a digital camera.

Rationale: The prior course number of 474 was to insure that students had photography dark room experience before taking the course; with the advent of digital photography, however, this need no longer exists. The new course number of 374 is more appropriate for the level of the material and the course's placement in the curriculum. COMM 472 is no longer taught within the department and has created unnecessary scheduling conflicts for years. COMM 271 Beginning Photography was also there to insure students had prior dark room experience. Only COMM 101 is being required because there are no other courses offering entry-level documentary skills. The course objectives and syllabus have been updated.

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

A. *English Composition II*

The Liberal Studies curriculum is built upon the concept that writing development during the undergraduate years is a shared responsibility. At the end of English Composition II the synthesis and inquiry skills outlined below are emergent rather than secure in a disciplinary sense. The Written Communication CAC courses reinforce and extend those skills and individual departments further instruct their majors in discipline-based, information literacy

practices. 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 the criteria outlined below, English Composition II introduces students to IUP's approved Information Literacy Competency Standards (see Appendix I).

English Composition II Expected Undergraduate Student Learning Outcomes

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

As *Empowered Learners* students in Composition II 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
- 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
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students in Composition II will demonstrate:

- intellectual honesty

English Composition II Required Course Content

English Composition II serves as a bridge between Composition I and students' professional writing. In Composition II students develop rhetorical skills for informed inquiry. The course develops the following abilities:

1. **Writing:** Students propose and complete an inquiry project. They experience some of the writing forms that sustain inquiry: for example, proposal, summary, interview, critique, abstract, annotated or analytical bibliography. They experience assignments that advance rhetorical awareness and choice when composing synthesis essays: rhetorical forms of synthesis include but are not limited to narration, report, analysis, explanation, argument, and multi genre or mixed forms.
2. **Critical Reading:** Students develop advanced awareness and understanding of different discourse types as they access, read, evaluate, interpret and use primary and/or secondary resources. Some writing assignments develop the ability to read critically: for example, writing to locate main ideas, to summarize accurately, to identify and evaluate evidence, to explain differing perspectives, to contest or to assent. Critical reading includes the ability to use resources ethically and legally. Students therefore learn and use the writing practices that bring a body of knowledge into their own written work: transition, paraphrase, summary,

quotation and explanation. They also learn to use a citation and documentation style (MLA or APA).

3. **Revising:** Activities in the course develop students' ability to consider audience, purpose, language, evidence, and logical organization in written texts; to modify drafts when rhetorical, aesthetic, or logical motives change; to proofread and edit.
4. **Speaking and Listening:** Students meet in structured reading and writing groups to discuss inquiry problems, processes and successes. Examples of other appropriate activities include responding to and troubleshooting drafts, giving oral status reports, discussing texts, reading aloud, or preparing and presenting individual or group projects.
5. **Reflecting:** Students reflect upon their reading processes, their writing processes, and the rhetorical fashioning of their project for a discourse community.

The recommended assessment strategy for English Composition II is evaluation of a valid random sample of synthesis project portfolios. Each portfolio includes a reflective cover letter.

Faculty preparing syllabi to fulfill the Liberal Studies English Composition II requirement are encouraged to include:

- sections where students create web-based writings
- surveys and interviews as field resources for synthesis projects
- sections based on a theme or topic

English Composition II Common Learning Objectives

All courses proposed to meet the Liberal Studies English Composition II requirement will establish common learning objectives.

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

- access relevant print and electronic resources, artifacts, or human resources; read, evaluate and select resources; manage and sustain an inquiry project
- critique own and others' essay drafts
- compose a focused and cohesive synthesis essay
- use a body of knowledge inside written work: paraphrase, quote, summarize, explain/interpret/comment, cite and document (MLA or APA)
- reflect upon their reading processes, writing processes and rhetorical effectiveness

B. 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 an approved Oral Communication course or one of the approved Technical Communication courses. It is recommended that enrollment in these courses be limited to 25 students

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
- student demonstrations of knowledge about verbal and nonverbal communication in various contexts (e.g. interpersonal, small group and public speaking)
- demonstration of the ability to appropriately analyze audience, context, and speech content

Proposers of courses designed to fulfill the Liberal Studies Oral Communication requirement are encouraged to develop course content that includes:

- a written self-analysis of one or more oral communication activities
- a critique of the oral communication activities of other students
- more than half of the total course grade based on oral communication activities

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

C. First Year Seminar

The First Year Seminar (FYS) is a required three-credit experience for all first year students. These courses should aid students in understanding the interdisciplinary nature of their education. Students should begin to develop skills in critical and creative thinking, discussion and writing and should become acquainted with the values that sustain a community of learners. It is recommended that enrollment in these courses be limited to 25 students.

These courses are open only to first year students. Students can accomplish this requirement with the successful completion of an approved FYS. Students who transfer to IUP with 21 or more credits from another institution are exempted from the FYS requirement. This course cannot be an introductory course in the student's major nor is it intended to replace an introductory major course. Students may (but are not required to) fulfill the FYS by taking a course offered by their major department or college. An FYS course taken through a student's major department will not count toward graduation requirements in his or her major. FYS courses may not also fulfill Competency-Across-the-Curriculum (CAC) requirements.

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

First Year Seminar Expected Undergraduate Student Learning Outcomes

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

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

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

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

As *Responsible Learners* students will demonstrate:

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

First Year Seminar Required Course Content

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

1. Course content addressing the human experience. This criterion is abstract by design and meant to include courses from many different disciplines. To prepare students for the interdisciplinary nature of their education, the course should be designed to offer students opportunities to make connections among and between disciplines. When appropriate, these courses should explore global events. The following examples are offered as guidance:
 - How do science and technology affect the human condition?
 - Do considerations of individual rights or societal well being mandate revisions to our criminal justice policies?
 - Is the creation of or appreciation of art informed by or reflective of cultural points of view?
2. Whenever appropriate, use of primary source materials directly related to the course content

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

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

D. Dimensions of Wellness

Students are required to complete three (3) credits in the Dimensions of Wellness category. The primary focus of this course requirement is upon one of the following dimensions of wellness: emotional, financial, intellectual, occupational, physical, social or spiritual. Because wellness is a multi-dimensional concept, each course must clearly demonstrate how the dimension of primary focus relates to at least one of the other dimensions. All Dimensions of Wellness courses must require students to participate in active learning or experiential activities designed to enhance personal well-being.

Dimensions of Wellness Expected Undergraduate Student Learning Outcomes

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

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

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

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

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

Dimensions of Wellness Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Dimensions of Wellness requirement must include:

- clearly identified active learning or experiential activities that require students to apply course content
- self-reflective activities that provide insight into personal wellness
- an assessment of personal strengths and challenges within the dimension of primary focus
- development of an improvement plan to address the challenges identified in the assessment exercises
- a culminating self-evaluation of the student's progress toward improvement
- use of the Internet as a means to gather accurate information relevant to the topic of primary focus; it is expected that the Internet will be where students and their families will seek wellness information

Proposers of courses designed to fulfill the Liberal Studies Dimension of Wellness requirement are encouraged to develop course content including:

- activities that promote development of oral and/or written communication
- activities that encourage service learning opportunities
- approximately 30 percent of the class time devoted to active learning or experiential activities

Dimensions of Wellness Common Learning Objectives

All courses meeting the Liberal Studies Dimensions of Wellness requirement will establish common course objectives stating:

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

- describe the factors within the course's primary focus that influence wellness
- understand how to apply the skills learned in this course throughout his or her life
- use information literacy skills to seek and evaluate wellness-related information
- identify the benefits of a wellness-oriented lifestyle and consequences of a wellness-neglected lifestyle

E. Literature

Students are required to complete three (3) credits from an approved menu of literature course options. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 35 students to allow an appropriate level of group-work and class interaction.

Literature Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Literature 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 aesthetic facets of human experience
- the human imagination, expression and traditions of many cultures

As *Empowered Learners* students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas
- ease with textual, visual and/or electronically-mediated literacies

As *Responsible Learners* students will demonstrate:

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

Literature Required Course Content

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

- works of imaginative literature, both poetry and fiction (whether novel, short story, or dramatic text); works that introduce students to a mixture of literary genres and are not limited to a single genre or form
- works by ethnic and racial minorities and women
- techniques that foster students' ability to sustain engagement with a variety of literary works
- techniques that foster students' ability to analyze and interpret literature independently and collaboratively

Proposers of courses designed to fulfill any Liberal Studies Literature course are encouraged to include content from both English-language literatures and as relevant, literatures in translation and content that will:

- focus on literatures from around the world
- focus on a particular theme
- include works of creative non-fiction
- include a mix of historical periods and historical cultures

Literature Common Learning Objectives

All courses meeting the Liberal Studies literature requirement will establish the following common learning objectives:

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

Understand aesthetic and imaginative facets of human experience by being able to:

- discuss the purposes and functions of literature within society
- recognize the power of finely controlled language beyond its informational dimension, such as its auditory, imagistic, affective, symbolic, and hermeneutic possibilities
- appreciate the ways in which one text can form the basis for multiple, sometimes competing, interpretations

Demonstrate critical and reflective thinking skills by being able to:

- articulate and effectively communicate how a text has become meaningful
- formulate questions appropriate to the understanding of literary texts
- develop interpretations of literary texts that are grounded in careful reading strategies and in any of many literary or theoretical approaches
- understand literature as a reflection of or challenge to the culture and time in which it was produced

Association of Departments of English. (Winter-Spring 2009). "ADE Guidelines for Class Size and Workload for College and University Teachers of English," Retrieved November 9, 2009 from www.ade.org/bulletin/frames_browse.htm

National Council of Teachers of English. (1999). "NCTE Position on Class Size and Teacher Workload, Kindergarten to College." Retrieved November 9, 2009 from:

<http://www.ncte.org/about/policy/guidelines/107620.htm>

F. Global and Multicultural Awareness

Global and Multicultural Awareness courses are designed to provide students with the opportunity to learn more about the world and its diverse peoples and to promote a better understanding of other cultures. Students should gain an understanding of global events, how these events affect their lives and how these events may be addressed.

A Global and Multicultural Awareness course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context. Although a Global and Multicultural Awareness course may deal with a single culture, comparative courses addressing relationships among cultures are encouraged.

Students are required to complete a minimum of three (3) credits in the Global and Multicultural Awareness category. Approved Global and Multicultural Awareness courses will be 200-level or higher and carry an enrollment prerequisite of 45 credits. In addition to the required Global and Multicultural Awareness course, students must complete one additional Global Citizenship Competency-Across-the-Curriculum course.

Students are also able to fulfill this requirement by completing a 200-level foreign language course that has been approved to meet the Global and Multicultural Awareness requirement. Language courses must prepare students beyond simple language structure by incorporating exposure to communication, connection, comparisons, community and culture. Students may alternatively fulfill this requirement by passing an appropriate foreign language proficiency test at the 200-level or by completing study abroad program approved to meet this requirement.

Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes

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

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

- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- effective oral or written communication abilities
- ease with textual, visual and electronically-mediated literacies
- 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

Global and Multicultural Awareness Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must include:

- development of students' understanding of contemporary cultures that differ from the prevailing culture of the United States; courses focusing on minority cultures within the United States must give appropriate attention to the global dimensions of those cultures
- presentation of cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture; those dimensions may include religion, history, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu

Proposers of courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement are encouraged to develop course content including:

- activities or assignments that allow students to demonstrate the ability to analyze and synthesize information
- reading of a substantial work of fiction or non-fiction other than a textbook
- a variety of perspectives or methodologies, such as anthropological, geographical, historical, sociological, etc., as long as the course emphasizes the cultural phenomena, issues, and values in contemporary society
- literature authored by a variety of writers from non-dominant groups or cultures that also represent cultural phenomena, issues and values in contemporary society

Global and Multicultural Awareness Common Learning Objectives

All courses designed to fulfill the Global and Multicultural Awareness requirement will establish the following common learning objectives.

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

- demonstrate an understanding of one or more cultures in the contemporary world
- analyze and explain the relationship between one or more dimensions of a culture

G. Competency-Across-the-Curriculum Categories

Educated members of society must possess a common set of skills so they can be productive, involved citizens capable of interacting with each other across disciplinary bounds to understand, evaluate and communicate about the issues and problems faced throughout life.

The *Middle States Standard on General Education* states, "the curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential

skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy” (Middle States Commission on Higher Education, 2002, p. 37). An intentional across-the-curriculum approach can result in the building and reinforcement of these skills first in Liberal Studies (LS) courses and then in majors’ courses across the students’ program of study, assuring proficiency in these competencies upon graduation.

Students will complete courses to fulfill the six (6) Competency-Across-the-Curriculum (CAC) Categories. Students are required to complete one course for each competency with the exception of the Written Communication Competency, for which students must complete two (2) courses one being from the student’s primary major.

The Competency-Across-the-Curriculum courses may be accomplished in any part of a student’s curriculum including major courses, electives and other Liberal Studies courses with the exception of the First Year Seminar.

It is recommended that 50% of the course grade be based on assignments related to the CAC(s) for which the course is being proposed. A course may be designed enabling students to achieve two (2) but not more than two competencies within that course.

1. Global Citizenship Competency-Across-the-Curriculum

Global Citizenship Competency-Across-the-Curriculum (CAC) courses take students beyond the concept of cultural appreciation and are designed to help them see themselves as citizens of the world and to develop among them an awareness of the problems of social justice and equity. Global citizens are aware of the wider world, have a sense of their own role as world citizens and an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally (Duke University, 2006). These courses could come from a variety of disciplines.

The Global Citizenship CAC can be accomplished in any part of a student’s curriculum including major courses, electives and other Liberal Studies courses with the exception of First Year Seminar and the Global and Multicultural Awareness course taken to fulfill the Liberal Studies Learning Skills requirement.

Global Citizenship CAC Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Global Citizenship Competency-Across-the-Curriculum requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As Informed Learners students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

As Empowered Learners students will demonstrate:

- 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
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- 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

Global Citizenship CAC Required Course Content

Proposals for courses designed to fulfill the Global Citizenship Competency-Across-the Curriculum must include:

- an emphasis on understanding global communities, including the relationships within and between cultures
- an examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics or the arts; environmental sustainability, social responsibility in global business or inequities in education or global literacy)
- content that increases students' awareness of the problems of social justice and equity

Proposers of courses designed to fulfill the Global Citizenship Competency-Across-the Curriculum are encouraged to develop course content that will:

- examine the ways differing cultures establish and rely on systems of values, norms and ideals
- enable students to gain knowledge of the past and present and interrelations among communities from historical, philosophical, scientific or social perspectives
- examine problems of environmental sustainability (or lack thereof) and how those problems relate to social issues
- explore the ethical and behavioral consequences of decisions and actions on individuals, society and the physical world
- include at least 50% of the course grade based on assignments related to Global Citizenship

Global Citizenship CAC Common Learning Objectives

All courses designed to fulfill the Global Citizenship Competency-Across-the Curriculum requirement will establish the following common course learning objectives as they relate to the course content.

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

- explain and demonstrate knowledge of global issues

- understand the relationships within and between global communities
- demonstrate an awareness of problems of social justice and equity

2. Information Literacy Competency-Across-the-Curriculum

The Information Literacy CAC can be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of First Year Seminar and the Technical Communication course taken to fulfill the Liberal Studies Learning Skills requirement.

Information Literacy CAC Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Information Literacy Competency-Across-the-Curriculum 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 aesthetic facets of human experience

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
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Information Literacy CAC Required Course Content

Proposals for courses designed to fulfill the Information Literacy Competency-Across-the-Curriculum must include:

- course pedagogy and assignments that address a minimum of three of the five standards from the IUP Information Literacy Competency Standards (see Appendix I)
- assignments that require students to use a variety of print and non-print resources (including, but not limited to, books, newspaper articles, journal articles, on-line periodical databases, government documents, web pages, etc.)
- course content that addresses the legal and ethical use of information
- include at least one written research assignment that requires students to use a style manual (APA, MLA, Chicago, Turabian, etc.) to document sources

Proposers of courses designed to fulfill the Information Literacy Competency-Across-the-Curriculum courses are encouraged to include content that will:

- include interaction with the library's resources and/or with a librarian

- provide students with an understanding of how information is organized and retrieved, including both primary and secondary resources
- include at least 50% of the course grade based on information literacy assignments

All courses designed to fulfill the Information Literacy Competency-Across-the Curriculum requirement will establish the following common learning objectives:

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

- determine when information deficiencies exist
- identify and analyze sources of information
- implement effective information search strategies
- determine the authenticity of supporting or conflicting information
- present information clearly and effectively to an intended audience

3. Oral Communication Competency-Across-the-Curriculum

The Oral Communication CAC can be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of First Year Seminar and the Oral Communication course taken to fulfill the Liberal Studies Learning Skills requirement.

Oral Communication CAC Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Oral Communication Competency-Across-the-Curriculum 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
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- reflective thinking and the ability to synthesize information and ideas

Oral Communication CAC Required Course Content

Proposals for courses designed to fulfill the Oral Communication Competency-Across-the-Curriculum must include:

- oral communication activities that are integrated into the course content
- guidance for students on researching and organizing the content of oral communication activities
- at least one self-reflective assignment following the completion of an oral communication activity

Proposers of courses designed to fulfill the Oral Communication Competency-Across-the Curriculum are encouraged to include content that will include:

- the use of appropriate media and technology
- peer feedback
- group presentations or group problem-solving
- an oral communication activity based on an assignment such as a report or research paper
- at least 50% of the course grade based on oral communication activities

Oral Communication CAC Common Learning Objectives

All courses meeting the Liberal Studies Oral Communication Competency-Across-the Curriculum requirement will establish the following common learning objectives:

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

- effectively communicate through oral communication activities
- access, evaluate, interpret and use information from a variety of sources
- synthesize information and ideas

Examples of Oral Communication Activities

- Facilitating a class discussion or group activity
- Individual or team debate
- Mock Trial
- Presentations: business plans, crisis plans, extemporaneous, informational, persuasive, instructional, research, field study, business, professional, theatrical, poster sessions
- Reviews/reports: staff, progress, case study, book, article
- Evaluations or recommendations of programs or policies

4. Quantitative Reasoning Competency-Across-the-Curriculum

The Quantitative Reasoning CAC can be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of First Year Seminar and the Mathematics course taken to fulfill the Liberal Studies Learning Skills requirement.

Quantitative Reasoning CAC Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Quantitative Reasoning Competency-Across-the-Curriculum 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

As *Empowered Learners* students will demonstrate:

- problem solving skills using a variety of methods and tools
- critical thinking skills including analysis, application and evaluation

Quantitative Reasoning CAC Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Quantitative Reasoning Competency Courses must:

- engage students in the interpretation, analysis and use of numerical and graphical data
- apply quantitative techniques to address problems within a specific discipline
- develop logical and deductive reasoning

Proposers of courses designed to meet the Quantitative Reasoning Competency Across-the-Curriculum are encouraged to include course content that will:

- promote the understanding and use of mathematical formulas
- use technology as a tool in problem solving
- enable students to apply quantitative reasoning to practical problems across multiple disciplines
- include at least 50% of the course grade based assignments related to Quantitative Reasoning

Quantitative Reasoning CAC Common Learning Objectives

All courses meeting the Liberal Studies Quantitative Reasoning Competency-Across-the-Curriculum requirement will establish the following common learning objectives:

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

- interpret, analyze and use numerical data and graphs
- apply quantitative reasoning and/or methodology to a problem within a specific discipline
- critically assess the validity of an argument based on quantitative analysis

5. Scientific Literacy Competency-Across-the-Curriculum

The Scientific Literacy CAC can be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of First Year Seminar and the Natural Science courses taken to fulfill the Liberal Studies Knowledge Area requirement.

Scientific Literacy CAC Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Scientific Literacy Competency-Across-the-Curriculum requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

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

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- 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*

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

Scientific Literacy CAC Required Course Content

Proposals for courses designed to fulfill the Scientific Literacy Competency-Across-the Curriculum must:

- have at least 50% of the course content be scientific domain knowledge (e.g., natural or social science) as employed in the investigation of the course subject matter
- investigate relevance, application, and impact of science to student's life or field of study
- apply problem solving and critical thinking skills
- transform information to explore hypotheses and draw conclusions

Proposers of courses designed to meet the Scientific Literacy Competency Across-the-Curriculum are encouraged to include course content that will:

- include at least 50% of the course grade based on assignments related to Scientific Literacy

Additionally, Scientific Literacy Competency-Across-the Curriculum courses:

- may be laboratory or non-laboratory
- may incorporate content from disciplines outside the College of Natural Science and Mathematics

Scientific Literacy CAC Learning Objectives

All courses meeting the Liberal Studies Scientific Literacy Competency-Across-the Curriculum requirement will establish the following common learning objectives:

At the conclusion of the courses students should be able to:

- use the scientific methodology to identify sources of data and to collect and process data from a variety of sources
- develop an understanding of the importance of science as applied to issues in their field of study

6. Written Communication Competency-Across-the-Curriculum

The Written Communication CAC can be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of First Year Seminar and the English Composition I and II courses taken to fulfill the Liberal Studies Learning Skills requirements. The National Council of Teachers of English recommends class

sizes of no more than 20 for composition courses (NCTE, 1999). It is recommended that enrollment in these courses be limited to 25 students.

Written Communication CAC Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Written Communication Competency-Across-the-Curriculum 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
- 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
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Written Communication CAC Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Written Communication Competency-Across-the-Curriculum requirement must include:

- writing assignments designed to enhance students' ability to write
- guidance to students in conceptualizing, organizing, and presenting written material giving attention to both the process and product of writing
- writing assignments that have clearly defined stages of preparation and regular progress reviews (including feedback from the instructor and opportunities for revision)
- at least one assignment that requires students to produce a finished, edited document
- written assignments throughout the semester that amount to a minimum of 15-20 typed pages or approximately 5,000 words

Proposers of courses designed to meet the Written Communication Competency Across-the-Curriculum are encouraged to include course content that will:

- include at least 50% of the course grade based on assignments related to writing

Written Communication CAC Common Learning Objectives

All courses meeting this competency will establish the following common learning objectives: At the conclusion of the course the student should be able to:

- effectively communicate in writing
- respond critically and analytically to materials and sources relevant to the course
- discuss/critique his or her own writing

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

FOR INFORMATION

A tracking log of curriculum proposals that are currently being reviewed within the IUP's graduate curriculum approval process is on-line at the graduate school website. The log can be found under the Faculty and Staff heading at <http://www.iup.edu/graduatestudies>.

APPENDIX D
University Senate Research Committee
Chair Sciulli

The committee met on March 2, 2010.

The committee reviewed 9 Fellowship Award proposals. Of the reviewed proposals 6 were awarded \$23,383.00 in Fellowships to the following individuals:

- Paul Arpaia
- Beverly Chiarulli
- Richard Hsiao and Bob Kostelnik
- Robert Major
- Donald Robertson, Kevin Eisensmith, John Mills, and Zachary Collins
- Thomas Simmons

The committee reviewed 35 Small Grant proposals. Of the reviewed proposals 27 were awarded \$21,505 in Small Grants to the following individuals:

- Francis Allard
- George Bieger
- Lynn Botelho
- Beverly Chiarulli
- Zach Collins
- Laura Delbrugge
- Kimberly Desmond
- Ben Ford
- Theresa Gropelli
- Kelly Heider
- Sarah Jackson
- Krys Kaniasty
- Becky Knickelbein
- DeAnna Laverick
- Mary Beth Leidman
- Soo Chun Lu
- Crystal Machado
- Nathan McElroy
- Mark McGowan
- Joann Migyanka
- Paul Nealen
- Lisa Newell
- Sarah Neusius
- Marveta Ryan-Sams
- John Taylor
- Monte Tidwell
- Danhua Wang

APPENDIX E
Development and Finance Committee
Chair Domaracki

Senate Report
March 02, 2010

Committee Reports

Parking Committee Report – No report

Budget Report – No Report

Old Business

Trail Blazer Directional Signs (Marx) - Current trailblazer signs directing traffic to campus are fifteen (15) years old and in various stages of disrepair. PennDot has given permission to update the signs. The new signs will be 2' X 2' as opposed to 18" X 18". The new signs will be made and erected by PennDot. New signs should be in place by the end of August

KCAC Construction – The project is 57% percent complete and gaining ion time. Completion is anticipated for 12-10.

Library Entrance – All concrete work on the library entrance has been completed and the structural repairs have been made. The granite facade has been machined and is ready for placement. The project is expected to be completed n April.

GESA project – Data collection began in January to compare actual energy savings with guaranteed savings. This is the beginning of a fifteen (15) year energy saving performance phase.

Sprowls Renovations – The work on the Art Friendly room (Room 118) is completed. Two additional rooms, the copy room and the second floor lounge, will be completed this summer.

Pratt Renovations – 1st Floor Proposal – Renovations for the Developmental Studies Program on the Ground Floor are in the proposal stage. Work for the Center for Student Success will be completed in March.

Eberly Cooling Tower – The cooling tower on the roof of Eberly Hall must be replaced this summer. While the replacement work is taking place there will be no air conditioning in Eberly Hall

Stouffer Univents – Those Univents in need of significant repair in Stouffer hall will be replaced this summer.

Summer Sidewalk Maintenance – Sidewalk replacement work will be occurring all summer long.

Culinary Parking Area – Because of Penn Dot work on Route 119 in Punxsutawney at the bottom of the hill entering down town the parking lot of the Culinary Institute has been modified.

Door Replacements - \$50,000.00 worth of door replacements will occur this summer in various buildings across campus.

Elkin Roof – The roof of Elkin Hall needs to be repaired this summer. The cost of this project will be split between the maintenance and housing budgets.

Spending Plan – COT – The 2010-2011 Spending Plan will be approved by the Board of Trustees during the week of Spring Break.

11th Street, Oakland, Clark – 11th Street between Oakland Ave. and Grant Street as well as the Clark Hall parking lot will be paved this summer. Also, the sidewalk along the Oak Grove side of Oakland Avenue between 11th Street and 10th Street will be replaced.

Parking Garage Maintenance – The garage will be out of service for 2-3 weeks this summer for maintenance work.

Glass Street/Miller West Parking – The Glass Street and the Miller West Lots will be paved this summer.

Tennis Courts – All tennis courts will be resurfaced over a three year period. One set of courts will be done each summer beginning this summer.

New Business

Procurement – Retention Policy – No Report

Respectfully Submitted:

Joseph Domaracki

3-15

APPENDIX F
Academic Committee
Co-Chairs Dugan and Novels

Anticipated Class Absence for University Representation and Participation

REVISION:

The university community recognizes the value of student participation in co-curricular and extracurricular activities of the university, while acknowledging the faculty member's right to determine the terms of variance, if any, from the course syllabus.

The student must take the initiative to make all arrangements prior to class absence, including validation of participation as needed. Alternate arrangements to meet course requirements should be sought sufficiently in advance to permit faculty/student agreement on the plan for completion, whether the actual completion is rescheduled before or after the anticipated absence.

(Revised & approved 12/8/2009)

ORIGINAL:

The university community recognizes the values of student participation in co-curricular and extracurricular activities of the university. IUP has fostered this participation with an informal policy of good faith accommodation to meet overlapping demands of the curricular and extracurricular commitments.

The underlying spirit of good faith accommodation ultimately is set in the faculty member's unabridged right to determine the terms of variance, if any, from the established course syllabus—tests, quizzes, due dates for papers or other assignments, projects, presentations, and all other course operations.

In seeking variance, the student must take the initiative to make all arrangements including validation of participation as needed. The student should generally assume that papers and such assignments should be completed and submitted before the anticipated class absence. Alternate arrangements for tests, quizzes, labs, or class participation activity (panels, simulations, presentations) should be sought sufficiently in advance to permit faculty/student agreement on the plan for completion, whether the actual completion is rescheduled to be prior to or subsequent to the anticipated absence.

Rationale:

Language and intent were able to be simplified, with the intent remaining the same.

Grading Policies

REVISION:

After each semester or session, a grade report will be available to each student at the University Records and Systems Assistant (URSA) at www.iup.edu/ursa.

Quality points are not counted on credits from other schools, and a student transferring from another school earns quality points only on work taken at this university.

Institutional credits are associated with courses numbered below 100. Institutional credits do not apply to degree requirements for graduation but are used determine enrollment status (full- or part-time), including financial aid and athletic (NCAA) eligibility.

Revised & approved 12/8/2009

ORIGINAL:

Shortly after each semester or session, a grade report will be available to each student at the University Records and Systems Assistant (URSA) at www.iup.edu/ursa.

Quality points are not counted on credits from other schools, and a student transferring from another school is held responsible for quality points only on work taken at this university. Institutional credits are associated with remedial courses which are numbered below 100. Credits from institutional credit courses do not apply to degree requirements for graduation but are used in determining enrollment enrollment status (full- or part-time), including financial aid and athletic (NCAA) eligibility.

RATIONALE:

Simplification of language and reflection of current practices were the impetus for these revisions.

Midterm Grade Report Policy

REVISION:

To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Each semester the Registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. Faculty members will assign a midterm grade of “D” (danger or potential failure) or “F” (failure) by using the University Records and Systems Assistant (URSA) at www.iup.edu/ursa .

The midterm grade is an advisory grade and is not a permanent part of a student’s academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

Revised & approved 12/08/09

ORIGINAL:

To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Using the university's accepted grade reporting technology, faculty members will assign a midterm grade of "D" (danger or potential failure) or "F" (failure). Each semester the Registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. The midterm grade is an advisory grade and is not a permanent part of a student's academic history. It will not be used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

Rationale:

Simplification of language and reflection of current practices were the impetus for these revisions.

Undergraduate Course Attendance Policy

REVISION:

The university expects all students to attend class.

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.
2. Each policy must define some limited level of allowable absence.
3. Each policy must recognize students' need to miss class because of illness or personal emergency.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed prior to adding the class.

(Revised & approved 12/8/2009)

ORIGINAL:

The university expects all students to attend class.

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the Semester Course Syllabus.
2. Each policy must recognize students' need to miss class because of illness or personal emergency.
3. Each policy must define some limited level of allowable absence, normally at least a number of clock hours equal to course credits.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed prior to adding the class.

Rationale for Changes:

The policy continues to define that there should be acceptable absences, which should be made explicit to students. The changes made reflect the fact that IUP now has many times, other than the traditional semester, during which formal courses may occur. Similarly, the number of acceptable absences and types of reasons are varied and may be determined by course length, format and for other reasons.

Senate Submission from Academic Committee for Honorary Degree



Glenn Cannon

In the aftermath of Hurricane Katrina, when FEMA's shortcomings made international headlines, the agency turned to Glenn Cannon '71—as a key member of an exclusively short list of this nation's most highly trained and experienced management leaders—to build a new FEMA. As director of FEMA's disaster operations, Cannon wasn't just responsible for coordinating the development and execution of interagency plans, policies, and procedures and for overseeing response operations in Presidential disaster and emergency declarations and other incidents of national significance. He was also charged

with getting FEMA back on its feet.

Now, as a senior vice president for Hillard Heintze, Cannon is helping the firm's clients bring best practices to all phases of their emergency preparedness efforts.

Cannon was chosen for this strategic position, because his credentials are impeccable – not just as a national expert in emergency preparedness and response but also as a pragmatic business leader, advisor, and team-builder with a hands-on understanding about how to contain costs, improve processes, raise internal awareness, foster collaboration across multiple stakeholder groups, and craft innovative solutions that advance strategic organizational objectives. Cannon is also an expert in the field of technical and physical security.

Prior to his leadership role at FEMA, Cannon served as the chief operating officer of Allegheny County from 1996 to 2001. In this role, he was responsible for the day-to-day operations of 7,800 employees, a billion-dollar budget, and services for 1.4 million residents. Cannon streamlined forty-one departments into six, reduced operating costs by \$218 million, directed the development of the countywide 911 system, and successfully negotiated the county's labor agreements with eighteen unions.

Cannon served as the director of the Allegheny County Emergency Management and Public Safety Departments and the director of the Division of the State Fire Marshall in Florida. He also served in a number of leadership roles in the City of Pittsburgh, including as director of the Department of Public Safety, where he enhanced the city's fire, law enforcement, public safety, and EMS capabilities.

Cannon holds a master's degree in Public Management from Carnegie Mellon University and a law degree from Duquesne University. Highly active as a member of many public and private boards, Cannon is frequently called upon to brief Congress on key emergency planning and response matters, has been a prolific public speaker for decades, and is an author or coauthor of publications on topics ranging from critical issues in emergency planning and response to best practices in establishing public/private partnerships.

An alumnus of IUP's College of Education and Educational Technology, Cannon began his public service career as a student in 1966 with the Citizen's Ambulance Service in Indiana and later fought his first fire with the town's volunteer fire department before becoming a member of the Monroeville Fire Department.

Cannon served as master of ceremonies of IUP's first Legacy Gala. He received IUP's Distinguished Alumni Award in 1985 and served as a member of the IUP Alumni Association Board of Directors. He and his wife, Cathie, are the parents of two sons, Glenn and Grant. They have two grandchildren.