

UNIVERSITY SENATE AGENDA

EBERLY AUDITORIUM

Sept 15, 2009
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes of the meeting of April 28, 2009
- B. Approval of current agenda items and order

Election

- A. Election of Senate Secretary
- B. Election of Vice Chairperson

Reports and Announcements

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

Standing Committee Reports

- A. Rules Committee
- B. University-Wide Undergraduate Curriculum Committee
- C. University-Wide Graduate Committee
- D. University Development and Finance Committee
- E. Student Affairs Committee
- F. Academic Committee
- G. Awards Committee
- H. Noncredit Committee
- I. Library and Educational Services Committee
- J. Research Committee

Chairperson

Korns
Sechrist / Hannibal
Piper/Baumer
Domaracki
Rieg
Dugan/Novels
Ritchey
O'Neil
Jozefowicz
Sciulli

Appendix

A
B
B

Page(s)

2-13
14-18
19

Senate Representative Reports

- A. University Planning Council
- B. Presidential Athletic Advisory Committee
- C. Academic Computing Policy Advisory Committee

Representative

Wright
Domaracki
Chiarulli

New Business

Adjournment

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

FOR ACTION:

1. Department of English--Program Revision

Current Program:

Bachelor of Arts—English/Pre-Law Track

Liberal Studies: As outlined in Liberal Studies 53

section with the following specifications:

Humanities Literature: ENGL 122

Mathematics: 3cr

Liberal Studies Electives: 9cr, no courses with ENGL prefix

College:

Foreign Language Intermediate Level (1)

Major:

Required Courses:

Two courses chosen from literary survey courses:

ENGL 210, 211, 212, 213, 226

One writing course chosen from: ENGL 220, 221, 222

One language course chosen from ENGL 203, 313, 328

Capstone course: ENGL 484

One English Studies/Pre-Law required course: ENGL 265

Controlled Electives: (2, 3)

Two courses in persuasion:

ENGL 313 and either ENGL 321 or 310

One writing course chosen from: ENGL 220, 221, 222, 325, 326, 327, 422

One course focusing on language, cultural power, and interpretation, chosen from ENGL 308, 336, 344, 348, 350, 385, 396, 466

Two courses with ENGL prefix except ENGL 100, 101, 121, or 202

Other Requirements: Pre-Law Interdisciplinary Track

Seven courses, including at least one from each of six areas:

Business: ACCT 201, ACCT 202, BLAW 235

Criminology: CRIM 210, 215, 255

Economics: ECON 121, 122, 332

History: HIST 320, 321, 346

Philosophy: PHIL 101, 110, 222, 450

Political Science: PLSC 358, 359, 361

Free Electives:

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

Proposed Program:

Bachelor of Arts—English/Pre-Law Track

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section with the following specifications:

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One language course chosen from ENGL 203, 313, 328

Capstone course: ENGL 484

One English Studies/Pre-Law required course: ENGL 265

Controlled Electives in English Studies/Pre-Law: (2)

Two courses in persuasion:

ENGL 313 and either ENGL 321 or 310

One writing course chosen from: ENGL 220, 221, 222, 325, 326, 327, 422

One course focusing on language, cultural power, and interpretation, chosen from ENGL 308, 336, 344, 348, 350, 385, 396, 466

Two courses with ENGL prefix except ENGL 100, 101, 121, or 202

Other Requirements: Pre-Law Interdisciplinary Track

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History: HIST 320, 321, 346

Philosophy: PHIL 101, 110, 222, 450

Political Science: PLSC 358, 359, 361

Free Electives:

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

Rationale:When the English Pre-Law program was approved in April there was a minor error in the footnotes.

2. Department of Communications Media—New Course

COMM 151 Basic Lighting for Still and Motion Imagery

1c-01-1cr

Examines the basic technical and design aspects of artificial and natural lighting in capturing still and motion imagery. This course emphasizes mastery of the terminology and simulation of lighting concepts and conditions through virtual lighting software.

Rationale:The course is designed specifically for Communications Media majors. It is designed to fill two gaps in the Communications Media program. First, the proposed course provides training in lighting design for a variety of broadcast and photographic applications, which are introduced in COMM 150 but are not covered in-depth in the program. Second, due to the design of the Communications Media program, students complete the required coursework with one credit remaining. To make up for this one credit, students must either take a 3 credit course or a 1 credit practicum. Because practicums are in short supply and require a relatively high GPA, most students are required to take the 3 credit course. This course would allow another 1 credit option for degree completion.

3. Department of Technology Support and Training—Course Revision Correction

Current Catalog Description:

BTED 370 Technology Applications for Education

3c-01-3cr

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students' e-portfolios.

Proposed Catalog Description:

BTED 470 Technology Applications for Education

3c-01-3cr

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students' e-portfolios as well as their work sample.

Rationale:The current course number for this course is 370 it was incorrectly listed in the April 28th minutes as 470.

4. Department of Safety Sciences—Course Revision Correction

Current Catalog Description:

SAFE 461 Air Pollution

Prerequisites: SAFE 301 or consent

3c-01-3cr

Focuses on major aspects of the air pollution problem. Includes sources of pollution, evaluation and engineering of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Particular emphasis on information that is practical for the safety management, industrial health, or environmental health professional.

Proposed Catalog Description:

SAFE 461 Air Pollution

3c-01-3cr

Prerequisite: SAFE 410 or permission

Focuses on major aspects of the air pollution problem. Includes sources of pollution, evaluation and engineering of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Particular emphasis on information that is practical for the safety management, industrial health, or environmental health professional.

Rationale: The current course number was incorrectly listed in the April 28th minutes as 401 it should have been 461.

5. Liberal Studies Committee

Dr. Wanda Calvert was granted a one-time approval to teach LBST 499 Childhood in America for the fall semester only.

Dr. Michele Sobolak was granted a one-time approval to teach LBST 499 Values and Education in an American Pluralistic Society for the fall semester only.

6. Department of Professional Studies in Education and Department of Special Education and Clinical Services—New Courses, Course Revisions, Program Revision, and Program Catalog Description Change

a. New Courses:

i. ECED 117 Family, Community, and School Relationships in a Diverse Society 2c-01-2cr

Develops a strong understanding and deep appreciation of the diversity among families, communities, and school cultures in the United States. Students will gain the ability to locate and develop curricular materials and teaching strategies appropriate to this country's diversity.

ii. ECED 250 Language Development

3c-01-3cr

Prerequisite: ECED/EDEX major. Admission to Teacher Education Step 1

Acquaints students with the process of children's language acquisition and development through expressive skills and language comprehension. Observation, documentation, and assessment of language development across the areas of listening, speaking, writing, drawing and reading will be explored from both a theoretical and practical perspective.

iii. ECED 351 Literacy for the Emergent Reader-PreK-Grade 1 Learners

3c-01-3cr

Prerequisite: ECED/EDEX major, Admission to Step 1 of Teacher Education

Provides early childhood teachers with various strategies, techniques, and materials related to developing early literacy in children. Current research and practical applications will be interwoven into this course to ensure a systematic coverage of the most recent methods and best practices. Focuses on the development of speaking, listening, reading, and writing skills for pre-K to grade 1 learners.

iv. ECSP 340 Introduction to Classroom and Behavior Management

3c-01-3cr

Prerequisites: ECED/EDEX major, Admission to Teacher Education Step 1

Presents an overview of classroom organization and management, and systematic behavior change techniques required for effective teaching and enhanced student learning for all children in Pre-K through Grades 4 and students identified with special needs or at-risk through Grade 8. The research-based classroom management and behavioral techniques can be used to create a positive learning environment for all students in an inclusive setting.

v. ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners

2c-01-2cr

Prerequisite: ECED/EDEX major, Successful completion of Step 1 of the Three Step Process, Admission to Step 2 of the 3 step process, Concurrent enrollment in EDUC 461, EDUC 471

Designed to provide support in a teacher candidate's ongoing professional development. Emphasizes guidelines for professional etiquette, ethical behavior, professional practice, and effective interpersonal relations with teachers, paraprofessionals, school and agency personnel, parents, and students. Facilitates work in engaging in informed advocacy efforts on behalf of children and the profession and examining the theoretical and research base for classroom practices.

vi. EDUC 461 Student Teaching

5c-01-5cr

Prerequisite: Admission to student teaching, successful completion of Step 2 of Teacher Education 3 step process

An experience in teaching students with special needs at the PreK to Grade 8 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

vii. EDUC 471 Student Teaching

5c -01-5cr

Prerequisite: Admission to student teaching, successful completion of Step 2 of Teacher Education 3 step process

An experience in teaching students with special needs at the preK to Grade 8 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

Rationale: These courses are designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major. They are being proposed as part of the Early Childhood Education/Special Education program revision. They are required courses.

b. Course Revisions, Catalog Description Changes, Course Title Change, and Course Prefix Change:

i. Course Revision and Catalog Description Change:

Current Catalog Description:

ECED 200 Introduction to Early Childhood Education

3c-01-3cr

Prerequisite: Admission to the Early Childhood Education/PreK-Grade 6 Program

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. Emphasizes appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them. Five hours of service learning are required.

Proposed Catalog Description:

ECED 200 Introduction to Early Childhood Education

3c-01-3cr

Prerequisite: ECED/EDEX majors only.

Designed to introduce prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them.

Rationale: The proposed revision of ECED 200 is taking place to address the demands of the proposed program revision in Professional Studies in Education. The current ECED/ PreK to Grade 6 program is being revised to address the new certification standards mandate from PDE. This brings the focus of the certification to PreK to Grade 4. The revised ECED 200 will focus more narrowly on this age group in response to the state mandated certification changes.

ii. Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change

Current Catalog Description:

ELED 221 Children's Literature

3c-01-3cr

Acquisition of a wide acquaintance with children's literature, old and new. Poetry selections, annotated stories, and bibliographies will be assembled. Ways and means to develop, stimulate, and guide children's reading of literature presented. Principles and techniques of successful storytelling are studied and practiced.

Proposed Catalog Description:

ECED 221 Literature for the Young Child and Adolescent

3c-01-3cr

Prerequisite: ECED/EDEX major, Admission to Teacher Education Step 1

Provides a survey of literature for children from preschool to adolescence. Selection and evaluation criteria for various genres, including visual and literary elements, are the foundation of this course.

Emphasis will also be placed on multicultural literature and literature for diverse learners. The course will stress motivational approaches for encouraging children's engagement with and response to literature.

Rationale: ECED 221 is being revised to reflect a change in instructional audience for students seeking ELED certification to students seeking ECED/EDEX certification. The prefix, catalog description, and attendant instructional activities have been revised to reflect this instructional audience.

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

Current Catalog Description:

ECED 280 Maximizing Learning

3c-01-3cr

Prerequisite: Admission to Early Childhood Education/PreK-Grade 6 Program

Furtheres an understanding of the organization and management of functional learning environments and the use of curriculum development principles and strategies to design, implement, and evaluate educationally sound and developmentally effective learning experiences for young children.

Proposed Catalog Description:

ECED 280 Maximizing Learning: Engaging All Pre-K to Grade 4 Learners 3c-01-3cr

Prerequisite: ECED/EDEX major, Admission to Teacher education Step 1

Examine competencies specific to the science of teaching, the organization and management of functional learning environments, and the design, implementation, and evaluation of developmentally appropriate learning experiences. Areas explored include models of teaching, lesson and unit planning, and creating a classroom environment that is conducive to learning.

Rationale: This proposed course revision is needed to comply with the mandated certification guideline changes from the Pennsylvania Department of Education. The PDE content standards for the new PreK to Grade 4 certificate require increased focus on Social Studies materials as well as increased attention to pedagogy that is specific to PreK to Grade 4 learners. With the proposed revision of this course, and the creation of ECED 411 (syllabus included in this proposal) both of these areas can be more fully explored for students preparing to teach in inclusive PreK to Grade 4 settings.

iv. Course Revision, Course Title Change, and Catalog Description:

Current Catalog Description:

ECED 310 Science and Health in the Literacy-based Early Childhood Curriculum 3c-01-3cr

Prerequisite: Admission to the Early Childhood Education/PreK-Grade 6 Program

Emphasizes the need for high-quality, meaningful science and health experiences in early childhood, across a developmental curriculum. Teaches how to provide young children with unique opportunities to explore phenomena, use skills of scientific inquiry, cultivate scientific dispositions, and build a foundation for understanding core scientific and health concepts.

Proposed Catalog Description:

ECED 310 Science, Health and Safety for All Pre-K/Grade-4 Learners

3cr-0-3cr

Prerequisite: ECED/EDEX major, Admission to Step 1

Examine strategies for teaching science and health concepts, design lessons that integrate science, health, and safety; and learn how to become role models for children. Students will develop knowledge of how to

design lessons with appropriate content and methods for young children.

Rationale: This course is being revised to reflect an increased focus on the content of Science, Health, and Safety and the shift of the focus on literacy to other courses within the program. The catalog description reflects this shift. The PDE and NAEYC program standards require increased content in the specific areas of Science, Health, and Safety, and the proposed program contains other courses (notably ECED 221, 351, 451, and EDEX 425) which focus specifically on the literacy development of the PreK to Grade 4 learner. The objectives, activities, and attached bibliography reflect the proposed revision's intent to more specifically serve program outcomes related to Science, Health, and Safety in this course.

v. Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change

Current Catalog Description:

ELED 411 Teaching of Social Studies

3c-01-3cr

An overview of social studies in elementary school. Includes study of objectives, trends, areas of content, patterns and principles of organization, and techniques of teaching. Variety of learning experiences and materials used and evaluated.

Proposed Catalog Description:

ECED 411 Social Studies for All PreK to Grade 4 Learners

3c-01-3cr

Prerequisites: ECED/EDEX major, Admission to Teacher Education Step 1

Presents an overview of social concepts related to geography, history, economics, civics and government, and citizenship. Prepares teacher candidates to offer classroom instruction to all PreK to grade 4 learners which builds civic competence and enables students to use skills of collaboration, decision making, and problem solving.

Rationale: This course is proposed to address the Social Studies content standards from NAEYC and PDE. The former ECED 280 previously addressed social studies content, but its new proposed iteration has removed that content moving it specifically into this newly revised course, ECED 411

vi. Course Revision, Course Title Change, and Catalog Description Change:

Current Catalog Description:

ECED 451 Teaching Primary Reading

3c-01-3cr

A methods course to assist in developing the reading abilities of young children. Deals with instructional issues related to teaching reading and introduces students to varying reading and pre-reading processes which are effective with young children. Also emphasizes diagnostic and assessment strategies for teaching reading.

Proposed Catalog Description:

ECED 451 Literacy for the Developing Reader Grades 2-4 Learners

3c-01-3cr

Prerequisite: ECED/EDEX major, Admission to Teacher Education Step 1

Provides pre-service teachers with theoretical context, as well as various strategies, techniques, and

materials related to teaching literacy skills, developing positive dispositions toward literacy, and fostering supportive environments for literacy development. Instructional issues, specifically related to teaching reading to young children, children with disabilities, and English language learners will be investigated. Contemporary research on theoretical perspectives and best practices, as well as practical application, will be interwoven into this course to ensure a balanced approach to the most effective instructional practices.

Rationale: The course title, catalog description, course outcomes, and attendant instructional activities within the courses have been revised to reflect a greater focus on the developing literacy skills and needs of grade 2- 4 learners.

vii. Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change

Current Catalog Description:

EDEX 112 Typical and Atypical Growth and Development **3c-0l-3cr**

Prerequisites: EDEX 111, PSYC 101

Presents foundations of human growth from conception, including basic embryogenesis, up to but not including adolescence. Considers the biological, cultural, educational, and parenting influences that shape the child, as well as selective examples of normal and deviant physical and intellectual development.

Proposed Catalog Description:

ECSP 112 Growth and Development: Typical and Atypical **3c-0l-3cr**

Prerequisite: EDEX 111 and PSYC 101

Presents the foundations, theories, and research findings research on human growth from conception, including basic embryogenesis, up to early adolescence. Examines various aspects of child development with an emphasis on biological, cultural, educational, and parental influences that shape children, as well as selective examples of typical and atypical cognitive, physical, and social-emotional development.

Rationale: This course is proposed to address the child development content standards from NAEYC, CEC, and PDE.

viii. Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change

Current Catalog Description:

ECED 314 Creative Experiences to Enhance Literacy Acquisition **3c-0l-3cr**

Prerequisite: Admission to the Early Childhood Education/PreK-Grade 6 Program

Provides the knowledge and skills necessary to incorporate creative music, art, movement, and play activities into the comprehensive early childhood curriculum. Integration of creative experiences designed to enhance literacy acquisition will be emphasized, as well as the historical, theoretical, and research base for the integration of creative experiences into the curriculum. Students engage in supervised field experiences during which they will engage preschool students in literacy-focused creative experiences. Eight hours of service learning focusing on early literacy acquisition are required.

Proposed Catalog Description:

ECSP 314 Creative Experiences and Play for All Pre-K to Grade 4 Learners

3cr-01-3cr

Prerequisites: ECED/EDEX major

Provides teacher candidates with the knowledge and skills necessary to incorporate creative music, art, drama, movement and play activities into a comprehensive early childhood inclusive curriculum. Integration of creative experiences and play designed to enhance and encourage the development of all Pre-K to Grade 4 learners will be emphasized, as will the historical, theoretical and research base for the integration of play and creative experiences into a fully inclusive classroom.

Rationale: This course is being revised to include more focus on the developmental importance of play in compliance with the PDE guidelines for the Pre-K to Grade 4 certification program.

c. Program Catalog Description Change:

Proposed Catalog Description:

This program is designed to assist students in becoming highly qualified, competent and effective teachers of all learners in grades Pre-K through Grade 4. The program has an emphasis on best practices in both early childhood education and special education. Students in this program will meet the academic requirements for Pennsylvania certification in both Pre-K to Grade 4 as well as Special Education Pre-K to Grade 8. This program, combining coursework in both early childhood education and special education with extensive field experiences, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand all children's cognitive, social, emotional, and physical development. Field experiences will take place in a variety of settings encompassing diverse learning needs as well as learners in birth to grade 3 classrooms, preschool classrooms, K-1 classrooms, and classrooms in grades 2-4. Admission to this program requires entering students to meet the guidelines for admission to the College of Education. Additionally, students must achieve a 3.0 gpa to apply for Step 1 of the Teacher Education process, enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.

d. Program Revision:

[illegible]

Total Degree Requirements:	120	Total Degree Requirements:	135
(*) 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) A 3.0 cumulative GPA is required to register for major courses.		(*) See requirements leading to teacher certification, titled "Three-Step Process for Teacher Education" in the College of Education and Educational Technology section of this catalog. (1) HIST 195 will be replaced by HIST 196 which will satisfy the PDE requirement once HIST 196 is approved. (2) A 3.0 cumulative GPA is required to register for major courses.	

Rationale: The program revision is a response to the Pennsylvania Department of Education's mandate for realignment of certification. Replacing the traditional Grade K-6 certification and Early Childhood Certification with a PreK to Grade 4 Certification demands a preparation program that is focused on content knowledge and pedagogy related to the diverse needs of young learners. To respond to the demands of school districts for special educators and to meet the demands for highly qualified teachers under the No Child Left Behind and PDE requirements for Highly Qualified content area certifications, a combined program utilizing a revision of the current ECED (ECP6 program) with Special Education Pre-K to Grade 8 Certification is proposed.

The Pennsylvania Department of Education has set forth competencies related to content and pedagogy that have been used as the foundation for the revision of existing courses and the creation of new courses within the proposal. An additional 15 credits have been added to the proposed program to meet the competencies mandated for English Language Learners, as well as the competencies required to earn the Special Education certification, and the competencies required for the PreK to Grade 4 Certification.

The Pennsylvania Legislature and Pennsylvania Department of Education have mandated that the existing certification configuration (K-6) must change to PreK- Grade 4 by January 1, 2013. Additionally, PDE has mandated that certification in Special Education (offered by IUP's EDEX Department) can no longer be offered as a freestanding certification, but instead, must be offered as a dual certificate with another disciplinary area. In order to comply with both of these mandates, and to prepare teacher candidates who are well-prepared to teach all learners in the Commonwealth's PreK to Grade 4 classrooms, the PSE Department in collaboration with the EDEX Department is proposing this revised program to meet the PreK –Grade 4 Certification guidelines. The restructured program would lead to a B.S. Degree in Early Childhood Education / Special Education with eligibility for certification in both Pre-K to Grade 4 and Special Education PreK to Grade 8.

Previously, PASSHE schools have been held to a 120 credit limit. However, this limit has been lifted as PASSHE schools strive to address all of the standards set forth by PDE in its new program guidelines. While the proposed program includes 15 additional credits, the proposed program is designed to meet the academic requirements necessary for both the Pre-K to Grade 4 certification and the Special Education certification, while maintaining the current IUP Liberal Studies requirements. The proposed program revision uses as its basis the IUP Early Childhood through Grade 6 (ECP6) which was approved in 2003. The program parallels the goals of NAEYC and PDE as it emphasizes the critical role of literacy, the understanding of developmental theory, and the role of assessment and evaluation in the preparation of highly qualified, competent teacher candidates. By providing a blended program that offers two certifications to teacher candidates, IUP will help PA meet the increasing need for teachers who can teach all learners within the classroom. The new PDE program standards require "deep knowledge and expertise" which the two departments proposing the revision are well-positioned to offer.

This newly restructured program will apply to students enrolling in Fall 2009, and possibly, to students other students who might currently be enrolled at IUP who have not yet met the criteria for admission to the teacher certification program. Critical academic advisement will be necessary so that all students enrolled in currently

existing programs will complete their program requirements by August 31, 2013. Failure to do so will result in the need for students to take additional classes in order to be considered eligible for the new certificate which will become effective on January 1, 2013.

APPENDIX B
University-Wide Graduate Curriculum Committee
Chair Piper

FOR ACTION

1. New and Revised Courses

Department: Technology Support and Training

Program: M.Ed. in Business/Workforce Development

Start Date: Fall 2009

1. Course Revision/Course Number Change: BTED 694 Clinical Studies in Business Education

Old Catalog Description:

BTED 694 Clinical Studies in Business Education 3 cr.

Examines the historical and philosophical perspectives of business and technology education. Includes observations of classes at the secondary, community college, and industry training levels. Interviews of staff in educational settings will be included to provide in-depth information on trends in business and technology education.

New Catalog Description:

BTED 690 Clinical Studies in Business Education 3 cr.

Examines the historical and philosophical perspectives of business and technology education. Includes observations of classes at the secondary, community college, and industry training levels. Interviews of staff in educational settings will be included to provide in-depth information on trends in business and technology education.

Rationale:

BTED 694 is the graduate clinical field experience; BTED 693 is the graduate methods course. Graduate students have been confused because advisement is to take the field experience before the methods course. Therefore, the logical number sequence should be BTED 690, Clinical Studies in Business Education, and the BTED 693, Seminar in Teaching Business Subjects.

2. New Course/Dual-level listing: BTST 442/542 Training Methods in Business and Information Technology Support

Catalog Description:

BTST 442/542 Training Methods in Business and Information Technology Support

Includes the application of theories of adult learning to planning, delivering, and evaluating training for education and information technology. Major emphasis is placed on the planning of instruction; classroom management; evaluation and follow-up methods; and evaluation of training strategies.

Rationale:

One of the criticisms offered by graduate students was that the specialization in Workforce Development needed more courses in training and development in the areas of business and information technology. In the current program, students only take one course. This dual-listed course is being proposed to meet the needs of not only graduate students but also undergraduates.

3. Course name change: BTST 642 Training and Development in Business/Workforce Development

Old Catalog Description:

BTST 642 Training and Development in Business/Workforce Development 3 cr.

Office systems occupations are analyzed and teaching strategies are developed for training in high-technology settings. Development of unit plans, lesson plans, and classroom management strategies is included on topics such as computer literacy, desktop publishing, and telecommunications.

New Catalog Description:

BTST 642 Training with Technology 3 cr.

Occupations are analyzed, needs are assessed and strategies are developed for designing training in high technology settings. In depth discovery and use of training technologies will be experienced. Development of course objectives, training outlines, and use of cutting-edge technological delivery techniques will be addressed.

Prerequisite: BTST 542

Rationale:

One of the criticisms offered by graduate students was that the specialization in Workforce Development needed more courses in training and development in the areas of business and information technology. In the current program, students only take one course. BTST 642 Training and Development in Business/Workforce Development, the current graduate course, is being revised to include a name change, catalog description change, and course content changes to fit as the second course to BTST 311/511. Thus graduate student in the Workforce Development specialization track will have two courses in training and development.

4. Course name/description change: VOED 600 Curriculum Development and Vocational Education

Old Catalog Description:

VOED 600 Curriculum Development and Vocational Education 3 cr.

Emphasis is on processes for making curriculum decisions and guiding others in developing and updating curriculum for vocational education. Current occupational standards and societal needs, as well as state and federal regulation governing vocational education, are used as a basis for curriculum decisions.

New Catalog Description:

BTED/VOED 600 Curriculum Development in Career and Technical Education 3 cr.

Emphasis is on processes for making curriculum decisions and guiding others in developing and updating curriculum for career and technical education. Current occupational standards and societal needs, as well as state and federal regulations governing career and technical education, are used as a basis for curriculum decisions.

Rationale:

Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

5. Course name/description change: VOED 601 Curriculum and Instructional Leadership in Vocational Education

Old Catalog Description:

VOED 601 Curriculum and Instructional Leadership in Vocational Education 3 cr.

Curriculum management skills are developed and utilized to plan and organize vocational curriculum. Focus is on practical curriculum decisions when they involve guiding other staff in curriculum development for vocational education.

New Catalog Description:

BTED/VOED 601 Curriculum and Instructional Leadership in Career and Technical Education 3 cr.

Curriculum management skills are developed and utilized to plan and organize career and technical educational curriculum. Focus is on practical curriculum decisions when they involve guiding other staff in curriculum development for career and technical education.

Rationale:

Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

6. Course name/description change: VOED 602 Conference Leadership and Communication Methods in Vocational Education

Old Catalog Description:

VOED 602 Conference Leadership & Communication Methods in Vocational Education

3 cr.

Basic concepts in supervision of vocational programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual vocational school situation supplemented by seminars.

New Catalog Description:

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

3 cr.

Basic concepts in supervision of career and technical education programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual career and technical school situation supplemented by seminars.

Rationale:

Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

7. Course name/description change: VOED 603 Management of Instruction for Vocational Education

Old Catalog Description:

VOED 603 Management of Instruction for Vocational Education

3 cr.

Classroom instructional tasks performed by the vocational educator are studies, including procedures, materials, and learning and instructional styles. Emphasis is on leadership strategies and processes to guide and assist other vocational instructors. Skills are developed in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

New Catalog Description:

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

Classroom instructional tasks performed by the career and technical educator are studies, including procedures, materials, and learning and instructional styles. Emphasis is on leadership strategies and processes to guide and assist other career and technical instructors. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

Rationale:

Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

8. Course name/description change: VOED 604 Curriculum Supervision in Vocational Education

Old Catalog Description:

VOED 604 Curriculum Supervision in Vocational Education

3 cr.

Emphasizes skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student identifies areas that need enhancement in vocational settings. Skills are developed in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

New Catalog Description:

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

Emphasizes skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student identifies areas that need enhancement in career and technical education settings. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

9. Course name/description change: VOED 605 Policy Administration

Old Catalog Description:

VOED 605 Policy Administration 3 cr.

Develops skills to communicate vocational school policies and activities effectively with staff, students, and community. Includes study of student recruitment for vocational programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

New Catalog Description:

BTED/VOED 605 Policy Administration 3 cr.

Develops skills to communicate career and technical school policies and activities effectively with staff, students, and community. Includes study of student recruitment for career and technical programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

10. New Course: BTED/VOED 606 Leadership for Career and Technical Educators

Catalog Description:

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

Provides a broad overview of educational leadership in secondary public school settings, including leadership styles; staff selection, evaluation, and supervision; and team building. Also includes principles of curriculum development, instructional scheduling, and instructional technology, teaching skills, and learning theories.

Rationale:

The Pennsylvania Department of Education and the Bureau of Career and Technical Education have a series of competencies/standards for career and technical students enrolled in the supervisor and/or director programs. Competencies/standards include the necessary leadership knowledge and skills necessary to supervise or direct career and technical education.

11. New Course: BTED/VOED 607 Organizations and Structure for Career and Technical Education

Catalog Description:

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

Provides a broad overview of current issues faced by school and district leaders, including the need to effectively communicate with parents, staff, students, community leaders, and community members from diverse backgrounds. Also includes principles of schools as organizations, the nature of administrative work, leadership and the change process, and current issues facing schools.

Rationale:

The Pennsylvania Department of Education and the Bureau of Career and Technical Education have a series of competencies/standards for career and technical students enrolled in the supervisor and/or director programs. Competencies/standards include the necessary leadership knowledge and skills necessary to supervise or direct career and technical education.

12. New Course: BTED/VOED 608 Legal and Legislative Issues in Career and Technical Education

Catalog Description:

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

Provides an understanding of the current legal and legislative issues that exist in the implementation of career and technical education.

Rationale:

The Pennsylvania Department of Education and the Bureau of Career and Technical Education have a series of competencies/standards for career and technical students enrolled in the supervisor and/or director programs. Competencies/standards include the necessary knowledge and skills of the current and legislative issues that exist in the implementation of career and technical education.

APPENDIX C
University Senate Research Committee
Chair Sciulli

The committee met on April 28, 2009.

The committee awarded \$22,815 in Small Grants to the following individuals:

- Kristy Chunta
- Kimberly Desmond
- Susan Glor-Scheib
- Eun Jin Hwang
- Vida Irani
- Brian Jones
- Rick Kemp
- Becky Knickelbein
- Werner Lippert
- William McPherson
- Joann Migyanka
- Elizabeth Palmer
- Gloria Park
- Daniel Perlongo
- GianPagnucci
- Edel Reilly
- Teresa Shellenbarger
- Kenneth Sherwood
- Susan Wheatley