UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM
April 19, 2011
3:30 – 5:00 p.m.

Approval of Order				
A.	Approval of minutes of the meeting of March 22, 2011			
B.	Approval of current agenda items and order			
Reports and Announcements				
A.	President Werner			
B.	Provost Intemann			
C.	Chairperson Broad			
D.	Vice Chairperson Longacre			
Standing Committee Reports		**Chairperson**	**Appendix**	**Page(s)**
A.	Rules Committee	Korns	A	2-5
B.	University-Wide Undergraduate Curriculum Committee	Sechrist/McCombie	B	6-31
C.	University-Wide Graduate Committee	Piper/Baumer	C	32-50
D.	Student Affairs Committee	Colen	D	51-52
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F.	Academic Affairs Committee	Dugan/Perdue	F	60-61
G.	Awards Committee	Wisnieski		
H.	Noncredit Committee	Pike		
I.	Library and Educational Services Committee	Jozefowicz	G	62-90
J.	Research Committee	Bonach	H	91
Senate Representative Reports		**Representative**		
A.	University Planning Council	Reilly		
B.	Presidential Athletic Advisory Council	Hinrichsen		
C.	Academic Computing Policy Advisory Committee	McGowan		
D.	University Budget Advisory Committee	Radell	I	
New Business				
Adjournment				

Rules Committee
Chair Korns

CONSTITUTION
(Amended: 4-92/2-93/5-94/4-96/3-01/2-05/2-07)

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UNIVERSITY SENATE CONSTITUTION
Revised 2/2007

PURPOSE

The purpose of the University Senate is to provide a formal means through which the student body, faculty[1], staff, and the administration, working as a unified group, shall have a representative share in the governance of the university. In order to further a sense of university community on all issues of governance, the University Senate shall have a consultative role to the president and Council of Trustees that is designed to empower the University Senate with a significant voice in the governance of the university.

The University Senate shall approve all curricular matters before they are implemented. The Association of Pennsylvania State College and University Faculties (APSCUF) has delegated its contractual curricular responsibility to the University-Wide Graduate Committee and the University-Wide Undergraduate Curriculum Committee. At least two-thirds of the membership of each of these committees shall be FACULTY[2]. These committees shall forward curricular proposals to the University Senate for approval. The University Senate shall report simultaneously its proposals to the president of the university and the president of APSCUF. As defined by the Collective Bargaining Agreement, past practice, and meet-and-discuss agreements, APSCUF shall retain its usual prerogatives with respect to curricular matters before they are submitted to the council.

The University Senate can study any issue of university governance and make recommendations to the president and the council. The president and the council, (when possible), shall provide

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[1] The term faculty (as distinguished from FACULTY) is used to represent not only those members of the university staff whose duties are primarily instructional, but also department level administrators, the professional library staff (with the exception of the head librarian, who is classified as an administrator), and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator).

[2] FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

the University Senate with an opportunity to review all policies and make recommendations prior to their implementation.

As a matter of expediency, occasionally it may be necessary for administrative personnel, during the normal exercise of their duties, to initiate or modify policies when there is insufficient time to present such matters to the University Senate for consultation. The initiators of such policies shall immediately give notification of their action to the University Senate chair and the chair of the Rules Committee. If it applies, notification shall also be given to the chair of the Senate committee within whose purview subject policy matters ordinarily fall. Such policies will automatically be included as new business on the agenda of the University Senate meeting immediately following such enactment.

Proposed amendments of the constitution shall be referred to the Rules Committee, which shall report the amendment to the University Senate for action no sooner than the regular monthly meeting immediately following the introduction or first reading of the proposed amendment. If the amendment receives a majority vote of those in attendance at this meeting, then the Rules Committee shall refer the proposed amendment in writing, with printed ballots, to the University Senate where a two-thirds affirmative vote of those voting is necessary for passage.

Nothing relating to the organization and administration of the University Senate shall be construed so as to limit the authority of the council or the president of the university with respect to the administration of the university as prescribed by law. Further, nothing in the constitution or the rules and regulations of the University Senate shall be construed so as to limit the authority of the president of the university to appoint such other councils and committees as deemed necessary to facilitate the efficient administration of the university.

COMPOSITION & ELECTIVE PROCEDURES

The University Senate shall consist of a number of faculty double the number of departments of the university, a voting administrative segment one-third the size of the faculty segment, and a student segment one-half the size of the faculty segment.

The Senate shall also include one Alumni Association representative and four representatives from the staff. Faculty, staff, and administrative members shall be employees in good standing at the time of election or appointment and during terms of service. Students must be enrolled and in good standing at the time of election or appointment and during terms of service.

Faculty is herein defined to include not only those members of the university staff whose duties are primarily instructional, but also department level administrators, the professional library staff (with the exception of the head librarian, who is classified as an administrator), and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator). The faculty of the Armstrong and Punxsutawney campuses also shall be included. FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

For the purposes of University Senate representation, the professional library staff, the managerial staff of the Student Cooperative Association, and the faculty of the Armstrong and Punxsutawney campuses shall be considered as constituting departments.

"Student," as herein used, refers to both the undergraduate and graduate student bodies.

The faculty segment of the University Senate shall consist of one member elected by and from each department of the university, two FACULTY members appointed by the president of APSCUF (one to serve as one of the co-chairs of the University-Wide Undergraduate Curriculum Committee and one to serve as one of the co-chairs of the University-Wide Graduate Committee), twenty-four FACULTY members elected at large for seats on the UWUCC and the UWGC by the FACULTY, and the remainder to be elected at large by and from the FACULTY to make the total at-large faculty segment equal to the number of senators elected by the departments.

The administrative segment shall include the university president (*non-voting senator)* and administrators/managers serving on standing committees by virtue of their offices (ex-officio). At least half of the remaining number shall be elected by and from the administrators/managers, with the remainder to be appointed by the university president.

The student segment shall consist of undergraduate and graduate students in proportion to their FTE enrollment, but no segment shall be less than 20% of the total student contingent. Each delegation shall be elected by its representative student body. Undergraduate students shall be elected under the auspices of the recognized student association as defined in Pennsylvania State Act 1982-188. In both cases, the officiating body shall call for and accept voluntary nominations for election to the University Senate.

The staff segment shall consist of the local AFSCME president and three representatives from the staff as elected from and by the staff.

The Alumni Association representative shall be appointed by the Alumni Executive Board.

Except where constrained by collective bargaining agreements, the Rules Committee shall exercise general jurisdiction over the manner in which elections to the University Senate are conducted, including such matters as determining the eligibility of university employees and students for University Senate membership, and establishing the rules by which elections are to be conducted. Such rules shall include provisions establishing the means by which voluntary nominations for election to the University Senate may be made to the Rules Committee, or whatever group the Rules Committee or the University Senate establishes to function as a nominating agency. The Rules Committee shall also be responsible for conducting such referendums of the various segments of the university as the University Senate shall deem necessary.

Election to the University Senate for the faculty and administrative segment shall be for a two-year term. Students may be elected to the University Senate for a term of not less than one academic year and not more than two academic years. Terms of the alumni and staff representatives shall be as designated by their respective organizations.

Any member of the University Senate properly elected or appointed to a University Senate committee is a voting member of that committee.

Appendix B
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and McCombie

FOR INFORMATION:

1 Distance Learning:

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

- **COMM 150 Aesthetics and Theory of Communications Media**
- **COMM 395 Career Planning in Communications Media**

FOR ACTION:

2 Department of Human Development and Environmental Studies – Correction of Minutes

Incorrect Minor Title: Child and Family Studies

Correct Minor Title: Child Development and Family Relations

Rationale: On page 15 of the December 2010 Senate minutes, the title of the minor was incorrectly listed as Child and Family Studies but should have been Child Development and Family Relations.

3 Social Science – Criteria Revision
Current Approved Criteria Wording:

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

Proposed Criteria Wording:

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

requirements for this category. No course prefix may be used more than once.

Rationale: At the time the original wording was approved on February 23, 2010, there were not going to be Liberal Studies Electives in the Liberal Studies framework. This would have created a problem for majors who take both ECON 121 Principles of Macroeconomics and ECON 122 Principles of Microeconomics. Now that Liberal Studies Electives are in the framework, the Liberal Studies Committee and UWUCC recommend adding this language back to the criteria—it matches the current practice for Liberal Studies Social Science courses.

4 Implementation Date for the New Liberal Studies Curriculum

The UWUCC and LSC voted to support a Fall 2012 implementation of the new Liberal Studies Curriculum for Freshmen. The specifics of the implementation process will be developed by the Implementation Committee, Liberal Studies Committee and UWUCC.

5 Department of Journalism – Course Title Change

Current Course Title: JRNL 348 The Editorial Page

Proposed Course Title: JRNL 348 Opinion Writing

Rationale: The name change reflects several changes in professional and pedagogical practice since this course was created: a. Opinion writing has grown in prevalence and importance in other forms of media, including electronic and digital. b. The course title's association with legacy media, particularly newspapers, may tend to depress enrollments, since prospective students may not associate print media with strong employment opportunities. c. Effects of opinion aired, published or posted in new media represent a growing social concern and a potentially rich field of journalism and mass-communication research inquiry.

6 Communications Media Department – New Courses, Course Revisions, Program Revision, Program Proposal for 50% plus Online Delivery

a Program Proposal for 50% plus Online Delivery

Program Proposal for Online Delivery of at least 50% of the B.S. in Communications Media was approved by the UWUCC.

b New Courses:

i COMM 406 3D Game and Simulation Design and Development   3c-0l-3cr
Prerequisites: Junior standing or instructor permission
Examines the theory and development of 3D digital games and simulations from a Communications Media perspective. Learners will be exposed to topics, such as the logical structure of 3D games and simulations, 3D game technology, and the process of 3D digital game development. Learners will also be exposed to the history and organizational structure of the 3D game industry as well as its theory and history.

ii COMM 448 3D Modeling and Animation for Games and Simulations   3c-0l-3cr
Prerequisites: Junior standing or instructor permission
Examines the basic principles of three-dimensional computer modeling and animation. Learners will be exposed to an overview of the history of computer based animation and the fundamental theories behind digital animation and modeling. They will also receive an introduction to the design and development of three-dimensional computer based models and animation. Topics, e.g., aesthetics as well as modeling, texturing, lighting, animating and rendering, rigid body dynamics and manipulations of meshes through bones will be discussed in this class. Forward and inverse kinematics, object hierarchies and animation techniques including frame based, particle system, and physics-based /algorithmic will be described and applied in this class.

Rationale: A program revision of the BS Communications Media will include these courses among the production course options.

c   Course Changes:

i   Course Number and Catalog Description Change:

Current Catalog Description:

COMM 447 Animation   **3c-0l-3cr**
Prerequisite: COMM 444
Introduces animation techniques and offers practical experience in planning and producing animated sequences. Work with filmograph, cut-out, puppet, and full cel animation. Practice in designing, drawing, tracing, inking, and painting cels; preparation of blackboards; use of cel boards; animation camera and stand; preparation of story boards and cue sheets; integration of visual and sound.

Proposed Catalog Description:

COMM 348 Animation   **3c-0l-3cr**
Prerequisite: COMM 150, any COMM production course or instructor permission
Introduces traditional and digital animation techniques and offers practical experience in planning and producing animated sequences. Includes a history of animation and theories of animation both applied and as a communication medium.
Practice in designing, drawing, modeling, simulating, creating, and texturing animated sequences; preparation of character designs; story boards and cue sheets; integration of visual effects, animation, and sound.

Rationale: The number of this course is being changed to 348 to help sequence this course with complementary new and revised Communications Media courses related to games and animation. The prerequisite of COMM 444 is being removed as that course no longer exists. The modification in the description removes references to specific and now dated technologies. These modifications do not significantly alter the

fundamental course content; they simply recognize the shift to digital technologies.

ii   Course Revision and Catalog Description Change:

Current Catalog Description:

COMM 395 Career Planning in Communications Media   **1c-0l-1cr**
Prerequisite: Minimum 20 COMM credits
Serves as a primary skill-building and strategy-seeking experience for the internship program and later career entry and growth. Extensive writing, research, and individual counseling are involved. Travel may be necessary.

Proposed Catalog Description:

COMM 395 Career Planning in Communications Media   **1c-0l-1cr**
Prerequisites: Communications Media majors only with junior/senior status
Serves as the primary skill-building and strategy-seeking experience for the internship program and later career entry and growth. Extensive writing, research, and individual counseling are involved.

Rationale: The course has been revised to keep pace with changes in the IUP curricular process for distance education course approval and to meet the recommendations from UWUCC. These recommendations included the development of a syllabus of record, revised catalog description, and revised course objectives.

iii   Course Number and Title Change and Catalog Description Change:

Current Catalog Description:

COMM 405 Process of Digital Game Development   **3c-0l-3cr**
Prerequisite: Junior/senior standing or instructor permission
Examines the theory and development of digital games. Topics that will be explored include the logics of gameplay, the process of game development, gaming technology, the psychology of gaming. The history and organization of the gaming industry will also be examined. Students will also create deliverables around a game concept they develop in the process of completing the course.

Proposed Catalog Description:

COMM 306 2D Digital Game Development   **3c-0l-3cr**
Prerequisite: COMM 150, any COMM production course or instructor permission
Examines the theory and development of digital games. Topics that will be explored include the logics of gameplay, the process of game development, gaming technology, and the psychology of gaming. The history and organization of the gaming industry will also be examined. Students will also create deliverables around a game concept they develop in the process of completing the course.

Rationale: The number of this course is being changed to COMM 306 to help sequence this course with complementary new and revised COMM courses related to games and animation. The course title is being changed to indicate that this course will focus exclusively on conventional two-dimensional computer games and to make it distinct from a new course in three-dimensional games that is being proposed. The use of the abbreviation 2D is industry standard. The prerequisite of junior/senior standing is being removed so that students are not restricted from enrolling in this course at an earlier point if they are so prepared. The prerequisite of COMM 150 Aesthetics and Theory of Communications is being added to ensure that students have been exposed to fundamental communications media concepts. The prerequisite of any COMM production course is being added to ensure that students have had some hands-on experience with production and pre-production techniques.

d   Program Revision:

Current Program:

Bachelor of Science–Communications Media

Liberal Studies: As outlined in Liberal Studies section   51
with the following specifications:
Mathematics: 3cr
Social Science: PSYC 101
Liberal Studies electives: 6cr, BTED/COSC/IFMG 101 (to
be taken in the freshman year), no courses with COMM prefix.

Major: 42
Required courses:
COMM 101	Communications Media in American Society	3cr
COMM 150	Aesthetics and Theory of Communications Media	3cr
COMM 395	Career Planning in Communications Media	1cr
COMM 475	Senior Portfolio Presentation	1cr
COMM 493	Internship (summer only)	6, 9, 12cr

Minimum of one course from the following:
COMM 302	Research in Communications Media	3cr
COMM 303	Scriptwriting	3cr
COMM 330	Instructional Design for Training and Development	3cr
COMM 403	Broadcast Newswriting	3cr

Minimum of two courses from the following:
COMM 240	Communications Graphics	3cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 251	Television Production	3cr
COMM 271	Beginning Photography	3cr
COMM 340	Advanced Communication Graphics	3cr
COMM 349	Radio Production	3cr
COMM 351	Advanced Video Production	3cr
COMM 371	Photography II: The Print	3cr
COMM 440	Multimedia Production	3cr
COMM 449	Advanced Audio Recording Techniques	3cr
COMM 451	Broadcast News Process	3cr
COMM 471	Electronic Imaging	3cr

Controlled Electives: 13-19cr
Other COMM elective courses including courses from
the above lists not taken as part of those requirements.

Proposed Program:

Bachelor of Science–Communications Media

Liberal Studies: As outlined in Liberal Studies section   51
with the following specifications:
Mathematics: 3cr
Social Science: PSYC 101
Liberal Studies electives: 6cr, BTED/COSC/IFMG 101 (to
be taken in the freshman year), no courses with COMM prefix.

Major: 42
Required courses:
COMM 101	Communications Media in American Society	3cr
COMM 150	Aesthetics and Theory of Communications Media	3cr
COMM 395	Career Planning in Communications Media	1cr
COMM 475	Senior Portfolio Presentation	1cr
COMM 493	Internship (summer only)	6, 9, 12cr

Minimum of one course from the following:
COMM 302	Research in Communications Media	3cr
COMM 303	Scriptwriting	3cr
COMM 330	Instructional Design for Training and Development	3cr
COMM 403	Broadcast Newswriting	3cr

Minimum of two production courses from the following:
COMM 240	Communications Graphics	3cr
COMM 249	Basic Audio Recording Techniques	3cr
COMM 251	Television Production	3cr
COMM 271	Beginning Photography	3cr
COMM 306	2D Digital Game Development	3cr
COMM 340	Advanced Communication Graphics	3cr
COMM 348	Animation	3cr
COMM 349	Radio Production	3cr
COMM 351	Advanced Video Production	3cr
COMM 371	Photography II: The Print	3cr
COMM 374	Documentary Photography	3cr
COMM 406	3D Game and Simulation Design and Development	3cr
COMM 408	Media Field Studies	3cr
COMM 440	Multimedia Production	3cr
COMM 448	Modeling and Animation for Games and

Other Requirements:	21
Courses outside Communications Media that augment the student's major course of study (advisor approval)	

Free Electives:	6

(#) Total Degree Requirements	120

(#) A maximum of 12cr of COMM 493 can be applied to requirements for graduation.

	Simulations	3cr
COMM 449	Advanced Audio Recording Techniques	3cr
COMM 451	Broadcast News Process	3cr
COMM 471	Electronic Imaging	3cr
Controlled Electives:		13-19cr
Other COMM elective courses including courses from the above lists not taken as part of those requirements.		

Other Requirements:	21
Courses outside Communications Media that augment the student's major course of study (advisor approval)	

Free Electives:	6

(#) Total Degree Requirements	120

(#) A maximum of 12cr of COMM 493 can be applied to requirements for graduation.

Rationale: This program change provides more options for students to fulfill their production course requirement. The addition of the word "production" in the category heading makes it clearer to students that the courses in this list fulfill their production requirement.

7 Department of Management Information Systems and Decision Sciences – Course Number Change

Current Course Number: IFMG 261 Micro Database Systems

Proposed Course Number: IFMG 305 Micro Database Systems

Rationale: Changing the number of this course will allow non-MIS majors in business to take this course as a major elective.

8 Department of Marketing – New Courses and a Course Revision

a New Courses:

i MKTG 443 New Product Design and Branding   3c-01-3cr
Prerequisite: MKTG 320
Discusses the new product design, development, branding and launch process companies use to bring a new concept to market by satisfying customer's unmet needs. It blends the perspectives of marketing, design, and the process of product creation. A step-by-step process from product planning and concept generation to commercialization and product launch planning will be covered.

ii MKTG 444 Green Marketing   3c-0l-3cr
Prerequisite: MKTG 320
Entails a diverse perspective to understanding the impact of human consumption on the environment and development of marketing strategies to improve the human-environment interaction through creation, communication, and delivery of superior value and customer relationship management.

iii   MKTG 445 Social Media Marketing   **3c-0l-3cr**
Prerequisite: MKTG 320 or equivalent
Explores the online marketing activities, practices, and interactions of individuals and organizations using conversational electronic media. Assorted social media interactive networking tools and applications will be examined. Students will study and develop social media marketing programs.

iv   MKTG 446 Marketing Ethics   **3c-0l-3cr**
Prerequisite: MKTG 320
Applies major ethical theories to marketing problems, focuses on resolving dilemmas and vested interests of primary and secondary stakeholders, and addresses ethical issues of importance to marketing managers. Various topics cover ethical issues in relation to strategic planning, marketing research, product, pricing, distribution, and promotion decisions. The course also discusses issues concerning digital ethical marketing, marketing ethics in global context, and managing and leading ethical marketing systems.

Rationale: These courses will serve as controlled electives for students in the BS in Marketing Program. These courses are not intended to be Liberal Studies courses.

b   Course Revision:

Current Catalog Description:

MKTG 433 Advertising   **3c-0l-3cr**
Prerequisite: MKTG 320
An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economic, social, and ethical aspects of advertising are also considered.

Proposed Catalog Description:

MKTG 433 Advertising   **3c-0l-3cr**
Prerequisite: MKTG 320
An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economic, social, and ethical aspects of advertising are also considered.

Rationale: Advertising is extremely important to the Marketing Curriculum and is accordingly a very attractive Marketing elective. Further, it has proved attractive to graduate students who take it as part of their Marketing Concentration in the MBA program. By dual listing the course and offering multiple sections of this course more regularly, we intend to serve the growing needs of both undergraduate and graduate students. The revisions to the course are the addition of the graduate components.

9 Music Department – Program Deletion, Program Revisions, Program Catalog Description Change, New Courses, Course Revisions, Catalog Description and Course Number Changes

a Program Deletion:

B.A.--Music/History and Literature Track will be placed in moratorium and deleted.

Rationale: The Music History/Literature Track is being deleted because of low enrollment, because the degree was essentially impossible to complete in four years, and because the degree did not meet the standards of the National Association of Schools of Music (NASM) for music history degrees. Students could pursue an interest in music history in the revised General Studies Track.

b New Courses:

i   APMU 480 Wind and Percussion Pedagogy   2c-0l-2cr
Prerequisites: completion of six semesters of Applied Music (APMU) at the four credit level; concurrent enrollment with seventh or eighth semester of APMU, or instructor approval
The study of specific techniques of and pedagogical approaches for woodwind, brass, or percussion instruments in both individual and classroom situations.

Rationale: Designed for students pursing the BFA in Music Performance. The primary goal of this course is to provide pedagogical knowledge and skills for music performance majors, thereby providing them a broad range of skills to have a career in the very competitive job market of being a professional musician. This course will be taken simultaneously with the seventh or eighth semester of Applied Music (APMU), which will be reduced to 2 credits as called for in the BFA program revision.

ii MUSC 180 Technology for General Musicianship   2c-1l-2cr
Prerequisites: Music major enrolled in BA or BFA program or permission of instructor
An introduction to the fundamental concepts of music technology including the basics of digital audio sound recording, music notation, MIDI, mixing and sound synthesis, and the construction and use of web pages in a music career.

Rationale: This course will introduce the fundamentals of music technology to the general music student. While some of these technologies could be incorporated in other classes, most cannot or need more emphasis than can be afforded in existing classes.

iii MUSC 220 Music Education Practicum Ensemble   1c-0l-1/0cr
Prerequisites: Students must have completed at least one of the following prior to enrollment: MUSC 151, 155, 157, 159, or 161, or have the consent of the instructor
Provides an opportunity for pre-service music teachers or other interested persons to continue to gain experience in a music ensemble setting either in the role of performer or leader. For music majors, this will be an opportunity for students to gain additional experience playing secondary instruments or singing in a chorus in a low stress

environment. This course is to be taken in tandem with MUSC 333 and/or MUSC 337 wherein students will gain hands-on experience leading ensembles.

Rationale: This course is designed to supplement and be used in tandem with the present music education method courses. Presently, there are courses in secondary instruments including voice and in conducting. This lab setting will put the two discrete areas together in one setting that most closely mirrors a real-life, ensemble teaching situation. This is intended to provide that experience to music education students prior to student teaching.

iv **MUSC 403 Practicum in String Pedagogy**   1c-0l-0-1cr
Prerequisites: FBI, Act 34, and Act 151 clearances, approval of instructor
Practical applications of string methods and string pedagogy techniques for instruction in hands-on teaching experiences in individual and ensemble settings. Emphasis will be on sequential instruction and reflective assessment of teaching techniques and goals.

Rationale: This course fits into the IUP String Project, an outreach string music education program for the Indiana community and a teacher-training program for IUP music students. Since its inception in 2004, the String Project, an official IUP program, has provided a hands-on string instrument teaching experience in individual and ensemble settings. This course will provide a framework in which to incorporate the teacher-training portion of the IUP String Project into the curriculum of the Music Department and will support one of the main missions of the department, that of training future music educators. The course will be open to music students whose primary or secondary instrument is a bowed string instrument. Currently no string pedagogy class or practicum class for string instruction exists in the Music Department curriculum on the undergraduate level. The proposed course is designed for students who have advanced playing skills on string instruments and a basic understanding of string pedagogy and focuses on using these skills to teach beginning through intermediate string students. All IUP students involved in the IUP String Project will be required to take this course for each semester that they are involved.

v   **MUSC 407 String Pedagogy**   2c-0l-2cr
Prerequisites: Instructor approval
The study of specific techniques of and pedagogical approaches for violin, viola, cello, and double bass in both individual and class situations.

Rationale: Designed for music majors whose primary or secondary instrument is a bowed string instrument. The course will fulfill the degree requirements for the B.F.A. in Music Performance. This course will also be the recommended choice for controlled electives for music majors whose primary instrument is a bowed string instrument enrolled in the Bachelor of Science in Education in Music Education degree or in the Bachelor of Arts in Music/General Studies Track. Currently no string pedagogy class for string instrument instruction exists in the Music Department curriculum on the undergraduate level. MUSC 155 Class Strings, does cover string pedagogy topics at the beginning level. The proposed course is designed for students who have advanced

playing skills on string instruments and a basic understanding of string pedagogy and focuses on using these skills to teach beginning through advanced level string students in diverse settings.

c Course Changes:

  i Catalog Description Change

  Current Catalog Description:

  MUSC 111 Theory Skills I   **0c-3l-2cr**
  Develops aural skills through dictation and interpretation of written music by sight-singing. Taken in conjunction with Theory I.

  Proposed Catalog Description:

  MUSC 111 Theory Skills I   **0c-3l-2cr**
  Prerequisite: Music major or instructor permission
  Develops aural skills through dictation and interpretation of written music by sight-singing. Taken in conjunction with Theory I.

  ii Catalog Description Change:

  Current Catalog Description:

  MUSC 115 Theory I   **3c-0l-3cr**
  The study of the harmonic, melodic, and formal devices of the common practice period, from simple diatonic chords through seventh chords.

  Proposed Catalog Description:

  MUSC 115 Theory I   **3c-0l-3cr**
  Prerequisite: Music major or instructor permission
  The study of the harmonic, melodic, and formal devices of the common practice period, from simple diatonic chords through seventh chords.

  iii Catalog Description Change:

  Current Catalog Description:

  MUSC 153 Class Piano I   **1c-1l-1cr**
  For students with no significant background in piano who need to develop functional keyboard skills. Emphasizes harmonizing melodies and playing simple accompaniments.

Proposed Catalog Description:

MUSC 153 Class Piano I   **1c-1l-1cr**
Prerequisite: Music major or instructor permission
For music majors with no significant background in piano who need to develop functional keyboard skills. Emphasizes scales, chord progressions, and sight-reading. Harmonizing melodies and playing simple accompaniments are included in this skill-oriented course.

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

Current Catalog Description:

MUSC 217 Keyboard Harmony I   **1c-1l-1cr**
Prerequisite: MUSC 212, 216, with a grade of C or better or Satisfactory Applied Piano Juries A, B, or C, or equivalent piano preparation upon approval of the instructor. Designed to develop keyboard skills so the student may realize and produce in sound basic harmonic progressions.

Proposed Catalog Description:

MUSC 217 Keyboard Harmony   **3c-0l-3cr**
Prerequisite: MUSC 212, 216, and the equivalent of a "B" Jury, or instructor approval. A keyboard approach to understanding harmony observed during the common practice period. Study through the weekly performance and realization of various exercises will include figured bass, score reading (works for small and large orchestra), playing by ear, and applied theoretical analysis. Projects will include creating a reduced, four-part score from one movement of a large orchestral work and a transcription of one movement from a large orchestral work.

Rationale: The course is being revised to meet the needs of our students in the BA in Music/Theory and Composition Track and to address accreditation issues. Combining two one-credit courses MUSC 217 and 218 into one three-credit course allows students to devote more attention to mastery of a set of very daunting skills. The National Association of Schools of Music has asked us to increase the percentage of credits in music in the BA in Music/Theory and Composition Track.

v   Course Deletion:

MUSC 218 Keyboard Harmony II is to be deleted.

vi   Catalog Description Change:

Current Catalog Description:

MUSC 311 Fundamentals of Conducting   **3c-0l-2cr**

Emphasizes fundamental physical skills of conducting process; various beat patterns are mastered and elementary score reading and interpretation are considered.

Proposed Catalog Description:

MUSC 311 Fundamentals of Conducting   **3c-0l-2cr**
Prerequisite: Music major or instructor permission
Emphasizes fundamental physical skills of conducting process; various beat patterns are mastered and elementary score reading and interpretation are considered.

vii   Course Revision, Course Number and Title Change, and Catalog Description Change:

Current Catalog Description:

MUSC 306 Counterpoint I   **2c-0l-2cr**
Prerequisite: MUSC 216
After study and analysis of the style of sixteenth-century contrapuntal writing, the student does original writing using techniques and devices of period. As time permits, the same approach is made to explore style of seventeenth- and eighteenth-century composers.

Proposed Catalog Description:

MUSC 415 Counterpoint I   **3c-0l-3cr**
Prerequisite: MUSC 216
A study of the contrapuntal style of J.S. Bach and his contemporaries in the late Baroque era, which includes learning the essence of the "species" counterpoint of J. J. Fux and applying it to written exercises based on a given *cantus firmus*, as well as original compositions in the style of Bach. In addition to close study of Bach's *Two-Part Inventions* and of the fugues from the *Well-Tempered Clavier*, students will hear and discuss their exercises and compositions in class so that they may learn from each other.

Rationale: We are revising this course for two reasons. First, we are raising the number of credits from 2 credits to 3 credits. This is necessary because of the workload involved in the course, and because we must increase the percentage of credits in music in the BA in Music/Theory and Composition Track, which we are revising to satisfy the requirements of the National Association of Schools of Music. Second, we are changing the course number to MUSC 415 so that the course may be a dual-level course.

viii   Course Revision, Course Number and Title Change, and Catalog Description Change:

Current Catalog Description:

MUSC 309 Orchestration I   **2c-0l-2cr**
Prerequisite: MUSC 216
All instruments of orchestra are studied from the viewpoint of their contribution to the total sound of ensemble. Ranges and timbres are considered, as well as actual arranging of selected music.

Proposed Catalog Description:

MUSC 417 Orchestration   **3c-0l-3cr**
Prerequisite: MUSC 216
All instruments of orchestra are studied from the viewpoint of their contribution to the total sound of ensemble. Ranges and timbres are considered, as well as actual arranging of selected music.

Rationale: We are revising this course for two reasons. First, we are raising the number of credits from two-to three credits. This is necessary in order to increase the percentage of credits in music in the B.A. in Music/Theory and Composition Track, which we are revising to satisfy the requirements of the national Association of Schools of Music, our accrediting agency. Second, we are changing the course number for MUSC 417 so that the course may be a dual-level undergraduate/graduate course.

ix   Course Revision, Course Number, and Catalog Description Change:

Current Catalog Description:

MUSC 304 Form and Analysis I   **2c-0l-2cr**
Prerequisite: MUSC 216
A thorough study of smaller forms of music.

Proposed Catalog Description:

MUSC 418 Form and Analysis I   **3c-0l-3cr**
Prerequisite: MUSC 216
The course thoroughly explores the various forms of Western music through in-depth analyses of representative examples by master composers from Baroque through 20th century. Many genres will be introduced, with a special emphasis on string quartet literature.

Rationale: This course is being revised for two reasons. First, we are raising the number of credits from two credits to three credits. This is necessary because of the workload involved in the course, and because we must increase the percentage of

credits in music in the BA in Music/Theory and Composition Track, which we are revising to satisfy the requirements of the National Association of Schools of Music. Second, we are changing the course number to MUSC 418 so that the course may be a dual-level course.

d Program Revisions:

i Bachelor of Fine Arts–Music Performance

Current Program:

Bachelor of Fine Arts–Music Performance

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50
Fine Arts: MUHI 102
Mathematics: MATH 101 or other Liberal Studies Mathematics
Natural Science: Option II recommended, PHYS 105
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MUHI 301, no courses with MUSC prefix

Major: 65
Required Courses: (1)

APMU (Major)	Applied Music I-VIII (4cr each)	32cr
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	8 semesters of Music Ensembles	8cr
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

Controlled Electives: 5
Piano proficiency required
Music Electives (with advisor approval or as indicated below):

MUSC 217/218 (required for piano and organ majors only)		2cr
MUSC 351/353/354 (required for voice majors only)		3cr

Total Degree Requirements: 120

Proposed Program:

Bachelor of Fine Arts–Music Performance

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50
Humanities Literature: fulfilled by MUHI 102
Fine Arts: MUHI 102
Mathematics: MATH 101 or other Liberal Studies Mathematics
Natural Science: Option II recommended, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 9cr, MUHI 301, 302, no courses with MUSC prefix

Major: 54-56
Required Courses: (1)

APMU (Major)	Applied Music I-VIII (4cr each)	30-32cr (2)
APMU 122	(Major) Applied Jury A	0cr
MUSC 111	Theory Skills I	2cr
MUSC 112	Theory Skills II	2cr
MUSC 115	Theory I	3cr
MUSC 116	Theory II	3cr
MUSC 180	Music Technology for General Musicianship	2cr
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

Controlled Electives (all concentrations)

MUSC 120-136	Music Ensembles(3)	14-16
Electives with MUSC or MUHI prefix		2-8cr

Controlled Electives (Keyboard majors):

MUSC 217	Keyboard Harmony	3cr
MUSC 405	Piano Pedagogy	3cr

Controlled Electives (Vocal majors):

APMU 101	Applied Piano I	2cr
APMU 152	Applied Piano II	2cr
APMU 123	Applied Jury B	0cr
MUSC 351	Italian Diction	1cr
MUSC 353	French Diction	1cr
MUSC 354	German Diction	1cr
MUSC 406	Vocal Pedagogy	2cr
Foreign Language		3cr

Controlled Electives (String majors):

MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
APMU 124	Applied Jury C	0cr
MUSC 407	String Pedagogy	2cr

Controlled Electives (Wind and Percussion majors):

MUSC 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr

APMU 124	Applied Jury C	0cr
APMU 480	Wind and Percussion Pedagogy	2cr

Total Degree Requirements: 120

(1) Students may satisfy any Theory Class by 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.

(1) Students may satisfy any Theory Class by 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.

(2) Vocal, keyboard, and string majors will take eight semesters of 4cr lessons (32cr). Wind and percussion majors will take seven semesters of 4cr lessons and one semester of 2cr lessons (30cr).

(3) Students are required to participate in ensembles for five hours a week each semester for eight semesters.

Rationale: These revisions are necessary for the Department of Music to be recognized by the National Association of Schools of Music (NASM). In order to receive accreditation, NASM requires the study of a foreign language for all vocal performance majors. NASM also requires all performance students, regardless of area (vocal, keyboard, instrumental), to study pedagogy, and to have experience with computer technology in their major. Further, NASM requires that 65% of the credits be in music for professional music degrees.

ii   Bachelor of Arts–Music/General Studies Track

Current Program:

Proposed Program:

Bachelor of Arts–Music/General Studies Track

Liberal Studies: As outlined in Liberal Studies section   50
with the following specifications:
Fine Arts: MUHI 102
Mathematics: MATH 101 or other Liberal Studies Mathematics
Natural Science: Option II recommended, PHYS 105
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MUHI 301, no courses
with MUSC prefix

Major:
Required Courses: (1)

APMU (Major)	Applied Music I-VIII (2cr each)	16cr
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	8 semesters of Music Ensembles	8cr
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

Controlled Electives: 5
Piano proficiency required
Music Electives (with advisor approval or as

Bachelor of Arts–Music/General Studies Track

Liberal Studies: As outlined in Liberal Studies section   50
with the following specifications:
Fine Arts: MUHI 102
Humanities Literature: One course from ENGL 210-214, 225-226,
or 340-398
Mathematics: MATH 101 or other Liberal Studies Mathematics
Natural Science: Option II recommended, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MUHI 301, no courses with MUSC prefix

Major: 43
Required Courses: (1)

APMU (Major)	Applied Music I-VI (2cr each)	12cr
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 153	Class Piano I	1cr
MUSC 154	Class Piano II	1cr
MUSC 120-136	semesters of Music Ensembles	4cr
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

indicated below):

MUSC 217/218 (required for piano and organ majors only)	2cr
MUSC 351/353/354 (required for voice majors only)	3cr

Free Electives: 16

Total Degree Requirements: 120

(1) Students may satisfy any Theory Class by 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.

Controlled Electives: 5

Piano proficiency required

MUSC 180 Technology for General Musicianship	2cr
Music Electives (with advisor approval or as indicated below):	
MUSC 217 (required for piano and organ majors only)	3cr
MUSC 351/353/354 (required for voice majors only)	3cr
Other Courses with MUSC or MUHI prefix	0-3cr

Free Electives (2) 22

Total Degree Requirements: 120

(1) Students may satisfy any Theory Class by 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.

(2) Students are encouraged to consider a minor in another department.

iii   Bachelor of Arts–Music/Theory and Composition Track

Current Program:

Bachelor of Arts–Music/Theory and Composition Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50
Fine Arts: MUHI 102
Mathematics: MATH 101 or other Liberal Studies Mathematics
Natural Science: Option II recommended, PHYS 105
Social Science: PSYC 101
Liberal Studies Electives: 6cr, MUHI 301, no courses with MUSC prefix

Major: 60
Required Courses: (1)

APMU (Major)	Applied Music I-VII	14cr
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	4 semesters of Music Ensembles	4cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 217	Keyboard Harmony I	1cr
MUSC 218	Keyboard Harmony II	1cr
MUSC 304	Form and Analysis I *or*	2cr
MUSC 309, Orchestration		
MUSC 306	Counterpoint	2cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 315	Theory V	3cr
MUSC 411	Composition I	2cr
MUSC 412	Composition II	2cr
MUSC 413	Composition III	2cr
MUSC 414	Composition IV	2cr
MUSC 475	8 semesters of Recital Attendance	0cr

Controlled Electives: 4
Piano proficiency required
Music Electives (with advisor approval)

Free Electives: 6

Total Degree Requirements: 120

Proposed Program:

Bachelor of Arts–Music/Composition Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 50
Fine Arts: MUHI 102
Humanities Literature: Fulfilled by MUHI 102
Mathematics: MATH 101 or other Liberal Studies Mathematics
Natural Science: Option II recommended, PHYS 105 recommended
Social Science: PSYC 101
Liberal Studies Electives: 9cr, MUHI 301, MUHI 302, no courses with MUSC prefix

Major: 62
Required Courses: (1)

APMU (Major)	Applied Music I-VII	14cr
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	4 semesters of Music Ensembles	4cr
MUSC 211	Theory Skills III	2cr
MUSC 212	Theory Skills IV	2cr
MUSC 215	Theory III	3cr
MUSC 216	Theory IV	3cr
MUSC 219	Keyboard Harmony	3cr
MUSC 180	Technology for General Musicianship	2cr
MUSC 418	Form and Analysis I *or*	3cr
MUSC 417, Orchestration		
MUSC 415	Counterpoint	3cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 315	Theory V	3cr
MUSC 411	Composition I	2cr
MUSC 412	Composition II	2cr
MUSC 413	Composition III	2cr
MUSC 414	Composition IV	2cr
MUSC 475	8 semesters of Recital Attendance	0cr

Controlled Electives: 8
Piano proficiency required
Music Electives (with advisor approval)

Total Degree Requirements: 120

(1) Students may satisfy any Theory Class by passing the final

(1) Students may satisfy any Theory Class by 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.

Rationale: Revisions of the Music/General Studies and Music/Theory and Composition Tracks are necessary for the Department of Music to secure NASM accreditation. NASM distinguishes between liberal arts and professional degrees, and requires that liberal arts degrees have no more than 45% studies in music while professional degrees must have at least 65% of studies in music. The Music/General Studies Track corresponds to the liberal arts model, but had more than 45% in music. The Music/Theory and Composition Track corresponds to the professional model, but had less than 65% studies in music. In addition, the Theory and Composition Track did not fulfill NASM's requirements for both Theory and Composition, so we are renaming it the Music/ Composition Track. Other changes are intended to clarify, clean up, and/or rationalize aspects of the tracks.

e **Department Catalog Description Change:**

Current Catalog Description:

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

Proposed Catalog Description:

The program leading to the Bachelor of Arts degree with a major in Music contains two tracks: Music/General Studies or Music/Composition. The General Studies Track is designed to give the student a general experience in music within a liberal arts degree, and allows students to explore a minor in another area. The Music/Composition Track is a specialized program that will prepare the student for graduate studies or a career in music composition. Students wanting to choose the Composition Track must audition to enter the Music Department in any other music degree. Entrance to the Composition Track occurs after completion of Theory I-IV, Theory Skills I-IV, and Composition I, which, for the prospective major, is to be taken concurrently with Theory IV and Theory Skills IV. On completion of these courses with a 3.00 GPA or higher, the Theory Composition Area

Coordinator will advise the student into the Bachelor of Arts Music/Composition Track. The prospective major must begin study of piano (either Class Piano or Applied Piano, depending on the results of the piano audition) within the freshman year in order to complete the 14-credit piano requirement within four years.

10 Geoscience Department–New Courses, Track Revisions, and New Track

a New Courses

i GEOS 324 Geology of Oil and Gas   **3c-3l-4cr**
Prerequisites: Grade of C or better in GEOS 202 and 203
An in-depth exploration of the geological processes that create oil and gas resources in sedimentary rocks. Students will also learn specific techniques used in the oil and gas industry for locating and extracting oil and gas reserves and the environmental impacts caused by their development. Students will also gain an understanding of the limited nature of fossil fuels.

Rationale: The immense reserve of shale-hosted natural gas in the Appalachian Basin (the Marcellus Play, estimated by some to be the largest natural gas reserve in the world) has created a booming industry in Pennsylvania as well as adjacent states. This class, and the new Energy Resources Track it is part of, are being proposed in order to meet the growing demand for trained geologists by companies expanding their operations in Pennsylvania. By adding this specialized training to the classic field training that the IUP Geoscience Department is well known for among local oil and gas companies, IUP undergraduates can become as competitive for jobs in the Marcellus industry as students with master's degrees from other institutions.

ii GEOS 323 Geophysics   **3c-3l-4cr**
Prerequisites: PHYS 111, MATH 121, Grade of C or better in GEOS 201 and 202
An introduction to physics of the surface and interior of the solid Earth including earthquakes, propagation of earthquake waves, gravity field and interior structure, magnetic field and magnetic reversals, heat flow, geodesy, and tides. Techniques used for applied geophysical surveys are also examined.

Rationale: This course fills a significant gap in the elective offerings for the existing Geology and Environmental Geology tracks of the Geology major. This course is also required for the proposed Energy Resources Track. Geology majors and minors are expected to constitute most of those taking the course; other students who meet the prerequisites are welcome. A new course is required to cover the topics and techniques in sufficient detail for students to learn how to apply them in practice.

b Track Revisions:

i Bachelor of Science – Geology/Geology Track

Current Program:

Bachelor of Science—Geology/Geology Track

Liberal Studies: As outlined in Liberal Studies section   50
with the following specifications:
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-114
Liberal Studies Electives: 4cr, MATH 122, no courses
with GEOS prefix

Major: 53
Required Courses:

GEOS 201	Foundations of Geology	4cr
GEOS 202	Quantitative Methods in the Geosciences	2cr
GEOS 203	Surficial Processes	4cr
GEOS 301	Mineralogy and Petrology	4cr
GEOS 302	Structural Geology	4cr

One course from the following: (1)
   GEOS 303, 401-402, 403-404, 405-406, 407-408   4cr

GEOS 470	Research Methods in the Geosciences	2cr
GEOS 480	Geoscience Seminar	2cr
PHYS 111	Physics I Lecture	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Controlled Electives: 19cr
Select 19cr from the following list: (2)
One 100- or 200-level GEOS course
Any 300-level GEOS course
Any 400-level GEOS course
BIOL 111, 112
CHEM 231, 232, 322, 323, 341
GEOG 316, 415
MATH 216 or 217, 241
PHYS 342
COSC 250, 310, 362

Other Requirements: 0-6
Foreign Language Intermediate-Level (3)   0-6cr

Free Electives: 11-17

Total Degree Requirements: 120

(1) Up to 4cr of a summer field camp, internship, or independent
study, all of which must be approved by the department, may
substitute for GEOS 303 or a Geoscience Field Workshop.
(2) Only one Geoscience Field Workshop (including prerequisite
1cr Seminar) may be applied toward controlled electives.
Credits from up to two non-GEOS courses may be applied
toward controlled electives.
(3) 6cr of computer language may substitute for the foreign
language requirement: COSC 110 and 210 (recommended),
other higher-level COSC courses with department permission
in consultation with the Computer Science Department.

Proposed Program:

Bachelor of Science—Geology/Geology Track

Liberal Studies: As outlined in Liberal Studies section   50
with the following specifications:
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-114
Liberal Studies Electives: 4cr, MATH 122, no courses
with GEOS prefix

Major: 59
Required Courses:

GEOS 201	Foundations of Geology	4cr
GEOS 202	Quantitative Methods in the Geosciences	2cr
GEOS 203	Surficial Processes	4cr
GEOS 301	Mineralogy and Petrology	4cr
GEOS 302	Structural Geology	4cr

One of the following: (1)
   GEOS 303, 401-402, 403-404, 405-406, 407-408   4cr

GEOS 470	Research Methods in the Geosciences	2cr
GEOS 480	Geoscience Seminar	2cr
PHYS 111	Physics I Lecture	3cr
PHYS 121	Physics I Lab	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Lab	1cr

Controlled Electives: 25cr
Select 25cr from the following list: (2)
One 100- or 200-level GEOS course
Any 300-level GEOS course
Any 400-level GEOS course
Foreign Language Intermediate-Level
BIOL 111, 112
CHEM 231, 232, 322, 323, 341
GEOG 415, 419
MATH 216 or 217, 241
PHYS 342
COSC 110, 210, 250, 310, 362

Free Electives: 11

Total Degree Requirements: 120

(1) Up to 4cr of a summer field camp, internship, or independent study,
all of which must be approved by the department, may substitute
for GEOS 303 or a Geoscience Field Workshop.
(2) Only one Geoscience Field Workshop (including prerequisite
1cr Seminar) may be applied toward controlled electives. Up to 12cr
from non-GEOS courses may be applied toward controlled
electives. 6cr of foreign language may be applied toward controlled
electives provided Intermediate-Level is successfully attained.

ii Bachelor of Science – Geology/Environmental Track

Current Program:

Bachelor of Science—
Geology/Environmental Track

Liberal Studies: As outlined in Liberal Studies section   50
with the following specifications:
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-114
Liberal Studies Electives: 4cr, MATH 122, no courses
with GEOS prefix

Major: 53
Required Courses:

GEOS 201	Foundations of Geology	4cr
GEOS 202	Quantitative Methods in the Geosciences	2cr
GEOS 203	Surficial Processes	4cr
GEOS 310	Environmental Geology *or*	4cr
	GEOS 311 Geochemistry	
GEOS 312	Hydrogeology	3cr
One course from the following: (1)		
	GEOS 303, 401-402, 403-404, 405-406, 407-408	4cr
GEOS 470	Research Methods in the Geosciences	2cr
GEOS 480	Geoscience Seminar	2cr
BIOL 111	Principles of Biology I	4cr
PHYS 111	Physics I Lecture	3cr
PHYS 121	Physics I Lab	1cr

Controlled Electives: 20cr
Select 20cr from the following list: (2)
One 100- or 200-level GEOS course
Any 300-level GEOS course
Any 400-level GEOS course
BIOL 112, 250
CHEM 231, 232, 322, 323, 341
GEOG 316, 415
MATH 216 or 217, 241
PHYS 112-122, 342
COSC 250, 310, 362

Other Requirements: 0-6
Foreign Language Intermediate-Level (3)   0-6cr

Free Electives: 11-17

Total Degree Requirements: 120

(1) Up to 4cr of a summer field camp, internship, or independent
    study, all of which must be approved by the department, may
    substitute for GEOS 303 or a Geoscience Field Workshop.
(2) Only one Geoscience Field Workshop (including prerequisite
    1cr Seminar) may be applied toward controlled electives.
    Credits from up to two non-GEOS courses may be applied
    toward controlled electives.
(3) 6cr of computer language may substitute for the foreign
    language requirement: COSC 110 and 210 (recommended),
    other higher-level COSC courses with department
    permission in consultation with the Computer Science
    Department.

Proposed Program:

Bachelor of Science—
Geology/Environmental Track

Liberal Studies: As outlined in Liberal Studies section   50
with the following specifications:
Mathematics: MATH 121
Natural Science: CHEM 111-112 or CHEM 113-114
Liberal Studies Electives: 4cr, MATH 122, no courses
with GEOS prefix

Major: 59
Required Courses:

BIOL 111	Principles of Biology I	4cr
GEOS 201	Foundations of Geology	4cr
GEOS 202	Quantitative Methods in the Geosciences	2cr
GEOS 203	Surficial Processes	4cr
GEOS 310	Environmental Geology *or*	4cr
	GEOS 311 Geochemistry	
GEOS 312	Hydrogeology	3cr
One course from the following: (1)		
	GEOS 303, 401-402, 403-404, 405-406, 407-408	4cr
GEOS 470	Research Methods in the Geosciences	2cr
GEOS 480	Geoscience Seminar	2cr
PHYS 111	Physics I Lecture	3cr
PHYS 121	Physics I Lab	1cr

Controlled Electives: 26cr
Select 26cr from the following list: (2)
One 100- or 200-level GEOS course
Any 300-level GEOS course
Any 400-level GEOS course
Foreign Language Intermediate-Level
BIOL 112, 250
CHEM 231, 232, 322, 323, 341
GEOG 415, 419
MATH 216 or 217, 241
PHYS 112-122, 342
COSC 110, 210, 250, 310, 362

Free Electives: 11

Total Degree Requirements: 120

(1) Up to 4cr of a summer field camp, internship, or independent study,
    all of which must be approved by the department, may substitute for
    GEOS 303 or a Geoscience Field Workshop.
(2) Only one Geoscience Field Workshop (including prerequisite 1cr
    Seminar) may be applied toward controlled electives. Up to 12cr
    from non-GEOS courses may be applied toward controlled electives.
    6cr of foreign language may be applied toward controlled electives provided
    Intermediate-Level is successfully attained.

Rationale: During the 2008-2009 academic year, the College of Natural Sciences and Mathematics' Curriculum Committee voted to allow the Biochemistry Program to eliminate the College's Foreign Language Requirement. All subsequent parties in the IUP curriculum process

similarly approved this change. The Department of Geoscience does not consider the study of a foreign language to be an essential component of an undergraduate education in the geosciences. A survey of about twenty undergraduate geology/geoscience programs at other academic institutions appears to support this; among those investigated, no departments specifically require the study of a foreign language where the university or college does not maintain such a requirement. Based on these observations, the Department of Geoscience proposes to change the Foreign Language Intermediate-Level requirement to an option within the Geology Track's controlled electives. Also, GEOG 419 Geographic Information Systems (GIS) for Environmental Applications is a more appropriate course to include in controlled electives for Geoscience majors than GEOG 316 Introduction to Geographic Information Systems as it focuses on environmental applications and does not have a specified course for a prerequisite.

c   New Track

Bachelor of Science - Geology/Energy Resources Track

Liberal Studies Requirements: 50
Liberal Studies: As outlined in Liberal Studies section with the
following specifications:
Mathematics: MATH 121
Natural Science: PHYS 111-121 and CHEM 111 (or CHEM 113)
Social Science: ECON 121
Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix

Major: 59
Required Courses:

GEOS 201	Foundations of Geology	4cr
GEOS 202	Quantitative Methods in the Geosciences	2cr
GEOS 203	Surficial Processes	4cr
GEOS 323	Geophysics	4cr
GEOS 324	Geology of Oil and Gas	4cr
GEOS 352	Sedimentation and Stratigraphy	4cr
One course from the following: GEOS 303, 401-402, 403-404, 405-406, 407-408 (1)		4cr
GEOS 470	Research Methods in the Geosciences	2cr
GEOS 480	Geoscience Seminar	2cr
PHYS 112-122 Physics I Lecture and Lab or		
	CHEM 112 General Chemistry II (or CHEM 114)	4cr

Controlled Electives: Select 25cr from the following list: (2)   25cr
One 100- or 200-level GEOS course
Any 300-level or 400-level GEOS course
Foreign Language Intermediate-Level
CHEM 112 (if not taken above), 231, 232, 322, 323, 341
ECON 122, 331, 361
GEOG 415, 419
MATH 216 or 217, 241
PHYS 112-122 (if not taken above), 342
COSC 110, 210, 250, 310, 362

Free Electives: 11

Total Degree Requirements: 120

(1) Up to 4cr of a summer field camp, internship, or independent study, all of which must be approved by the department, may substitute for GEOS 303 Field Geology or a Geoscience Field Workshop.

(2) Only one Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Up to 12cr from non-GEOS courses may be applied toward controlled electives. 6cr of foreign language may be applied toward controlled electives provided Intermediate-Level is successfully attained.

Rationale: The B.S. in Geology/Energy Resources Track is designed for students who wish to pursue careers in the energy sector. As the world's energy demands continue to grow, nations face the challenge of maintaining reliable energy supplies. Conventional oil, coal, and natural gas continue as mainstays of the energy industry, but renewable and/or carbon-neutral energy sources are gaining attention in response to growing concerns about climate change and finite reserves of fossil fuels. Western Pennsylvania is a historic coal and natural gas producing region with the potential for significant growth in the natural gas industry due to development of the Marcellus Shale. The Energy Resources Track will prepare students for direct entry into the energy industry with a focus on the discovery and development of energy resources and geophysical exploration techniques.

11 Department of Special Education and Clinical Services–Course Revisions, Catalog Description Changes, Course Number Changes, and Program Revisions

a Course Revisions:

i Current Catalog Description:

EDEX 111 Introduction to Exceptional Persons 3c-0l-3cr
Prerequisite: Department majors, dual majors, minors, and official incoming transfers only
Surveys characteristics, needs, problems and behavior patterns of individuals who have disabilities or who are gifted. Students develop an understanding and knowledge of individuals with sensory, behavioral, physical, cognitive, language, and learning disabilities. Acquaints students with history and legislative bases of special education.

Proposed Catalog Descriptions:

EDEX 110 Introduction to Exceptional Persons 3c-0l-3cr
Prerequisite: Disability Services, SPLP, Deaf Education and Sociology/Disability Services Track Majors, Special Education Minors or Grades 7- 12 Secondary Special Education Certification Students.
Surveys characteristics, needs, problems and behavior patterns of any person who deviates sufficiently from typical to be considered exceptional. Consideration to individuals who fall intellectually both above and below average, those who are disabled visually, acoustically, behaviorally, orthopedically, neurologically, or in respect to speech patterns.

EDEX 111 Introduction to Special Needs Pre-K to Grade 8   **3c-0l-3cr**
Prerequisite: ESCP Majors Only
Surveys characteristics, needs, problems and behavior patterns of any child who
deviates sufficiently from typical to be considered disabled or at risk for disability.
Consideration to children who fall intellectually both above and below average, those
who are disabled visually, acoustically, behaviorally, orthopedically, neurologically, or
in respect to speech patterns. Focuses on children from birth to adolescence.

Rationale: Because EDEX 111 was incorporated into the new Early Childhood Pre-K
Grade 4/Special Education Pre-K Grade 8 (ECSP) certification program as the
introductory special education course revisions in the course title, course description
and course outline were required in order to meet the newly revised Pennsylvania
Department of Education (PDE) certification guidelines. Although the basic content
and topics generally remain the same, the focus in EDEX 111 has shifted to be geared
toward children from birth to adolescence to include Early Intervention, Pre-school and
school aged children. The limitation to grade eight is driven by the PDE guideline
changes in Special Education certification from N- 12 to Pre-K – Grade 8 and Grades 7
- 12. All dually certified ECSP candidates must be prepared to address special education
needs up to grade eight and early childhood education through grade four.

Changes in the existing EDEX 111 course to the childhood focused version causes
EDEX 111 to be a less than perfect fit for other programs (e.g. Disability Services,
SPLP) with a K –12 or lifespan focus that also incorporate EDEX 111. Therefore, the
department would like to retain the old version of EDEX 111 for inclusion in those
programs. The easiest way to distinguish between the childhood focused and lifespan
focused versions of the course is to change the course number to EDEX 110 and change
the prerequisites.

ii   **Current Catalog Description:**

EDEX 435 Methods and Curriculum (Severe-Profound Disabilities)   3c-0l-3cr
Prerequisites: EDEX 221, 222, 231, 321, 340, successful completion of Step 1 of the
3-Step Process
Emphasizes methods designed to facilitate the development of an integrated, functional,
and community-based curriculum that prepares students for participation in a wide
variety of postschool environments.

Proposed Catalog Description:

EDEX 435 Methods and Curriculum (Severe-Profound Disabilities)   3c-0l-3cr
Prerequisites: Successful completion of Step 1 of the 3-Step Process, ECSP and
Secondary Content/Grades 7-12 Special Education Certification majors only
Emphasizes methods designed to facilitate the development of an integrated, functional,
and community-based curriculum that prepares students for participation in a wide
variety of postschool environments.

Rationale: The current courses listed in the prerequisites were part of the old Education of Exceptional Persons Program. Because the Education of Exceptional Persons Program has been blended with the Early Childhood Education program, the current prerequisites are outdated and inaccurate. New prerequisites are necessary to more clearly delineate what is necessary and who may enroll in the course.

b   Program Revisions:

i   Bachelor of Science–Disability Services

Current Program:	Proposed Program:

Bachelor of Science–Disability Services

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 48
Mathematics: 3cr
Social Sciences: PSYC 101, SOC 151
Liberal Studies Electives: No course with EDEX, EDHL, SPLP, ELED, or ECED prefixes

Major: 46
Required Courses:

EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 112	Typical and Atypical Growth and Development	3cr
EDEX 222	Methods of Teaching Reading to Persons with Disabilities	3cr
EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr
EDEX 458	Vocational Preparation and Transition for Youth with Disabilities	3cr
EDEX 460	Family Perspectives on Disability	3cr
EDEX 469	Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities or Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities	3cr
EDEX 493	Internship/Field Training	12cr
EDHL 114	Introductions to Deaf and Hard-of-Hearing Persons	3cr
EDHL 115	Introduction to American Sign Language	1cr
SPLP 254	Classroom Management of Language Disorders	3cr

Other Requirements: 6
Professional Sequence:

EDEX 103	Special Education Technology or COMM 103 Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr

Free Electives: (1) 20
Students may use these 20 credits toward study of a minor discipline and/or as free electives

Total Degree Requirements: 120

(1)   It is recommended that students pursue minor studies in one of

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Bachelor of Science–Disability Services

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 48
Mathematics: 3cr
Social Sciences: PSYC 101, SOC 151
Liberal Studies Electives: 3cr, CDFR 224

Major: 48
Required Courses:

CDFR 218	Child Development	3cr
CDFR 310	Advanced Child Development	3cr
CDFR 315	Introduction to Early Intervention	3cr
EDEX 110	Introduction to Exceptional Persons	3cr
EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr
EDEX 458	Vocational Preparation and Transition for Youth with Disabilities	3cr
EDEX 460	Family Perspectives on Disability	3cr
EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities	3cr
EDEX 493	Internship/Field Training	12cr
EDHL 114	Introductions to Deaf and Hard-of-Hearing Persons	3cr
EDHL 115	Introduction to American Sign Language	1cr

Other Requirements: 6
Professional Sequence:

EDEX 103	Special Education Technology or COMM 103 Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr

Free Electives: (1) 18
Students may use these 20 credits toward study of a minor discipline and/or as free electives.

Total Degree Requirements: 120

(1)   It is recommended that students pursue minor studies in one of

the following minor tracks: Child Development/Family Relation (18cr), Deaf Studies (18cr), Educational Psychology (15cr), Psychology (18cr), or Sociology (18cr).

the following minor tracks: Child Development/Family Relations (18cr), Deaf Studies (18cr), Educational Psychology (15cr), Psychology (18cr), or Sociology (18cr).

Rationale: The reason the Disability Services Program is undergoing a curriculum change is directly related to the changes that have occurred in the Education of Exceptional Persons Program. As a result of Pennsylvania Department of Education (PDE) changes in certification guidelines the Education of Exceptional Persons Program is collaborating with the Early Childhood Education Program in the Professional Studies in Education Department to collaboratively offer an Early Childhood/Special Education Dual Certification Program (ECSP). In creating the new curriculum for the Early Childhood/Special Education Dual Certification Program a variety of existing courses have been significantly revised to meet new PDE regulations and/or have become courses for which demand has been altered.

ii   Minor–Special Education

Current Program:

Proposed Program:

Minor–Special Education		**18**
Required Course:		3
EDEX 111	Introduction to Exceptional Persons	3cr
Controlled Electives: Five courses from the following:		15
EDEX 112	Typical and Atypical Growth and Development	3cr
EDEX 340	Behavior Management in Special Education	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr
EDEX 458	Vocational Preparation and Transition for Youth with Disabilities	3cr
EDEX 469	Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities or Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities	3cr
EDEX 460	Family Perspectives on Disability	3cr

Minor–Special Education		**18**
Required Course:		3
EDEX 110	Introduction to Exceptional Persons	3cr
Controlled Electives: Five courses from the following:		15
EDEX 340	Behavior Management in Special Education	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr
EDEX 458	Vocational Preparation and Transition for Youth with Disabilities	3cr
EDEX 469	Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities or Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities	3cr
EDEX 460	Family Perspectives on Disability	3cr

Rationale: The reason the Special Education Minor is undergoing a curriculum change is directly related to the changes that have occurred in the Education of Exceptional Persons Program. As a result of Pennsylvania Department of Education changes in certification guidelines the Education of Exceptional Persons Program is collaborating with the Early Childhood Education Program to collaboratively offer an Early Childhood/Special Education Dual Certification Program. In creating the new curriculum for the Early Childhood/Special Education Dual Certification Program EDEX 112 has been undergone a prefix change and a significant revision in content to more accurately reflect an early childhood focus and is now ECSP 112. Because of this change EDEX 112 is now only needed by the Disability Services Program and the Special Education minor. The combined number of students in these two programs and the increased demand from the ECSP program curriculum on Special Education faculty do not justify spending valuable complement maintaining a duplicate course within the department for a small number of students. Deleting EDEX 112 from the Special Education

minor will not impact the ability of students currently enrolled in the minor from completing the minor requirements and will not negatively impact the quality of the minor curriculum. The deletion of EDEX 112 will only reduce the list of controlled electives from seven to six.

12   Department of Professional Studies in Education—Course Revision, Title Change, and Catalog Description Change

a   Course Revision:

Current Catalog Description:

FDED 441 Field Experiences in Urban Centers   **3c-0l-3cr**
A specialized experience for students who are considering teaching in inner-city schools. Aspects to be emphasized include physical characteristics of community, background and aspirations of children and parents, and specialized teacher competencies, classroom management, planning, instructional materials, teaching strategies, and evaluation. All participating pre-service teachers will receive significant exposure to English Language Learners and students with special needs. Schools selected for student experiences are located in Philadelphia.

Proposed Catalog Description:

FDED 441 Field Experiences in Urban Education   **3c-0l-3cr**
A specialized experience for students who are considering teaching in inner-city schools. Aspects to be emphasized include physical characteristics of community, background and aspirations of children and parents, and specialized teacher competencies, classroom management, planning, instructional materials, teaching strategies, and evaluation. All participating pre-service teachers will receive significant exposure to English Language Learners and students with special needs. Schools selected for student experiences are located in Philadelphia. This course may be substituted for EDUC 242 with program approval and completion of Step 1 for teacher certification.

Rationale: The proposed revisions involve revising course objectives to comply with the Pennsylvania Department of Education new standards for early field experiences. Although the existing syllabi already included activities that were consistent with the newly revised Pennsylvania Department of Education standards for early field experiences, it was deemed advisable to make the connections between the course outcomes and those standards more explicit.

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

FOR INFORMATION
The Following Courses were approved for Distance Education by the UWGC:
ACE 621: The Adult Learner
ACE 622: Program and Process Development in Adult and Community Education
ACE 623: Organization and Administration in Adult and Community Education
COUN 676: Counseling Issues in Adolescence
FDNT 642: Contemporary Issues in Food and Nutrition
FDNT 711: Nutrition in the Life Cycle
SAFE 801: Environmental Impact Assessment and Documentation
SAFE 802: Safety Management Systems
SAFE 806: Advanced Topics in Environmental Health and Safety

FOR ACTION
1. **New course**

Course: LTCY 635: Literacy in Inclusive Classrooms   3c-0l-3cr

Sponsoring Department: Professional Studies in Education

Start Term: Fall, 2011

Course Description: This course examines curricular materials, teaching approaches, and strategies used in inclusive classrooms to develop the literacy skills of students who speak English as a second language, students with learning exceptionalities, and students from diverse backgrounds/cultures. The course is taught by instructors with expertise in special education, multiculturalism, and/or teaching English language learners.

Prerequisite: LTCY 600

Rationale: This class will be a required course in the Master of Education in Literacy and Reading Specialist Program. LTCY 635 is needed because this is a standards-based program that must have approval from the International Reading Association, its Specialty Professional Association, and the Pennsylvania Department of Education. The International Reading Association has issued new standards for reading professionals, adding a standard that focuses exclusively on diversity, stating that there is "a critical need for preparing reading professionals to teach effectively the diverse student populations in the schools today" (IRA Standards for Reading Professionals, 2010). The Pennsylvania Department of Education has also recently changed certification requirements for undergraduate teacher certification, requiring additional preparation in the area of teaching students with special needs and those students who speak English as a second language. Graduates of the M.Ed. in Literacy and Reading Specialist Program must also be prepared to ensure that children with

diverse needs meet their full potential. The program does not currently place sufficient emphasis on teaching diverse learners, so it is appropriate to add a class with that focus.

2. **Minor Course Revision**

   Sponsoring Department: Professional Studies in Education

   Course Revision and Rationale: Course description is being updated to meet IRA (International Reading Association) and PDE (Pennsylvania Department of Education) Standards

   Old Catalog Description

   LTCY 770 Practicum and Seminar for Reading Specialists I 3 cr.

   Assignment to the Literacy Center includes developing and implementing a program of assessment and acceleration for individual clients or small groups. Experiences with observational techniques, recordkeeping, interviewing, family conferencing, and report writing will be included. An electronic portfolio will be maintained. Supervision of the Reading Specialist Program faculty will be on site and through videoconferencing.

   Prerequisite: LTCY 702 and LTCY 705

   New Catalog Description

   LTCY 770 Practicum and Seminar for Reading Specialists I 3 cr.

   Supervised experience working with K-12 students who experience difficulty with reading/writing.   Assessment techniques such as observation, surveys, interviews, conferences with families, and formal and informal testing are used to determine student's instructional needs. An intervention plan for improving student's reading/writing is developed and implemented. Meeting the needs of students in inclusive classrooms is stressed. Candidates maintain records of student's progress and develop a case report for professionals. A teacher work sample is developed. Candidates display leadership skills, engage in reflective practice, and demonstrate dispositions characteristic of professional literacy educators. Supervision is provided by faculty with Reading Specialist certification.

   Prerequisite: LTCY 702 and LTCY 705

3. **Minor Course Revision**

   Sponsoring Department: Professional Studies in Education

   Course Revision and Rationale: Course description is being updated to meet IRA (International Reading Association) and PDE (Pennsylvania Department of Education) Standards

   Old Catalog Description

   LTCY 771 Practicum and Seminar for Reading Specialists II 3 cr.

   Assignment to the Literacy Center includes developing and implementing a program of assessment and acceleration for individual clients or small groups. Experiences with observational techniques, recordkeeping, interviewing, family conferencing, and report writing will be included. An electronic portfolio will be maintained. Supervision of the Reading Specialist Program faculty will be on site and through videoconferencing.

   Prerequisite: LTCY 702 and LTCY 705

   New Catalog Description

   LTCY 771 Practicum and Seminar for Reading Specialists II 3 cr.

   Supervised experience working with K-12 students who experience difficulty with reading/writing.   Assessment techniques such as observation, surveys, interviews, conferences with families, and formal and informal testing are used to determine student's instructional needs. An intervention plan for improving student's reading/writing is developed and implemented. Meeting the needs of students in inclusive classrooms is stressed. Candidates maintain records of student's progress and develop a case report for professionals. A teacher work sample is developed. Candidates meet with peers in seminars, review research-based interventions, display leadership skills, engage in reflective practice, and demonstrate dispositions characteristic of professional literacy educators. Supervision is provided by faculty with Reading Specialist certification.

   Prerequisite: LTCY 702 and LTCY 705

4. **Minor Revision to Existing Program**

   Name of Program: Master of Education in Literacy and/or Reading Specialist Certification

   Sponsoring Department: Professional Studies in Education

   Catalog start term: Fall 2011

Summary: To strengthen the Master of Education in Literacy and Reading Specialist Program, one new course and five minor changes are proposed. These changes include:

- adding a course that addresses the literacy needs of diverse learners (LTCY 635);
- removing the Humanistic Studies requirement (currently, category E) since courses in that department are no longer offered;
- moving one course (LTCY 698) from the research category B to the research category D;
- changing category B from Research to Diversity;
- changing electives from category F to category E, eliminating category F
- changing the catalog description of LTCY 770 Practicum I and LTCY 771 Practicum II

Rationale for changes:
The proposed changes are based on recommendations from the International Reading Association (IRA), the Specialty Professional Association (SPA) that assesses Reading/Literacy Programs for accreditation. IRA has issued new standards for reading professionals and added a standard that focuses exclusively on diversity. The Pennsylvania Department of Education has also recently changed certification requirements for undergraduate teacher certification, requiring additional preparation in the area of teaching students with special needs and those students who speak English as a second language. Graduates of the M. Ed. in Literacy and Reading Specialist Program must also be prepared to ensure that children with diverse needs meet their full potential. The program does not currently place an adequate amount of emphasis on teaching diverse learners, thus, we would like to add a class with that focus. That class will replace the Humanistic Studies requirement, which has not been offered for two years. The content from the Humanistic Studies requirement will be included in the foundational classes and the new course on diversity. The research courses, LTCY 698: Analysis of Research in Literacy and GSR 615 Elements of Research will be required for students in the master's degree program, but not for the students who elect to earn the reading specialist degree only. An analysis of the research base for literacy practice is included in all LTCY classes, but the intense focus on research is most appropriate for those students who are pursuing the master's degree. The categories are being rearranged to align with the removal of a category, the inclusion of a new course, and the transference of a course from one category to another.

The catalog descriptions for the capstone courses, LTCY 770 Practicum I and LTCY 771 Practicum II have not been revised for over a decade and the current description is not consistent with the content of the courses or with current practice.

Side-by-side comparison

Current Program	Proposed Program
M.Ed. in Literacy and/or Reading Specialist Certification	**M.Ed. in Literacy and/or Reading Specialist Certification**
The M.Ed. in Literacy is a graduate program housed in the Department of	The M.Ed. in Literacy is a graduate program housed in the Department of

Professional Studies in Education. This degree is offered to educators certified in teaching who are pursuing graduate studies in reading and literacy theories, research, and instructional practices.

The M.Ed. in Literacy requires thirty-six credits. Students may also receive a Reading Specialist Certification by completion of twenty-seven credits within the master's program from categories A-C.

Students may pursue a thesis option, enrolling for a 6-credit thesis, LTCY 795, and omitting the requirements from sections E (Humanistic Studies) and F (Electives).

A. Literacy 21 cr.
LTCY 600 Foundations of Literacy Instruction 3 cr.
LTCY 701 Assessment and Acceleration 3 cr.
LTCY 702 Reading and Writing in the Content Areas 3 cr.
LTCY 705 Organization and Administration of Reading/Writing Programs 3 cr.
LTCY 644 Issues and Trends in the Language Arts 3 cr.
LTCY 770 Practicum and Seminar for Reading Specialists I 3 cr.
LTCY 771 Practicum and Seminar for Reading Specialists II 3 cr.

B. Research 3 cr.
LTCY 698 Analysis of Research in Literacy 3 cr.
Required for Reading Specialist Certification

C. Related Area 3 cr.
LTCY 607 Instruction and Learning with Literature 3 cr.

Professional Studies in Education. This degree is offered to educators certified in teaching who are pursuing graduate studies in reading and literacy theories, research, and instructional practices.

The M.Ed. in Literacy requires thirty-six credits. Students may also receive a Reading Specialist Certification by completion of twenty-seven credits within the master's program from categories A-C.

Students may pursue a thesis option, enrolling for a 6-credit thesis, LTCY 795, and omitting the requirements of one of the research classes from section D. (Research) and an elective from section E.

A. Literacy 21 cr.
LTCY 600 Foundations of Literacy Instruction 3 cr.
LTCY 701 Assessment and Acceleration 3 cr.
LTCY 702 Reading and Writing in the Content Areas 3 cr.
LTCY 705 Organization and Administration of Reading/Writing Programs 3 cr.
LTCY 644 Issues and Trends in the Language Arts 3 cr.
LTCY 770 Practicum and Seminar for Reading Specialists I 3 cr.
LTCY 771 Practicum and Seminar for Reading Specialists II 3 cr.

B. Diversity 3 cr.
LTCY 635 Literacy in Inclusive Classrooms 3 cr.

C. Related Area 3 cr.
LTCY 607 Instruction and Learning with Literature 3 cr.

D. Research <u>3 cr.</u> GSR 615 Elements of Research 3 cr.	**D. Research 6 cr. (3 cr. if selecting thesis option)** GSR 615 Elements of Research 3 cr. **LTCY 698 Analysis of Research in Literacy 3 cr.**
<u>E. Humanistic Studies 3 cr. (omit if selecting thesis option)</u> <u>FDED 514 Comparative Foundations of Education 3 cr.</u> <u>FDED 613 Social Foundations of Education 3 cr.</u> <u>Other graduate courses that address the relationships of social, political, historical, and cultural perspectives of education could be applicable for this section.</u> **F. Electives 3 cr. (omit if selecting thesis option)** EDSP 747 Psychology of Adolescent Education 3 cr. ENGL 518 Adolescent Literature 3 cr. LTCY 648 Creativity and the Elementary School Child 3 cr. LTCY 697 Seminar in Reading 3 cr. LTCY 699 Independent Study in Reading Education 3 cr.* ENGL 690 Writing as a Way of Learning* 3 cr. Other current graduate courses that address literacy, learning, or reading/writing could be applicable as an elective. * With special permission from coordinator	**E. Electives 3 cr. (omit if selecting thesis option)** EDSP 747 Psychology of Adolescent Education 3 cr. ENGL 518 Adolescent Literature 3 cr. LTCY 648 Creativity and the Elementary School Child 3 cr. LTCY 697 Seminar in Reading 3 cr. LTCY 699 Independent Study in Reading Education 3 cr. ENGL 690 Writing as a Way of Learning* 3 cr. Other current graduate courses that address literacy, learning, or reading/writing could be applicable as an elective. *** With special permission from coordinator** **Underlined items = deletion** **Bolded item = addition**

5. **Revision of an Existing Course to Dual-Listed**

   Sponsoring Department: Human Development and Environmental Studies

   Course: CDFR 525: Adolescence: Risk and Resiliency   3c-0l-3cr

   Rationale: This course was revised to a dual level offering in anticipation of a new master's level degree program in Family and Consumers Sciences. In addition, it will become an elective for graduate students working with children and families. Course outcomes and requirements were expanded for graduate level work.

Catalog Description: Focuses on growth and development of adolescents, parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risks and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand from both an individual and societal point of view.

Prerequisites: None

Proposed Start Date: Fall 2011

6. **Revision of an Existing Course to Dual-Listed**

Sponsoring Department: Human Development and Environmental Studies

Course: CDFR 526: Techniques of Parent Education   3c-01-3cr

Rationale: This course will become an elective for graduate students working with children and families. Course outcomes and requirements were revised to reflect graduate level work.

Catalog Description: Examination of the nature, extent, and significance of parent education and parent involvement. Students will become knowledgeable of the diverse and complex characteristics and needs of families. The course will enable students to identify the interrelationships of home, school, and community agencies to enhance collaboration and cooperation. Students will identify methods, programs, and curricula to increase communication with parents and families. **Prerequisites:** None.

Proposed start Date: Fall 2011

7. **Revision of an Existing Course to Dual Listed**

Sponsoring Department: Human Development and Environmental Studies

Course: CDFR 527: Administration of Child Care Centers   3c-0l-3cr

Rationale: This course will be an elective for graduate students working with children and families. Course outcomes were expanded to include specific outcomes for graduate level students.

Course Description: Development of special knowledge and competencies needed by successful administrators of child care programs, including proposal writing, budgeting and management, staff selections and training, appropriate curriculum material and philosophy, parent involvement, child advocacy, and program evaluation. **Prerequisite**: None

Proposed Start Date: Fall 2011

8. **Variability of Delivery**

   Sponsoring Department: Adult and Community Education

   Brief Summary and Rationale: The Master of Arts program in Adult and Community Education (ACE) in the Department of Adult and Community Education is designed to develop educational leaders in various non-formal instructional settings. ACE graduates work in business and industry, hospitals and health-related institutions, community agencies, governmental offices, the military, religious organizations, voluntary associations, and many other human services organizations. Students are encouraged to relate theory to practice in their specific areas of interest. The ACE program offers a sound balance of academic preparation, practical field experience and individual research. Furthermore, the ACE program is well-established, celebrating its 35th anniversary in 2010 and holding the distinction of being the oldest university Adult Education program in the Commonwealth of Pennsylvania.

   This proposal for variability in delivery constitutes the Department of Adult and Community Education's intention to offer the existing ACE program online. It is hoped that the first cohort can begin Fall, 2011.

   The MA in Adult and Community Education is a 36-semester-hour program covering the areas of adult development and learning, teaching methods, leadership and management, and educational program planning. Students are also required to complete a six-credit internship relevant to their specific area of interest, to pass a written comprehensive examination, and to complete an exit survey addressing their experiences in the program.

   The ACE curriculum was designed to align with standards outlined by the American Association for Adult and Continuing Education's Commission of Professors of Adult Education (CPAE). The proposed change in delivery will neither result in changes to the content or quality of any ACE courses nor will it require any deviation from the CPAE standards. All online courses will be taught by regular, full-time faculty or qualified temporary faculty.
   The online ACE track will be offered using a two-year, cohort-based model, with two courses offered for 6 consecutive semesters (Year 1: Fall, Spring, Summer; Year 2: Fall, Spring, Summer). It is anticipated that the first cohort will begin in Fall, 2011. Cohorts will begin every two years. Below is the anticipated rotation of courses:

Fall	ACE 620	ACE 621
Spring	ACE 622	GSR 615
Summer	ACE 740	Elective
Fall	ACE 623	ACE 735
Spring	ACE 625	ACE 745
Summer	ACE 740	Elective

9. **New Certification of Recognition (COR)**

Title: Certificate of Recognition in e-Learning

Sponsoring Department: Department of Technology Support and Training

Catalog Start Term: Fall 2011

Brief Description and Rationale:
The Certificate of Recognition in E-learning ("Certificate") is a fifteen -credit program, consisting of four core courses and two elective courses. The program is designed for educators and curriculum developers across multiple settings and serves emergent needs to support e-learning in a variety of educational and corporate settings. Candidates gain employment in business and industry, K-12, and higher education as organizations work to optimize the use of telecommunications technologies to enhance individual and collaborative learning. The Certificate will provide high-value graduate business programming for professional careers in business, business education and non-profit organizations in a learning environment that includes opportunities for real world exposure. The Certificate furthers IUP's mission by promoting engaged learning with a student-centered emphasis by incorporating technological tools and innovative teaching/learning approaches based on student need and demand to support education. The Certificate furthers PASSHE's mission by promoting personal and professional success to contribute to the economic and social development of the Commonwealth and the nation. The COR will have little if any impact on existing graduate degree programs or other CORS offered at this institution. The proposed COR is unique in that no similar CORs or graduate degree programs exist at IUP.

Catalog Description:
The Certificate of Recognition in e-Learning is a fifteen-credit program designed for educators and curriculum developers across multiple settings. The COR focuses on the design, delivery, and evaluation of high quality e-learning materials that are used for both fully online and blended learning environments. Candidates gain employment in business and industry, K-12, and higher education as organizations work to optimize the use of telecommunications technologies to enhance individual and collaborative learning.

Program Objectives:
After completing the Certificate of Recognition Program in e-Learning, the student will be able to:

1. Provide a broad understanding of the development, delivery, and management of e-learning.
2. Work collaboratively on complex and realistic projects for practical use in training or school environments.
3. Create Web-based instructional products that incorporate multimedia and hypermedia techniques and applications.
4. Deliver and assess e-learning programs for students in academic environments and the workforce.

Program Requirements:
All students will be required to successfully complete a total of fifteen credits of courses. All course pre-requisites must be met. The COR will include a combination of in-class and online course offerings.

Certificate of Recognition in eLearning	**15cr**
BTST 542– Training Methods in Business and Information Technology Support	3 cr
BTST 675 – Web Design Theory and Application	3 cr
BTED/COMM 609 – Innovations in E-learning	3 cr
BTST 642 – Training and Development in Business/Workforce Development	3 cr
One of the following courses:	
BTST 655 – Emerging Information Technologies	3 cr
BTST 680 – Technical Update	3 cr

Admission requirements:
Students seeking admission to the COR program must have earned an undergraduate degree in business from an accredited college/university. Further, those seeking admission must have an undergraduate business degree or have completed business core courses from an accredited community college or college/university. All course pre-requisites must be met.

10. **Variability of Delivery:**

Sponsoring Program: Nursing

Brief Summary and Rationale:
The Department of Nursing and Allied Health Professions (NAHP) Master's in Nursing Science Program is proposing a change in delivery to offer graduate courses via distance education and traditional format. The graduate program currently offers a 36-credit Master of Science degree with education and administration tracks. The programs are offered at Indiana (IUP), IUP at Monroeville, Northpointe Regional Campus, and Memorial Medical Center (MMC). However, decreased cohort enrollment and the need for online delivery options to meet student needs has lead the Department of NAHP to focus on offering cohorts at the Indiana and Monroeville campuses, and to explore distance education opportunities. Currently, four courses have been approved for distance education. These include:
- NURS 610 Health Promotion and Social Issues (3 credits)
- NURS 614 Health Policy (3 credits)

- NURS 619 Leadership Strategies for Nursing (3 credits)
- NURS 628 Advanced Professional Role Development (3 credits)

These courses total 12 credits of 36 total credits that have been approved to offer in an online format for the Master's in Nursing Science Program.

11. **New Course**

Sponsoring Departments: Safety Science

Course: SAFE 801: Environmental Impact Assessment and Documentation   3c-0l-3cr

Course Description: Using an environmental impact statement as a model, this course is designed to provide the student with various regulatory, scientific, mathematical, and risk-based approaches and tools to conduct environmental impact assessments for industrial technologies by analyzing affected environments and by determining the significant environmental consequences of industrial technologies on various resources (e.g., air, water, land, human health, etc.). The student is also provided with information on how to generate reports/forms based on implementing regulatory and other requirements to document information from environmental/risk assessments and analyses**.**

Prerequisites: None

Rationale: This course will be a new core course in the Doctor of Philosophy in Safety Sciences. This course will also be co-listed as an elective in the Master of Science in Safety Sciences curriculum.

Catalog Start Term: Fall 2012

12. **New Course**

Sponsoring Department: Safety Sciences

Course: SAFE 802: Safety Management Systems   3c-0l-3cr

Course Description: This seminar examines administrative concepts and principles regarding organizing and managing safety performance within an organization. The course is designed to explore the current research topics in managing safety including: dimensions of safety performance, management systems, culture & climate, decision-making & risk, leader-member relations, attitudes and values, & international and cultural issues. The course focuses on identifying underlying theoretical and conceptual frameworks characterizing organizational safety research and helping students develop a sense of the issues and questions that the field addresses.

Prerequisites: None

Rationale: This course will be a new core course in the Doctor of Philosophy in Safety Sciences and one of seven core courses that all students will be required to take. This course will serve as a foundation course for the other required core courses in the program.

Catalog Start Term: Fall 2012

13. **Course Title Change**

   Sponsoring Department: Safety Science

   Rationale: The purpose of this course revision is to change the title of the course from "Quantitative Strategies for Analysis in Safety Sciences" to "Epidemiological Analysis in Safety Sciences." The new course title better describes the content in the course.

   Old Catalog Description

   SAFE 803: Quantitative Strategies for Analysis in Safety Sciences   3c-0l-3cr

   Course will focus on epidemiological based test procedures commonly used in published safety research. Students will be required to formulate research hypotheses, test them using the appropriate quantitative research methodologies, and interpret results.

   Prerequisites: None

   New Catalog Description

   SAFE 803: Epidemiological Analysis in Safety Sciences   3c-0l-3cr

   Course will focus on epidemiological based test procedures commonly used in published safety research. Students will be required to formulate research hypotheses, test them using the appropriate quantitative research methodologies, and interpret results.

   Prerequisites: None

14. **New Course**

   Sponsoring Department: Safety Science

   Course: SAFE 806: Advanced Topics in Environmental Health and Safety   3c-0l-3cr

   Course Description: This course will present progressive topics in the environmental, health, and safety field. Leading edge applications in the areas of industrial hygiene, ergonomics, environmental safety, fire protection and safety management will be covered.

Prerequisites: None

Rationale: This course will be a new course in the Doctor of Philosophy in Safety Sciences and one of seven core courses that all students will be required to take. This course will not serve as a foundation course for the other required core courses in the program.
Prerequisites: None.

Starting Term: Fall 2012

15. **New Course**

   Sponsoring Department: Safety Sciences

   Course: SAFE 811**:** Applied Research II: Multivariate Analysis   3c-0l-3cr

   Course Description: This course will explore multivariate analysis techniques commonly used in safety sciences research. Topics include multiple regression, exploratory and confirmatory factor analysis, and linear discriminate analysis

   Prerequisites: None

   Rationale: This new course will be a required course in the Doctor of Philosophy in Safety Sciences and one of three research courses that all students will be required to take. This course will serve as one of the research foundation courses in the program.

   Catalog Start Term: Fall 2012

16. **Minor Course Revision**

   Sponsoring Department: Safety Sciences

   Course: SAFE 773/873: Disaster Preparedness

   Summary and Rationale: The purpose of this proposal is to renumber SAFE 673: Disaster Preparedness to SAFE 773/873. The Department of Safety Sciences would like to include this course, which is currently an upper level Master's degree courses, as a required course in the proposed Ph.D. in Safety Sciences degree program and to change the prerequisites. Under the new course renumbering structure, courses available to both Master's degree and Doctoral degree students must have a 700 or 800 number. There are no changes to the course or its content.

   The second change for this course is the removal of the undergraduate prerequisite of SAFE 311. Because this course will be offered to master's degree and doctoral degree students and many of them have not completed our undergraduate fire protection course. Admission criteria to the MS and the PhD program require students to demonstrate competency in fire protection at a level equivalent to the SAFE 311 course.

Catalog Start Term: Fall 2012

17. **Program Revisions**

Program Title: PhD in Safety Sciences

Sponsoring Department: Department of Safety Sciences

Catalog Start Term: Fall 2012

Brief Description and Rationale:

The Ph.D. in Safety Sciences was approved by the University Senate December 2, 2008 and then the Council of Trustees. The program was then reviewed by the Pennsylvania State System of Higher Education (PASSHE). The Department received feedback from PASSHE concerning the proposal. Based upon input from PASSHE, the Department of Safety Sciences faculty went back and reviewed the program requirements and now proposes the program revisions listed above. The Department believes these proposed changes strengthen the "safety science" aspect of the program. The changes above represent a rearrangement of some content and the addition of safety science based content.

1. Replacing SAFE 801: Current Legislation and Consensus Standards in Safety Sciences with SAFE 801 Environmental Impact Assessment and Documentation

   The content in the SAFE 801: Current Legislation and Consensus Standards course will be addressed in the new Advanced Topics course and the appropriate safety, health and environmental courses.

2. Replacing SAFE 802: Advanced Qualitative Methods with SAFE 802 Safety Management Systems

   Rather than having an entire course that focuses solely on qualitative research methods, modules in some of the quantitative research methods courses will address qualitative methods. This will balance the coverage of qualitative and quantitative methods to the degree to which they are utilized in the safety, health, and environmental fields.

3. Renaming SAFE 803: Quantitative Strategies for Analysis in Safety Sciences "SAFE 803: Epidemiological Analysis in Safety Sciences"

   The title is more appropriate to the content in the course.

4. Replacing SAFE 806 Current Issues in Safety Sciences with SAFE 806 Advanced Topics in Environmental Health and Safety

   To strengthen the students' technical skills in safety, health and environmental practices, the Current Issues Course will be replaced with an advanced topics course. While many

of the topics covered in this course are considered current issues, the focus will be the application of technical skills.

5. Replacing SAFE 812: Tests and Measurements with the dual listed SAFE 773/873: Disaster Preparedness

   After re-examining the skills that will be most often used by students upon completion of the degree program, faculty determined that a thorough understanding of test and evaluation tool construction, validation and reliability analysis is necessary; however, it does not warrant an entire course in the subject area. Content from this course will be integrated into the other pedagogy and statistical analysis courses in the program.

6. Revising and renaming SAFE 811: Correlation and Regression with "SAFE 811: Multivariate Statistics"

   The correlation and regression course is too narrowly focused. The course was revised to include coverage of factor analysis, multiple regression, and discriminant analysis.

7. New safety sciences based course SAFE 801 Environmental Impact Assessment and Documentation

   Using an environmental impact statement as a model, this course is designed to provide the student with various regulatory, scientific, mathematical, and risk-based approaches and tools to conduct environmental impact assessments for industrial technologies by analyzing affected environments and by determining the significant environmental consequences of industrial technologies on various resources (e.g., air, water, land, human health, etc.).

8. New safety sciences based course SAFE 802 Safety Management Systems

   This course is designed to explore the current research topics in managing safety including: dimensions of safety performance, management systems, culture & climate, decision-making & risk, leader-member relations, attitudes and values, & international and cultural issues.

9. New safety sciences based course SAFE 806 Advanced Topics in Environmental Health and Safety

   The focus of the course will be to strengthen students' technical skills in safety, health and environmental practices. Topic areas will include analytical methods in industrial hygiene, systems safety analysis techniques, and integration of safety practices into lean manufacturing environments to name a few. While many of the topics covered in this course are considered current issues, the focus will be the application of technical skills.

10. Dual listing SAFE 773/873: Disaster Preparedness

Following the events of 911, today's safety professionals have an important role in the protection of organizational assets from acts of terrorism. While the risks for these events vary greatly from one organization to another, students should have a thorough understanding of what is required to plan, prepare and implement a disaster response and recovery program.

The following table compares the curriculum approved by the Council of Trustees to the Revised Curriculum:

Current Curriculum	**Revised Curriculum**
Required Course Work	Required Course Work
Core Courses (33 semester hours):	Core Courses (33 semester hours):
SAFE 800 Pedagogical Practices in Safety Education 3 cr	SAFE 800 Pedagogical Practices in Safety Education 3 cr
SAFE 801 Current Legislation and Consensus Standards in Safety Sciences 3 cr	**SAFE 801 Environmental Impact Assessment and Documentation 3 cr**
SAFE 802 Advanced Qualitative Methods 3 cr	**SAFE 802 Safety Management Systems 3 cr**
SAFE 803 Quantitative Strategies for Analysis in Safety Sciences 3 cr	SAFE 803 **Epidemiological Analysis in Safety Sciences** 3 cr
SAFE 804 Legal Aspects of Safety Sciences 3 cr	SAFE 804 Legal Aspects of Safety Sciences 3 cr
SAFE 805 Strategies in Risk Control 3 cr	SAFE 805 Strategies in Risk Control 3 cr
SAFE 806 Current Issues in Safety Sciences 3 cr	**SAFE 806 Advanced Topics in Environmental Health and Safety 3 cr**
SAFE 807 Doctoral Colloquium in Safety Sciences 3 cr	**SAFE 773/873 Disaster Preparedness 3 cr**
SAFE 808 Curriculum Evaluation in Safety Education 3 cr	SAFE 808 Curriculum Evaluation in Safety Education 3 cr
SAFE 813 Practicum in Safety Education 3 cr	SAFE 813 Practicum in Safety Education 3 cr
SAFE 874 Fire Safety in Building Design 3 cr	SAFE 874 Fire Safety in Building Design 3 cr
Advanced Applied Research (9 semester hours):	Advanced Applied Research (9 semester hours):
SAFE 810 Applied Research I: Experimental Design 3 cr	SAFE 810 Applied Research I: Experimental Design 3 cr
SAFE 811 Applied Research II: Correlation and Regression 3 cr	SAFE 811 Applied Research II: **Multivariate Statistics** 3 cr
SAFE 812 Applied Research III: Tests and Measurements 3 cr	SAFE 807 Applied Research III: Doctoral Colloquium in Safety Sciences 3 cr
Dissertation (12 semester hours):	Dissertation (12 semester hours):
SAFE 995 Dissertation 1-12 cr	SAFE 995 Dissertation 1-12 cr

Catalog Description

Degree Program
The Doctor of Philosophy in Safety Sciences prepares safety professionals with advanced skills in the anticipation, recognition, evaluation, control, and prevention of safety, health, and environmental hazards in the work environment. Graduates of this degree program will be able to conduct independent research.

Admission Criteria

Required:
It is expected that students entering the Ph.D. program in safety sciences will already have completed a master's degree in safety sciences, occupational safety, industrial hygiene or other closely related discipline. A highly qualified applicant may enter the doctoral degree program with a baccalaureate degree. Such students must meet the Master of Science in Safety Sciences degree program admission requirements and complete the Master of Science in Safety Sciences degree requirements en route to the Ph.D.

Students with a master's degree in safety or a closely related field seeking admission to the Doctor of Philosophy in Safety Sciences degree program must meet the following criteria:

- Have earned a master's degree from a regionally accredited college or university

  A student must have a master's degree in safety sciences or a closely related field such as industrial hygiene, environmental health, or ergonomics. Students not possessing a master's degree in safety sciences or a closely related field but having a master's degree in a technical field such as industrial engineering may be admitted to the program provided they can demonstrate they meet competency areas in math, chemistry, physics, safety management, industrial hygiene, fire safety, and ergonomics. The competency areas can be met through prior coursework, certifications, or taking additional coursework. Applicants will also be required to demonstrate an ability to conduct independent research through a thesis, published research article, etc.

- Have a minimum graduate grade-point average of 3.0 (on a 4.0 scale)

  Additionally, the doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria are reviewed:

  1. All official college transcripts.
  2. Three letters of recommendation.
  3. Statement of goals.
  4. Resume.
  5. Official GRE scores (general test).
  6. Example of written work, e.g., thesis, articles, reports, etc.

International students must also meet Graduate Admissions requirements for international students. These requirements include:

- Submission of Test of English as a Foreign Language (TOEFL) scores for applicants from people whose native language is not English. The minimum TOEFL score for admission to the program is 540.
- Submit a Foreign Student Financial Statement. International students must document their ability to assume full responsibility for the cost of graduate education per Graduate School requirements.

Details can be found at the School of Graduate Studies and Research website: http://www.iup.edu/admissions/graduate/default.aspx

I. Required Course Work

1. Core Courses (33 semester hours):

SAFE 800	Pedagogical Practices in Safety Education	3 cr
SAFE 801	Environmental Impact Assessment and Documentation	3 cr
SAFE 802	Safety Management Systems	3 cr
SAFE 803	Epidemiological Analysis in Safety Sciences	3 cr
SAFE 804	Legal Aspects of Safety Sciences	3 cr
SAFE 805	Strategies in Risk Control	3 cr
SAFE 806	Advanced Topics in Environmental Health and Safety	3 cr
SAFE 808	Curriculum Evaluation in Safety Education	3 cr
SAFE 813	Practicum in Safety Education	3 cr
SAFE 873	Disaster Preparedness	3 cr
SAFE 874	Fire Safety in Building Design	3 cr

2. Advanced Applied Research (9 semester hours):

SAFE 810	Applied Research I: Experimental Design	3 cr
SAFE 811	Applied Research II: Multivariate Statistics	3 cr
SAFE 807	Applied Research III: Doctoral Colloquium in Safety Sciences	3 cr

3. Dissertation (12 semester hours):

SAFE 995	Dissertation	1-12 cr

II. Comprehensive Examination

Upon completion of their coursework, doctoral students will be required to arrange a written comprehensive exam with their major advisor. This pass/fail examination will encompass all coursework completed to that point in the degree and focus on subject areas expected to be explored by the student during his/her dissertation research. Upon successful passing of the comprehensive examination, a student may proceed toward fulfillment of remaining degree requirements, beginning with the completion and defense of the dissertation proposal (typically the introduction and

proposed methodology of the dissertation). If a student does not pass their comprehensive examination, they are allowed to retake the examination once.

III. Proposal Development and Defense
Students will be required to successfully complete an oral defense of their dissertation proposal before their dissertation committee. Although the format and content of the dissertation proposal will be specific to each student, it is expected that each dissertation proposal will consist of at least of the following sections: an introduction, literature review, purpose and rationale, hypotheses and proposed methodology/analysis plan. Upon completion of the proposal defense, a student may proceed toward fulfillment of the dissertation requirements.

IV. Dissertation Defense
Upon the completion of the written dissertation, students must successfully complete an oral defense of their dissertation. The defense shall be completed before the student's dissertation committee comprised of the Committee Chairperson and committee members. The membership and procedures of the dissertation committee shall follow the requirements of the School of Graduate Studies and Research.

In accordance with university guidelines, in order to confer the doctoral degree, successful completion of a doctoral dissertation (12 semester hours) and defense is required.

Cohort Model
Most students entering this degree program can be expected to be full time working professionals seeking to advance their education and in many cases, change their careers paths to higher education, thus the Department of Safety Sciences will admit a limited number of students in a cohort model.

Distance Education
It is anticipated that most students seeking a doctoral degree in this program will be working, full-time, safety professionals from around the United States. To make the program available to a larger number of students, 24 hours of the 54 hours in the degree program will be offered through distance education. Two courses will be offered as one week courses during the summers on the IUP campus.

Part-time Study
This program may admit each year a limited number of students whose intention is to complete the program on a part-time basis. Such students are alerted that course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Safety Sciences Department.

APPENDIX D
Senate Committee on Student Affairs
Chair Colen

Our committee met on March 29, 2011. We will have our final meeting on Tuesday, April 26, at 3:30 pm in the HUB Conemaugh Room.

1. Chair Colen shared his concern over the committee composition. Specifically, should the Dean of Students be represented on the committee as an ex officio member? Senator Appolonia has been elected to serve on the committee as the "at-large" member.

2. Senator David Bivens, representing Student Government Association, reported:

    *   In opposition to the governor's budget, about five representatives of SGA will participate in PASSHE Advocacy Days on April 4−5 at Harrisburg.

    *   SGA voted to change the date of the officer elections to the end of fall semester rather than during the spring semester and to extend President David Biven and Vice President Andrew Longacre's term to next fall. However, the By-laws will not permit the changes that were passed. These issues will be resolved at the next SGA meeting.

    *   Senator Bivens stated that Liberal Studies 499 situation, i.e., waive or not waive this graduation requirement was confusing. (The committee concurred with this conclusion.)

3. Senator Rhonda Luckey reported that there will be no Common Freshman Reader program in 2011−2012.

    Senator Terry Appolonia presented guidelines developed by the Crisis Assessment Response Team (CART) for faculty. The guidelines are related to students who have behavioral concerns and may not be able to participate in field or laboratory experiences. The guidelines read:

    A decision regarding a student's ability to successfully participate in credit-bearing opportunities is based upon the student's observed behavior, the student's expressed behavioral intent, and/or the student's identified behavioral history. The decision should not be based upon the student's known health conditions or prescribed medications.

    An instructor may add a syllabus statement that notifies enrolled students that, at the discretion of the instructor, course activities may be adapted to best meet the needs of an individual student.

    An instructor is encouraged to initiate a behavioral concern consultation with an appropriate University support provider in a timely fashion. An after-hours emergency consultation can be facilitated by contacting University Police at 724/357-2141."

    (The exact language of the guidelines was not available at the meeting. The committee will discuss further at the April meeting.)

4. Senator Dennis Hulings, Executive Director of the Student Cooperative Association, and Dr. Mark Staszkiewicz, Chairperson of the Student Cooperative Association Board of Directors, distributed a packet of materials to those in attendance. They discussed the Finance Committee membership and process and criteria for funding organizations that have been recognized. Dr. Mark Staszkiewicz indicated that he would be vigilant about protecting the purpose of the activity fee revenues given the potential impact of the Governor's proposed cut in appropriations.

Respectfully submitted,

Yong S. Colen

APPENDIX E
University Development and Finance Committee
Chair Domaracki

Committee Reports

Parking Committee Report – No report. The next meeting is scheduled for 4-12-11

Budget Report – Handouts were provided (see below) that outlined an analysis of the change in Institutional Support costs since 2003.

Old Business

Project and Facilities updates – Refer to http://www.iup.edu/facilities/acp for updates to following lists:

- Active Capital Projects

- Facilities Management Projects

Keith & Leonard – The design meeting that was to be held in Harrisburg on 3-22-11 was cancelled. The meeting is to be rescheduled sometime during the next two weeks.

Respectfully Submitted:
Joseph Domaracki
4-6-11

Indiana University of Pennsylvania
Revenue Sources

1998/99

Tuition, Fees and Other Sources 56%

State Appropriations 44%

2009/10

Tuition, Fees and Other Sources 71%

Appropriations 29%
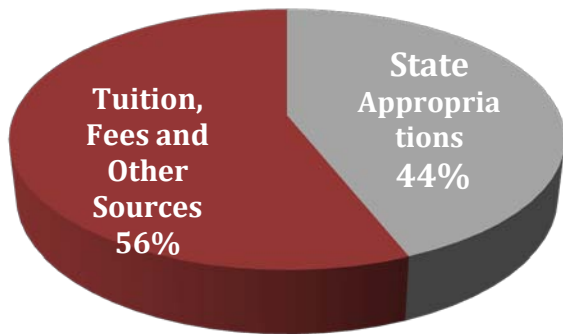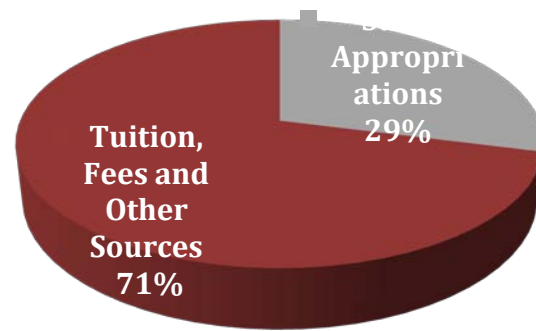
Educational & General Fund
Expenditures by Function

FY 09/10	
Instructional	$87,218,634
Research	1,019,004
Public Service	5,778,765
Academic Support	19,778,782
Student Service	16,303,260
Institutional Support	24,696,412
Plant - Oper & Maint	17,459,862
Scholarships/Fellowships	12,307,757
Total	$184,562,476

FY 09/10 Expenditures by Function
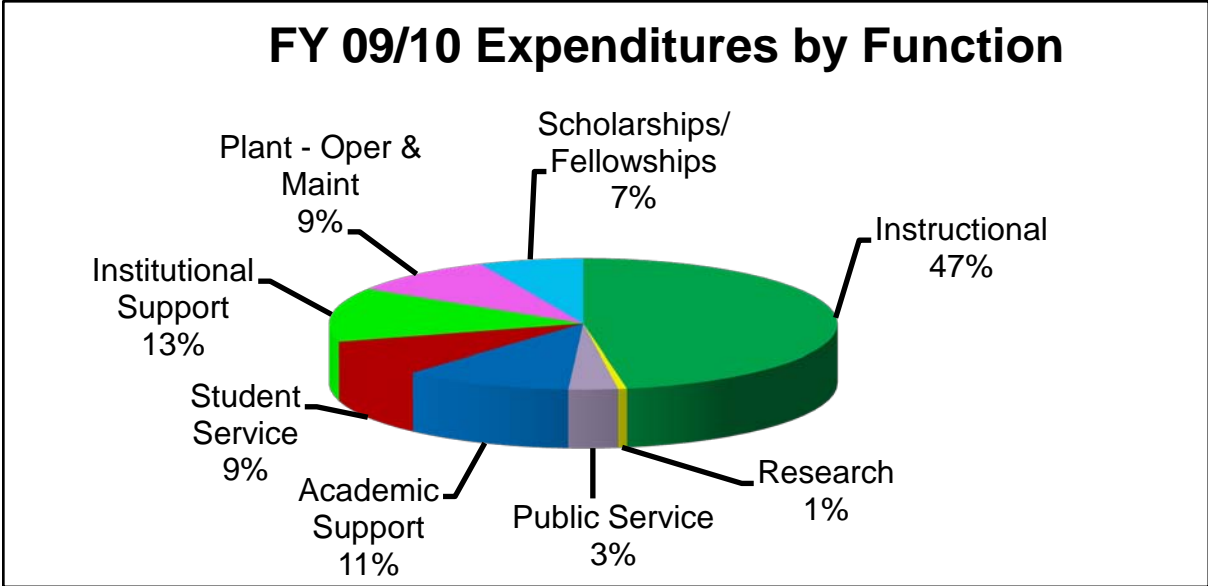
Educational & General Fund

Expenditures by Function

FY 98/99	
Instructional	$72,012,457
Research	185,923
Public Service	2,387,621
Academic Support	14,147,187
Student Service	9,809,766
Institutional Support	14,661,896
Plant - Oper & Maint	15,797,756
Scholarships/Fellowships	1,731,304
Total	$130,733,910

FY 98/99 Expenditures by Function

- Plant - Oper & Maint 12%
- Scholarships/Fellowships 7%
- Institutional Support 11%
- Student Service 8%
- Academic Support 11%
- Public Service 2%
- Research 0%
- Instructional 55%
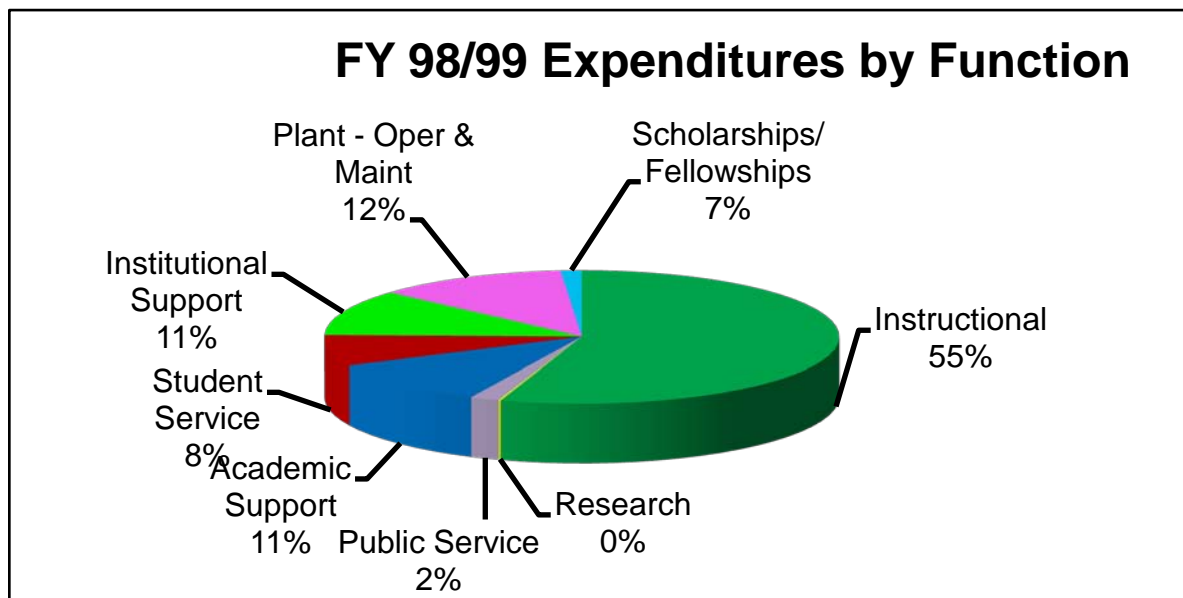
Educational & General Fund

Revenue by Category

FY 09/10	
State Appropriations	$53,327,536
ARRA Federal Stimulus	$8,590,664
Tuition	88,571,084
Student Fees	21,595,507
Cogeneration Sales	1,941,018
Performance Funding	2,975,619
Other Revenue	7,174,579
Total	$184,176,007

FY 09/10 Revenue by Category

Cogeneration Sales 1%

Performance Funding 1%

Other Revenue 4%

State Appropriations 29%

Student Fees 12%

Tuition 48%

ARRA Federal Stimulus 5%
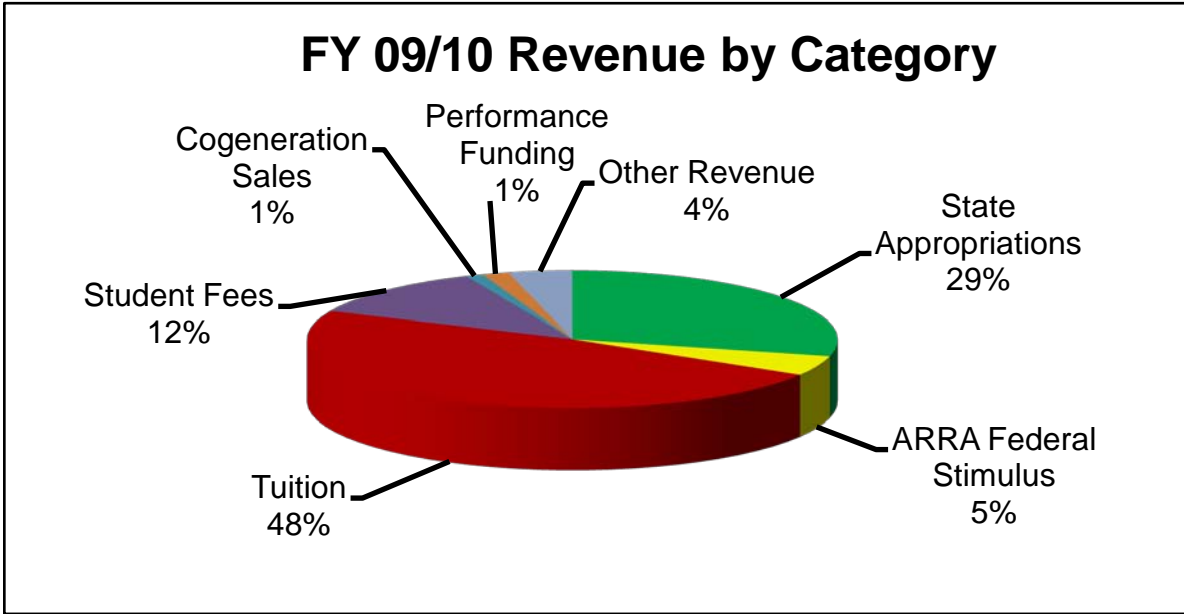
Educational & General Fund

Revenue by Category

FY 98/99	
State Appropriations	$58,748,665
Tuition	51,531,878
Student Fees	11,436,502
Cogeneration Sales	4,497,756
Other Revenue	8,487,646
Total	$134,702,447

FY 98/99 Revenue by Category

Other Revenue 6%

Cogeneration Sales 3%

Student Fees 9%

Tuition 38%

State Appropriations 44%
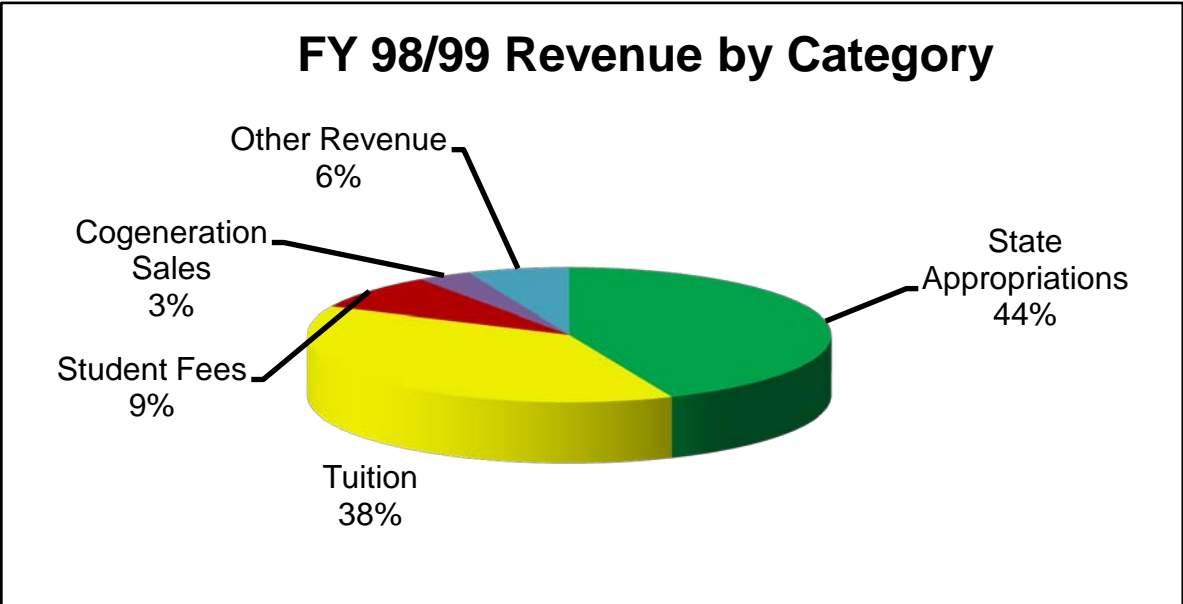
IUP - Post Retirement Benefits
Expenses and Liability

	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	Change from 2003	
Post retirement benefits liability	57,931,976	63,162,458	66,431,844	71,940,307	77,643,688	85,629,137	92,500,778	34,568,802	59.7%
Expense adjustment for the liability									
Instruction/Academic Support	3,056,858	3,926,282	2,544,460	4,386,499	4,489,465	6,177,615	5,300,080	2,243,223	73.4%
Institutional Support	329,320	715,297	386,065	615,192	694,492	1,015,654	867,697	538,377	163.5%
All Others	321,794	588,903	338,861	506,773	519,423	792,180	703,864	382,070	118.7%
Total for Adjustment	3,707,972	5,230,482	3,269,386	5,508,464	5,703,380	7,985,449	6,871,641	3,163,670	85.3%
Pay-as-you-go expense (not related to the liability)									
Instruction/Academic Support	2,960,386	2,935,148	3,924,406	4,187,077	4,422,750	3,126,859	3,796,188	835,802	28.2%
Institutional Support	743,920	977,629	1,064,410	1,166,647	1,220,957	1,029,983	1,198,056	454,136	61.0%
All Others	1,732,905	2,227,418	2,452,650	2,728,622	2,678,194	2,499,475	2,551,658	818,753	47.2%
Total for Current	5,437,211	6,140,196	7,441,466	8,082,345	8,321,901	6,656,316	7,545,903	2,108,691	38.8%
Total Expenses									
Instruction/Academic Support	6,017,244	6,861,431	6,468,866	8,573,575	8,912,216	9,304,474	9,096,268	3,079,025	51.2%
Institutional Support	1,073,240	1,692,926	1,450,475	1,781,839	1,915,449	2,045,637	2,065,753	992,513	92.5%
All Others	2,054,699	2,816,321	2,791,511	3,235,395	3,197,617	3,291,654	3,255,522	1,200,823	58.4%
Total	9,145,183	11,370,678	10,710,852	13,590,809	14,025,281	14,641,765	14,417,544	5,272,361	57.7%

Appendix F
Academic Affairs Committee
Co-Chairs Dugan and Perdue

FOR ACTION:

Academic Honors
IUP recognizes academic achievement through Dean's Lists, Provost's Scholars, and graduation honors.

Provost's Scholar
Provost's Scholars are recognized annually. At the start of the Fall semester, any undergraduate student who meets the following requirements is eligible to be named a Provost Scholar:

• A current junior with a minimum of 45 credits earned (completed, graded) at IUP
• A cumulative GPA of 3.50 or higher
• Must not have received this award previously (recognition is given only once)

Dean's List
Undergraduate students receive recognition on the Dean's List for each semester (or summer session cumulatively) in which they earn at least a 3.25 GPA based on at least 12 credits of graded (not P/F) undergraduate coursework, or a combination of graded graduate and undergraduate coursework.

Graduation Honors
Traditional Latin honors are awarded at graduation to first bachelor's degree candidates with appropriate academic records. Calculation is based on all undergraduate credits and quality points earned at IUP. Graduation honors are not granted for second (subsequent) degrees. The distinctions are:

Cum laude–3.25 to 3.49 cumulative GPA
Magna cum laude–3.50 to 3.74 cumulative GPA
Summa cum laude–3.75 to 4.00 cumulative GPA

Academic Honors
IUP recognizes academic achievement through Provost's Scholars, Dean's Lists, and graduation honors.

Provost's Scholar
Provost's Scholars are recognized annually. At the start of the Fall semester, any undergraduate student who meets the following requirements is eligible to be named a Provost Scholar:

• A current junior with a minimum of 45 credits earned at IUP
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Cum laude–3.25 to 3.49 cumulative GPA
Magna cum laude–3.50 to 3.74 cumulative GPA
Summa cum laude–3.75 to 4.00 cumulative GPA

~~Beginning December 1994,~~ non-Latin honors are awarded to associate degree candidates. The distinctions are:

With Honor–3.25 to 3.49 cumulative GPA
With High Honor–3.50 to 3.74 cumulative GPA
With Highest Honor–3.75 to 4.00 cumulative GPA

Non-Latin honors are awarded to associate degree candidates. The distinctions are:

With Honor–3.25 to 3.49 cumulative GPA
With High Honor–3.50 to 3.74 cumulative GPA
With Highest Honor–3.75 to 4.00 cumulative GPA

Rationale: Clarification and updating of language.

Appendix G
Library and Educational Services Committee
Chair Jozefowicz

<u>FOR INFORMATION:</u>

During the Spring 2011 semester LESC met face-to-face on March 1, March 29, and April 5. Major talking points included the following:

- IUP Libraries Book Fines and Fees and Policies proposals (see below for LESC Item #1—this is a <u>FOR ACTION</u> item)

- IUP's conversion path from WebCT to Moodle to D2L (see below for LESC Item #2—this is a <u>FOR INFORMATION</u> item)

- IUP Copyright Guidelines proposal (work on this document is continuing, and input is being sought from various university constituencies…conversation regarding this document is expected to continue into the 2011-2012 academic year…see below for LESC Item #3—this is a <u>FOR INFORMATION</u> item)

- A draft of a new FAQs guide for interpreting the IUP Acceptable Use Policy (work on this is continuing, and the forthcoming document likely is to be distributed to the university community this summer—please note that the University Senate previously passed the actual IUP Acceptable Use Policy in its April 28, 2009 meeting; the present document is intended only to help clarify the intent and scope of the policy including some case study type examples)

- Various Library services reports
  - In addition to the laptop computers currently available for check-out by students, IUP Libraries will be piloting a new program to allow students to check out Nooks and/or notebooks for a defined time period. The pilot will start with acquisition of 10 Nooks and 20 notebooks.
  - The IUP Libraries piloted an initiative to keep the library open for one additional operational hour during the Spring 2011 semester. The IUP Libraries considers the pilot a success with a significant increase in library patrons staying after midnight. Whether the pilot program will continue will be a function of broad budget considerations.

- Various IT services reports
  - The PASSHE Board of Governors eliminated the 25% cap on the Student Technology Fee money that could be used for personnel. The cap is lifted as of the 2011-2012 fiscal year. IUP will be reassessing use of the Student Technology Fee money in light of this change.
  - In May, IUP will begin a soft rollout of the Degree Works software, which will provide enhanced functionality in comparison to the CAPP software currently available in URSA.

- Various reports by LESC liaisons to ACPAC, the Distance Education Planning and Work Group (DEPWG), and the ESF committee

FOR ACTION:

A. IUP Libraries Fines and Fees and Policy Change Proposals

Table 1: IUP Libraries Fines and Fees Proposed Changes

Current IUP Libraries Fines and Fees: *http://www.iup.edu/page.aspx?id=101294*	*Proposed IUP Libraries Fines and Fees:*
Fines are imposed to encourage borrowers to return materials on time in order to make them available to other users.	Fines are imposed to encourage borrowers to return materials on time in order to make them available to other users.
Fines and fees are to be paid at the Circulation Desk by either **cash** or **check**.	Fines and fees are to be paid at the Circulation Desk by either **cash** or **check**.
A fine of **$0.25 per day**, per item, will be charged for an overdue library book (maximum fine: $50).	A fine of **$0.35 per day**, per book, will be charged for an overdue library book (maximum fine per book: $75).
A charge of $15 or more in fines will result in a loss of library privileges.	A charge of $15 or more in fines will result in a loss of library privileges.
Books that are thirty days past due are automatically declared lost, and a lost replacement fee will be charged.	Books that are ninety days past due are automatically declared lost, and a lost replacement fee will be charged.
Unpaid fines can result in the temporary loss of borrowing privileges.	Unpaid fines can result in the temporary loss of borrowing privileges and a university-wide records hold.
If you receive an e-mail or something in the mail stating you have fines or fees, be aware that this is just a courtesy gesture.	If you receive an e-mail or something in the mail stating you have fines or fees, be aware that this is just a courtesy gesture.
It is your *responsibility* to monitor your account to keep things up to date.	It is your *responsibility* to monitor your account to keep things up to date.

Table 2: IUP Libraries Policies Proposed Changes

Current IUP Libraries Policies: *(http://www.iup.edu/page.aspx?id=101300)*	*Proposed IUP Libraries Policies:*
	Book Limits:

Book Limits:

- Undergraduate students and library card users may have a total of **fifty books** checked out at one time.
- Master's students, doctoral students, faculty, staff, and administrators may have a total of **seventy-five books** checked out at one time.

Loan Periods:

- A patron must present a university identification card (I-card) in order to borrow library books or materials.
- Undergraduate students and library card users have a **thirty-day** lending period.
- Master's students, doctoral students, faculty, staff, and administrators have a **ninety-day** lending period.

Renewals for Library books:

- Undergraduate students and library card users get **two renewals**.
- Master's students, doctoral students, faculty, staff, and administrators get **two renewals**.
- To renew books, you can come to the circulation desk with your I-card, or you may renew books online.
- You cannot renew items that are overdue, have been renewed twice, or have been recalled. These books will need to be brought into the Circulation Desk, or you can call to have them reviewed and renewed when possible. The number for the Circulation Desk is 724-357-2340.

Damaged Library Materials:

- Damaged books are reviewed on an as-needed basis. You may be responsible for rebinding or replacement costs.

Standards of Patron Behavior:

- While we do our best to make your

- Undergraduate students and library card users may have a total of **fifty books** checked out at one time.
- Master's students, doctoral students, faculty, staff, and administrators may have a total of **seventy-five books** checked out at one time.

Loan Periods:

- A patron must present a university identification card (I-card) in order to borrow library books or materials.
- Undergraduate students and library card users have a **thirty-day** lending period.
- Master's students, doctoral students, faculty, staff, and administrators have a **ninety-day** lending period.

Renewals for Library books:

- Undergraduate students and library card users get **two renewals**.
- Master's students, doctoral students, staff, and administrators get **two renewals**.
- Faculty get **three renewals**.
- To renew books, you can come to the circulation desk with your I-card, or you may renew books online.
- You cannot renew items that are overdue, have previously been renewed the maximum number of allowable times, or have been recalled. These books will need to be brought into the Circulation Desk, or you can call to have them reviewed and renewed when possible. The number for the Circulation Desk is 724-357-2340.

Damaged Library Materials:

- Damaged books are reviewed on an as-needed basis. You may be responsible for rebinding or replacement costs.

Standards of Patron Behavior:

library experience a good one; sometimes situations arise that cause tension between our desk attendant and the patron. We ask that all parties maintain a calm composure and be civil in their interaction with each other—worker and patron. Foul language and threats of any kind will not be tolerated. ***Overdue, Fine, and Fee Notices:*** Notices for overdue books, fines, and fees are computer generated as a courtesy. It is the patron's responsibility to monitor their own account online.	- While we do our best to make your library experience a good one; sometimes situations arise that cause tension between our desk attendant and the patron. We ask that all parties maintain a calm composure and be civil in their interaction with each other—worker and patron. Foul language and threats of any kind will not be tolerated. ***Overdue, Fine, and Fee Notices:*** - Notices for overdue books, fines, and fees are computer generated as a courtesy. It is the patron's responsibility to monitor their own account online.

Rationale for changes in the IUP Libraries overdue and lost book fines policies:

The IUP Libraries would like to increase its overdue book fines. Overdue book fines are in place as a deterrent to encourage users to return library books on time. This allows other users the opportunity to use library materials in an equitable manner. Even though the Libraries are seeking to increase the daily overdue book fine rate by $0.10, it is important to note that this fine schedule has not changed or increased since 1998. Furthermore, IUP Libraries would be the last among the PASSHE universities to update the fine schedule.

Beginning with the Fall 2011 semester, Access Services at IUP Libraries would like to raise the overdue book fines from $0.25 per book per day overdue to $0.35 per book per day overdue. However, in conjunction with this increase in the fine rate, the following changes also would be implemented: 1) the recognized "grace period" to return an overdue book before incurring charges would change from the current three days to seven days; and 2) IUP FACULTY would be allowed to renew books three times, an increase from the two renewals currently allowed (this will increase the time faculty can keep a book from a total of 270 days to 360 days).

The IUP Libraries additionally would like to raise the maximum fine amount for overdue books. These fines have not changed since 1998, as well, but the price of books has increased significantly during this time period. The Libraries would change the maximum fine amount allowed from the current $50.00 to the amount charged for a "lost book," which currently is $75.00.

The Libraries would like to increase the automated system designation for a "lost book" from 30 days overdue to 90 days overdue. This would give patrons more time to return overdue books without the lost book fines hindering their ability to use other library services and/or encountering a university-wide records hold. For books ultimately considered to be "lost books," the IUP Libraries would continue to allow replacement of the lost books for an exact copy of the book, plus a $25.00 processing fee. For "lost books" not replaced by the patron(s)

the IUP Libraries would charge the average cost to replace a book (currently $75), plus the processing fee ($25).

Finally, in conjunction with the other proposed changes, the IUP Libraries would begin sending courtesy reminder e-mails 3 days before any book(s) are going to be overdue.

FOR INFORMATION :

B.   **A Brief, Informal History of IUP's Learning Management Systems**
   Draft 2.0 – 3/3/2011

1990s - IUP standardizes on WebCT as its course management system – these products are now referred to as learning management systems (LMS'). WebCT is selected after faculty, using the Beta version of WebCT, tested it in the classroom in the Fall of 1995. Blackboard was also being marketed, but does not have a formal product available for review and testing at the time.

Early 2000s – PASSHE chooses Blackboard as a system-wide LMS to be run centrally by the Office of the Chancellor – East Stroudsburg and IUP (WebCT) and Lock Haven (e-College) choose not to participate because they have well-established distance education initiatives with their products. IUP has, by this point in time, over half of its faculty using WebCT and did not believe that shifting to Blackboard, which did not have the functionality of WebCT, to be in its long-term best interests. Another advantage was that IUP was locally hosting WebCT on its own servers thereby providing a faster response to the needs of the faculty and students through the local IT department. These universities are not permitted to use Tech Fee to pay for the license. California and Edinboro keep their existing e-College licenses and add Blackboard.

Mid-2000s – PASSHE consolidates all LMS licenses (including WebCT and e-College) with an eye toward eventually consolidating the remaining three universities with the 11 using PASSHE-hosted Blackboard. Blackboard buys WebCT with the clear intention of trying to shift consumer interest to Blackboard as a product. (As an aside, Blackboard was originally developed by business/marketing folks while WebCT was originally developed by faculty for use in the classroom. The two products were designed and marketed with very different objectives. When Blackboard bought WebCT it was with the intention of eventually terminating the availability of WebCT and having Blackboard control the market).

2006 – Blackboard announces that IUP's version of WebCT will be virtually non-supported beginning Fall of 2008.

Apr., 2007 – IUP formally notifies PASSHE that it will tentatively migrate to Blackboard as a default reaction to Blackboard's purchase of WebCT, but will explore open source options first and will adopt an open source solution if one proves adequate.

2007-08 Academic Year – IUP conducts demonstrations with Sakai and Moodle users and service providers in order to gauge their ability to serve IUP. The Online Learning Committee

(OLC) is formed as an ACPAC action team and eventually as a full-blown committee in order to guide the process.

Summer, 2008 – Eight IUP faculty members conduct reviews of Moodle and Sakai and a limited review of Blackboard – joined by various OLC members and others during the Fall, 2008 semester in order to provide a recommendation for IUP's new LMS. OLC eventually recommends Moodle, and also recommends that IUP re-evaluate the market once PASSHE selects a commercial LMS.

Jan., 2009 – Educause Mid-Atlantic Conference presentation by OLC chair Dolores Brzycki and faculty member Mindy Wygonik concerning IUP's unique faculty-driven LMS selection process attracts more than 100 higher ed. leaders from throughout the Mid-Atlantic and New England states.

Spring, 2009 – Provost Intemann endorses Moodle as the LMS and the shutdown of WebCT for June, 2010 is announced.

2009-10 Academic Year – The transition from WebCT-to-Moodle is executed and WebCT is shutdown as scheduled. The transition is completed without any funds expended on either additional personnel or software.

Sept., 2009 – IUP President Atwater is asked by the Chancellor's Office to appoint a faculty member, student and IT person as well as its Provost as potential members of the PASSHE LMS RFP committee. PASSHE ultimately selects a student and Provost Intemann as IUP's representatives. The universities are informed that – like the recent student information system RFP - the process is expected to generate multiple awardees that universities can select as they deem appropriate in an 'opt-in' manner.

Dec. 21, 2009 – PASSHE universities are informed by the Office of the Chancellor that Desire2Learn (D2L) was the top selection in the RFP process. In an unexpected twist, the gap in the points is large enough that the Chancellor's Office suggests that universities standardize on D2L and they agree. Equella (learning content management) and Perceptis (helpdesk) are also awarded contracts.

Feb., 2010 – IUP Cabinet decides that IUP will comply with the Chancellor's Office request that it fully participate in the funding of D2L/Equella/Perceptis, but that it will not mandate the abandonment of Moodle by IUP faculty. It is decided that IUP will take a one-year moratorium on any training with D2L until Feb., 2011 – using that event as the opening of a 'formal exploration' of D2L. It is anticipated that a longer-term decision about the role of Moodle vs. D2L will occur as a result of that exploration.

Spring, 2010 – Formal FAQ and announcements are created and made available across the university community.

June 16, 2010 – IUP receives a request from the Office of the Chancellor that it initiate a process that will result in the full adoption of D2L for credit courses – most specifically requesting that it

stop adding new faculty to Moodle by the conclusion of the 2010-11 academic year. No timeline could be determined for any migration of current Moodle users because D2L had no migration utility for Moodle content.

Sept. 15, 2010 – IUP management informs faculty at meet-and-discuss of its intention to comply with the June 16, 2010 request from the Office of the Chancellor.

FOR INFORMATION

C. **Please Note: This document remains a working draft, and conversation regarding this document is expected to continue into the 2011-2012 academic year. Input from various IUP constituencies is being sought.

(D R A F T February 24, 2011)

Copyright Guidelines
Indiana University of Pennsylvania

Reasons for these Guidelines:

Guidelines for copyright protection and use are recommended from recent requirements for compliance to the Digital Millennium Copyright Act (DMCA) of 1998 (http://www.loc.gov/copyright/legislation/dmca.pdf) and passage of the Technology, Education and Copyright Harmonization (TEACH) Act – see http://www.ala.org/washoff/teach.html - with specific requirements to "government body or an accredited nonprofit educational institution."

Requirements in order to use Digital Millennium Copyright Act (DMCA) Provisions:
- Ensure appropriate campus expertise and resources to deal with copyright issues
- Determine who will be the campus agent to receive notifications of copyright infringement from the Copyright Office
- Develop or update campus policy and procedures on copyright
- Post the campus policy online
- Register the campus agent with the Copyright Office
- Educate the community about the law and promote compliance

Service providers must file with the Copyright Office a designation of agent to receive notification of claimed infringement. **They must also make available online a copy of the updated service provider copyright policy.**

Requirements in order to use TEACH Act Provisions:
A. The institution must be an accredited, non-profit educational institution.
B. There is a requirement that qualifying institutions have copyright policies in place, provide information and education about copyright and provide notice that materials may be protected by copyright.

C. Application of reasonable technological measures that prevent distance learners from retaining copyright materials beyond class applications and prevent unauthorized distribution is required.

D. Performance and display of copyrighted materials has some requirements attached to it including:

- Use must be a regular part of the class activities and directly related to class content.
- Instructor is to be the one to make, direct or supervise the performance or display, and
- The use must be technologically limited to only students enrolled in the class.

E. Digital copies of analog works needed to perform and display works in a digital environment can only be kept by the institution and used only for authorized activities described in Section 110. Exclusions include: materials which are specifically developed and marketed for the distance learning market, illegal copies, materials usually purchased by students (i.e.coursepacks, textbooks...)

F. The duties and responsibilities placed upon institutions, IT officials, and instructors are described.

Purpose of these Guidelines:

- These Guidelines are required by provisions of current copyright law.
- They are primarily meant to be *educational* in nature, so that students, faculty and administrators are familiar with current copyright law in the academic environment.
- They serve as a starting point for the individual departments to customize their policies to meet their individual needs.
  They *are not* a definitive statement of all issues related to copyright.
- They *do not* intend to alter current intellectual property under collective bargaining agreements.
- They *do not* attempt to address broader, global concerns to the risk of losing or submitting to controls of access, increased costs, licensing, limits in variety of sources from different media, etc.
- They are based upon "best practices" guidelines from other universities, for use and access to copyrighted materials.

Information has been retrieved from materials on copyright including: the University of Texas Copyright Crash Course (http://www.utsystem.edu/ogc/intellectualproperty/l-intro.htm) and Cornell University Copyright Information Center http://www.copyright.cornell.edu/policies/. One of the best copyright guidelines for educators is the pamphlet *Know Your Copy Rights: What You Can and Cannot Do* published by the Association of Research Libraries (ARL): http://www.knowyourcopyrights.org/resourcesfac/kycrbrochure.shtml

In addition to these sources, professional literature, legal resources from statutes, acts and cases will be monitored regularly to identify new trends in the area of copyright. **This is a "living document" that will be revised as copyright laws evolve in the future.**

Specific IUP departmental guidelines and resources may be found at the end of this document. *If a user at IUP exceeds these guidelines, they do so at their own risk.*

Copyright Basics:

What is copyright?
Copyright is protection given by law to the owners of "original works of authorship." The author immediately becomes the owner as soon as the work is in a fixed or tangible form. If an author creates a "work-for-hire," then the *employer* owns the copyright. Collective works have a separate copyright from the individual works contained in it. The owner has exclusive rights, listed in Sec. 106 of the copyright law, including to:
- make copies
- distribute copies
- publish
- publicly display
- publicly perform
- make derivative works

These should be understood as a *bundle of rights*. **Each of these rights is separate and distinct**. Each right may be sold or licensed separately. Except for a few special purposes explained in the law, *it is illegal for anyone to use copyrighted property without the owner's permission*.

What materials are subject to copyright?
Sec. 102 of the law tells that literary, musical, dramatic, and choreographic works are copyrightable, as are works of art, photography, sculpture and architecture. Audiovisual works (movies, videotapes, etc.) and sound recordings are also included. Computer software is protected, as are any digital manifestations of the materials listed above. Boat hull design was added with the DMCA.

Both *published* and *unpublished* works are protected. There is no longer any requirement to display copyright notice, or register materials with the copyright office. *All* "original works of authorship" are protected automatically, with or without a notice, "from the moment of creation."

Since an element of creative expression and original authorship is required, Sec. 102 also lists works that are *not copyrightable*. Examples include titles, names, short phrases, slogans, etc. (though some of these may be protected through Trade Mark); ideas, procedures, methods, systems, etc. (though some of these may be protected by Patent), and works "consisting entirely of common property with no original authorship," such as calendars, directories, tape measures and rules, height and weight charts, phone books, etc. Sec. 105 tells that Federal Documents claim no copyright and are "in public domain," but many State Documents do claim copyright. A work is said to be "in public domain" when the author claims no copyright ("dedicated to the public"), and when copyright has expired. Such works can be used without permission.

What is the duration of a copyright?
Under S. 505 Copyright Term Extension Act (TEA) of 1998, duration has been extended to the life of the author, plus 70 years, or 95 years for a work of "corporate authorship." Works already under copyright will be protected for an additional 20 years from the date copyright was originally due to expire.

Because the duration of many older copyrights has been extended, it is possible that anything bearing a copyright date going back as far as seventy-five years could still be protected. The only safe course for a prospective user is to assume that such an item is protected, unless he has reliable evidence that the copyright has expired. The fact that a publication is out of print does not nullify its copyright or justify its use without permission. The following chart show when various materials pass into public domain:
http://www.copyright.cornell.edu/resources/publicdomain.cfm

Fair Use:
The law allows limited use of copyrighted works without permission in some situations. Section 107 describes usage without permission for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research. In determining whether such a use is permissible, four factors are to be considered:

a. **The purpose of the use, including whether such use is noncommercial or is for nonprofit educational purposes**
b. **The nature of the copyrighted work**
c. **Whether the intended use is an insignificant part of the copyrighted work as a whole**
d. **Whether there is an adverse effect on the market for, or value of the copyrighted work**

The exact boundaries of fair use have never been legally established. As a copyright attorney once said, *"Fair use was meant to be litigated."* When fair use is litigated, the courts use the four factors above to determine if a use is "fair." All four of the factors are taken into consideration, on a type of sliding scale. Uses on the left tend to tip the balance in favor of fair use. The use on the right tends to tip the balance in favor of the copyright owner - in favor of seeking permission. The uses in the middle, if they apply, are very beneficial: they add weight to the tipping force of uses on the left; they subtract weight from the tipping force of a use on the right.

Factor 1: What is the character of the use?

- Nonprofit
- Educational
- Personal research

- Criticism
- Commentary
- News reporting
- Parody
- Other "transformative" uses

- Commercial
- Profiting from use
- Entertainment
- Bad faith endeavor
- Not giving credit to original author

Factor 2: What is the nature of the work to be used?

- Fact
- Published
- Important to educational objectives

- A mixture of fact and imaginative

- Imaginative
- Unpublished
- "Highly creative" i.e. Music, poetry, art, …
- Is consumable, as for example "workbooks"

Factor 3: How much of the work will you use?

- Small amount
- Not central or significant to the work as a whole
- Amount is appropriate for the educational objective

- More than a small amount
- Portion used is central to the work, or the "heart of the work"

Factor 4: What effect would it have on the market for the original or for permissions?

- No loss of potential income
- User owns a "legal copy" of the work
- Lack of a licensing mechanism
- Access only to members of the class

- Original is out of print or otherwise unavailable
- No ready market for permission
- Copyright owner is unidentifiable, or could not be contacted with a "good faith" effort (see "orphan work" below)

- Competes with (takes away sales from) the original
- Avoids payment for permission (royalties) in an established market
- Reasonably available licensing mechanism
- Affordable permission available
- Numerous copies made
- Repeated or long term use (called "cumulative effect")
- Unrestricted access on the web, or other public forum

Remember this essential point: It is all right to do anything you want to do with copyrighted materials *provided that you first get the owner's permission.* When in doubt, ask permission, but allow at least six to eight weeks for a response.

The fact that a publication is out of print or that a copyright owner is difficult to locate does not justify infringement. Research and good old-fashioned detective work may be necessary. For a modest fee, the Copyright Office in Washington, D.C. will conduct a search of their records, but allow a few weeks for response.

Orphan Work: If a copyright owner can not be identified, or could not be contacted with a good faith effort, the work may be considered an "orphan work." Legislation is pending that would limit the exposure of good faith users of orphaned works, but for the time being these works still have full copyright protection and can only be used following the principles of fair use.

The amount of a work should be no greater than what is needed for the particular educational use.

Extreme care should be exercised in claiming fair use for poetry and music because a very small portion may embody a great "substantiality" or "heart the work." Permission is necessary before using any complete short story, poem, or song.

An important condition in exercising fair use is that the pertinent copyright notice must be reproduced or displayed on each copy.

Access to the portion of a course Web site containing copyrighted materials should be limited to students enrolled in the course or other individuals requiring access to the course materials for purposes of conducting the course. This can be achieved through the use of passwords or other technological means.

Student access to copyrighted content should terminate when the student has completed the course.

Your options should a desired use exceed "fair use":

Determine if IUP has already paid for a licensed use of the material. The IUP Libraries has paid for subscriptions to many electronic journals and other databases, such as music listening databases, that entitle campus community may access online and permit the use of these materials in courses. Faculty can point students to these materials or link to them.

Provide a link directly to the material. Linking does not involve the creation of additional copies and therefore cannot constitute copyright infringement. Much material is available for free from legitimate Web sites such as open archives or open access journals or available under a Creative Commons *http://creativecommons.org/about/licenses/meet-the-licenses* or similar license.

Get written permission from the copyright holder.

Pay for a license through the Copyright Clearance Center.

Incorporate materials into a course pack. The copy vendor may obtain necessary permissions and incorporate any fees into the price of the course pack.

If costs are prohibitive, seek out substitute materials.

Guidelines for Photocopying Books and Periodicals for Classroom use in Not-For-Profit Educational Institutions

Soon after the Copyright Law was passed in 1976, meetings of an Ad Hoc Committee of Educational Institutions and Organizations on Copyright Law Revision, the Authors League of America, Inc., and the Association of American Publishers created the following guidelines. While these guidelines do not have the force of law, the Committee believed the guidelines were a reasonable interpretation of the minimum standards of fair use.

The parties agreed that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying may not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Law. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

Please refer to Circular 21 *Reproduction of Copyrighted Works by Educators and Librarians* http://www.copyright.gov/circs/circ21.pdf which give a detailed description of the history, background and logic of these guidelines.

I. Single Copying for Teachers

A single copy may be made of any of the following or any part thereof by or for any faculty or staff member at his or her individual request:

> A. A chapter from a book;
> B. An article from a periodical or newspaper;
> C. A short story, short essay or short poem, whether or not from a collective work;
> D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. Multiple Copies for Classroom Use:
Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the faculty giving the course for classroom use or discussion, *provided that*:

> A. The copying meets the following tests of brevity and spontaneity as defined below; *and*,
> B. Meets the cumulative effect test as defined below; *and*,
> C. Each copy includes a notice of copyright

Definitions

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

(i) The copying is at the instance and inspiration of the individual teacher, and
(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are made.
(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.
[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. Prohibitions as to I and II above

Notwithstanding any of the above, the following shall be prohibited:

A. Copying may not be used to create or to replace or substitute for anthologies, compilations or collective works. A prohibited replacement or substitution occurs regardless of whether copies of various works or excerpts there from are accumulated or are reproduced and used separately.
B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
C. Copying shall not:

1. substitute for the purchase of books, publisher's reprints or periodicals;
2. be directed by higher authority; or
3. be repeated with respect to the same item by the same teacher from term to term.

D. No charge may be made to the student beyond the actual cost of the photocopying.

Guidelines for Educational Uses of Music

A Permissible Uses

1 Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

2 For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section[1], movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.

3 Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

4 A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

5 A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B Prohibitions

1 Copying to create or replace or substitute for anthologies, compilations or collective works.

2 Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

3 Copying for the purpose of performance, except as in A(1) above.

4 Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.

5 Copying without inclusion of the copyright notice which appears on the printed copy.

CONFU: The Conference on Fair Use

In the 1990s, there was an effort to negotiate guidelines for the fair use of electronic materials in a variety of nonprofit educational contexts. Anyone who wished to participate was invited to do so and a large group began to negotiate in September 1994. The large group identified five areas of educational use for consideration by smaller working groups: Distance Learning, Multimedia, Electronic Reserves, Interlibrary Loan, Image Collections and Software. Ninety-three organizations representing for-profit and nonprofit publishers, the software industry, government agencies, scholars and scholarly societies, authors, artists, photographers and musicians, the movie industry, public television, licensing collectives, libraries, museums, universities and colleges negotiated nearly three years, but reached no binding agreements. The industry groups felt the guidelines were too liberal, while the library and educational groups felt the guidelines were too restrictive. Thus the CONFU Guidelines offer no sure safe harbor from infringement lawsuits, and neither do they mark the exact limits of fair use, since only the courts can determine that through litigation.

That said, the guidelines that were negotiated are still useful *as a place to begin*. They may be used to argue a good faith effort to comply with the spirit of fair use, and have also been used by many organizations as an example of best practices in the user community.

Please refer to the Final Report to the commissioner on the conclusion of the Conference on Fair Use (November 1998) http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf for a detailed description of the history, background and logic of these guidelines.

The following sections summarize some of the CONFU guidelines and give updated information for subsequent laws and guidelines.

Performance and Display in Distance learning:

The CONFU Distance Learning Guidelines only tackled fair use to perform and display others' works in two contexts:

- Live interactive distance learning classes
- Delayed transmission of faculty instruction.

They did not cover fair use of (performance of) others' works in online course materials.

Section 110 "Exemption of certain performances and displays" of the Copyright Law gives educators rights to perform and display copyrighted material in the classroom.   The TEACH (Technology, Education and Copyright Harmonization) Act of 2002, broadened Section 110 for distance education with specific limitations. Performances and displays in digital distance education should adhere to the following principles:

The performance or display must be:

1. A regular part of systematic mediated instructional activity.
2. Made by, at the direction of, or under the supervision of an instructor.
3. Directly related and of material assistance to the teaching content.
4. For and technologically limited to students enrolled in the class.
5. From a lawfully obtained copy (one that is purchased by the IUP Libraries or the instructor). The Libraries will make a good faith effort to purchase commercially available copies of all requested items.

Expanded rights include:

1. Performances (partial or entire) of all non-dramatic literary or musical works. Such works would include the display or performances of poetry or short-story reading; all music other than opera, music videos and musicals.
2. Reasonable and limited portions of any dramatic musical works (including choreography, pantomimes, plays, radio and television scripts, movies, ballet, opera, music videos and musicals).
3. Performances and displays of any work in amounts comparable to typical face-to-face displays.
4. Performances and displays of materials with appropriate permissions from the copyright holder.

Prohibitions:

1. Materials specifically produced or marketed for classroom use or for digital distance education (i.e. Materials currently available electronically).
2. A performance or display that is given by means of a copy not lawfully made or acquired, or that the Libraries or instructor knows or has reason to believe was not lawfully made or acquired.
3. Media that the students are normally required to purchase for the course. Examples may include: films or recordings purchased in conjunction with required textbooks and recorded anthologies.
4. Materials without appropriate permission if the nature, scope, or extent of the copying is judged by IUP Libraries to exceed the reasonable limits of "fair use" under copyright.

Multimedia:

Multimedia was introduced after the latest revision of the copyright law. In 1997 the Conference on Fair Use (CONFU) released the Fair Use Guidelines for Educational Multimedia which was endorsed by the U.S. Copyright Office.

Permitted

- Students: Students may perform and display their own educational multimedia works for a course they are taking. Students may include their multimedia works in their portfolios. Students may keep their work indefinitely.
- Teachers: Teachers may use and display their own education multimedia projects for face-to-face instruction, their own portfolios or academic conferences or inservices. Teachers may keep a work for only two years. Teachers may make only two copies of the multimedia works.

Limitations:

- Motion media (film, video, television) – up to 10% or three minutes, whichever is less, of an individual program.
- Text (prose, poetry, drama) – up to 10% or 1000 words, whichever is less, of a novel, story, play, or long poem. Short poems less than 250 words may be used in their entirety. Only three poems by one poet or five poems by different poets from an anthology may be used. For poems longer than 250 words, only three excerpts from one poet or five from works by different poets in an anthology.
- Music, lyrics, and music video – up to 10% but not more than 30 seconds from a single work (or combined from separate extracts of a work).
- Illustrations, cartoons and photographs – no more than 5 images from a single artist or photographer. No more than 10% or 5 images from a single collective work.
- Numerical data sets (computer databases or spreadsheets) – up to 10% or 2,500 fields or cells whichever is less.

Other requirements - All multimedia works, by either teacher or student, must include a statement that the work contains copyrighted materials under the Fair Use exemption of U.S. Copyright Law. Permission must be sought for all copyrighted works used in their multimedia projects if they are used for non-educational or commercial purposes.

IUP Specific Resources

Reserve / EReserve Submission Guidelines

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be used for any purpose other than private study, scholarship, or research. If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of fair use, that user may be liable for copyright infringement.

Fair Use: Please apply these four factors when preparing an item for Reserve/EReserve.

- **Purpose:** In order for a work to fully favor fair use, it must be used for a nonprofit, educational purpose such as teaching, research, scholarships, criticism, or comment. The use must also be transformative or have a productive use. In other words, the work is used to be commented on, criticized, remade as a parody, or repurposed so that the main idea behind it can be more easily identified. In addition, the work must have some type of restricted access so that only a specific group of people, such as students, are able to access it.
- **Nature:** In order for a work to fully favor fair use, it must be a published work that is factual, or nonfiction, and be important to the course objectives. Consumable works, such as standardized tests and workbooks, will **never** qualify for fair use.
- **Amount:** In order for a work to fully favor fair use, it must be a small quantity of the work that is no more than necessary for its educational purpose, and the portion may not be the central part, or "heart," of the work which would weigh against fair use.
- **Effect:** The effect of the work refers to the effect the use of the work will have on the potential market. In other words, will the use of the work cause an economic loss for the copyright holder? In order for a work to fully favor fair use, it must have been lawfully acquired, have no significant effect on the potential market, be no longer in print, have no similar product on the market by the same copyright holder, and there can be only one or few copies made of the work. Likewise, the work may **not** be used repeatedly or for long-term circumstances, be made publicly available on the Internet, have a reasonably available licensing mechanism to get permission for the work, or have potential to replace the sale of the copyrighted work.

Limit Reserve/EReserve to:
- One chapter from a book (cannot exceed 10% of the book)
- One article from any given journal issue
- An article from a newspaper
- Supplemental - small part of materials required for the course (not to take place of a course packet).
- Original materials must be owned by the library, faculty member, or department.

- PALCI books, ILL books, or books from any other institution cannot be used for Reserve/EReserve

Include on Reserve/EReserve Forms:

Full citations when submitting forms

Limited access:

- Items will be password protected for students enrolled in the specific class. Access will be terminated at the end of the designated class term (not to exceed two consecutive semesters).

Things to know:

- Under fair use an item can be used two consecutive semesters then it is no longer fair to use and permission from the publisher needs to be obtained to continue usage.
- The same article or chapter cannot be used for multiple courses taught by the same professor; unless permission is obtained.
- The Internet is not the public domain. There are both copyrighted and uncopyrighted materials available. Assume a work is copyrighted. (Links to the appropriate URL's will be used in this case)
- The same copyright protections exist for the author of a work regardless of whether the work is in a database, CD-ROM, or on the internet.
- Works of the United States Government are not copyrightable, but works created by State or Local Governments may be protected.

Permission

- If permission is granted for usage of an item, we will need a copy of the letter or email for our files. The usage time frame will be followed as per the publisher's determination.

In order to make our EReserve processing as efficient as possible and to provide the best quality material for the students, we ask that faculty follow three rules of thumb when making copies to be scanned:

1. Submit first generation 8 ½ x 11 copies.
2. Limit underlining and highlighting (yellow is the only color that is scannable).
3. Keep pictures to a minimum along with print with grey shading in the background.

    - Remember the original must have been purchased by you, the library, or your department.

- Copies are always returned to your departmental secretary after scanning.

Copyright law applies to materials found on the internet.
Fair use guidelines are applied to materials in traditional reserve just as they are in electronic reserve.

Referenced sites:
http://www.umuc.edu/library/copy.shtml
http://www.law.cornell.edu/uscode/17/107.shtml
http://www.utsystem.edu/ogc

Interlibrary Loan

The library may be either a requestor or responder in the interlibrary loan context ("IL"). As requestor, we are responsible for compliance with copyright law and, where applicable, the CONTU Guidelines. As responder, we are only responsible to ask whether the requestor has so complied. Further, the CONTU Guidelines only apply to certain materials (articles from periodicals published fewer than five (5) years before the date of the request and small parts of other works) and do not define aggregate quantities of copying that would substitute for subscriptions to materials that are older than five (5) years or whole works under Section 108(e).

a. Requesting a copy of an entire book.

As requesting party, the library must comply with Sections 108**(e) & (g)**:

- Determine that a copy cannot be obtained at a fair price;
- The copy must become the property of the patron;
- The library should have no notice that the copy will be used for a purpose other than private study, scholarship or research;
- The library should have both a display and order form "Warning of Copyright."
- The library must not be aware or have substantial reason to believe it is engaging in related or concerted reproduction or distribution of multiple copies of the same material;
- Since the CONTU Guidelines do not apply to Section 108(e) materials, the library must make its request with a representation that it has complied with copyright law.

b. Requesting a copy of an entire journal issue.

As requesting party, the library must comply with Sections 108**(e) & (g)** and the **CONTU Guidelines**:

- Determine that a copy cannot be obtained at a fair price;
- The copy must become the property of the patron;
- The library should have no notice that the copy will be used for a purpose other than private study, scholarship or research;
- The library should have both a display and order form "Warning of Copyright."

- The library must not be aware or have substantial reason to believe it is engaging in related or concerted reproduction or distribution of multiple copies of the same material;
- Since the CONTU Guidelines apply to periodicals, the library must make its request with a representation that it has complied with copyright law and the Guidelines;
- The library will pay royalties on any copy that exceeds the "suggestion of five;"
- The library will maintain its records of the request for three years.

c. Requesting a copy of an article from a journal issue or a small part of another work.

As requesting party, the library must comply with Sections 108**(d) & (g)** and the **CONTU Guidelines**:

- The copy must become the property of the patron;
- The library should have no notice that the copy will be used for a purpose other than private study, scholarship or research;
- The library should have both a display and order form "Warning of Copyright."
- The library must not be aware or have substantial reason to believe it is engaging in related or concerted reproduction or distribution of multiple copies of the same material;
- Since the CONTU Guidelines apply to periodicals and small parts of other works, the library must make its request with a representation that it has complied with copyright law and the Guidelines;
- The library will pay royalties on any copy of a periodical article that exceeds the "suggestion of five;"
- The library will maintain its records of the request for three years.

d. Responding to a request for a copy of an entire book.

Most observers believe that the supplying library in an IL transaction does not have responsibility for compliance with copyright law. Further, where the request is for an entire book and not for a part of a periodical or other work covered under Section 108(d), the supplying library has no responsibility under the CONTU Guidelines for requiring the statement of compliance with the Guidelines.

It nevertheless appears to be standard practice to require a statement of compliance with copyright law from the requesting library. Asking for and receiving assurance that the requesting library has complied with copyright law may have the effect of providing the supplying library with some "insurance" against the possibility that the supplying library could somehow be held responsible for engaging in related or concerted copying. Section 108(g) allows libraries to copy in accordance with the provisions of Section 108 so long as the library has no "awareness" or "substantial reason to believe" that it might be engaging in related or concerted reproduction or distribution of multiple copies of the same material. Courts have on occasion held that persons are responsible for "knowing" that which a reasonable inquiry might have revealed. If such an interpretation were followed in this context, a library that asks for and receives an assurance that the requesting library has complied with copyright law would be better able to say that it had no awareness than a library that did not ask.

e. Responding to a request for a copy of one or more articles from a journal issue or a small part of a book.

As responding party, the library will not have responsibility for compliance with copyright law, but should nevertheless request a statement of such compliance from the requesting library, as explained above. Further, a request for articles or small parts of other works is covered by the CONTU Guidelines so the library should require a statement of compliance with the Guidelines as well.

Attachment:
CONTU (National Commission on New **Technological Uses of Copyright**
Works)

Source: Final Report of the National Commission on New
Technological Uses of Copyrighted Works, July 31, 1978,
Library of Congress, Washington, DC, 1979, pages 54-55.

CONTU Guidelines on Photocopying under Interlibrary Loan Arrangements
The CONTU guidelines were developed to assist librarians and copyright proprietors in understanding the amount of photocopying for use in interlibrary loan arrangements permitted under the copyright law. In the spring of 1976 there was realistic expectation that a new copyright law, under consideration for nearly twenty years, would be enacted during that session of Congress. It had become apparent that the House subcommittee was giving serious consideration to modifying the language concerning "systematic reproduction" by libraries in Section 108(g)(2) of the Senate-passed bill to permit photocopying under interlibrary arrangements, unless such arrangements resulted in the borrowing libraries obtaining "such aggregate quantities as to substitute for a subscription to or purchase of" copyrighted works.

The Commission discussed this proposed amendment to the Senate bill at its meeting on April 2, 1976. Pursuant to a request made at that meeting by the Register of Copyrights, serving in her ex officio role, the Commission agreed that it might aid the House and Senate subcommittees by offering its good offices in bringing the principal parties together to see whether agreement could be reached on a definition of "such aggregate quantities." This offer was accepted by the House and Senate subcommittees and the interested parties, and much of the summer of 1976 was spent by the Commission in working with the parties to secure agreement on "guidelines" interpreting what was to become the proviso in Section 108(g)(2) relating to "systematic reproduction" by libraries. The pertinent parts of that section, with the proviso added by the House emphasized, follow:

> (1) The rights of reproduction and distribution under this section extend to the isolated and unrelated reproduction or distribution of a single copy or phonorecord of the same material on separate occasions, but do not extend to cases where the library or archives, or its employee...

> (2) engages in the systematic reproduction or distribution of single or multiple copies or phonorecord of material described in subsection (d): Provided, That nothing in this clause

prevents a library or archives from participating in interlibrary arrangements that do not have, as their purpose of effect, that the library or archives receiving such copies or phonorecords for distribution does so in such aggregate quantities as to substitute for a subscription to or purchase of such work.

Before enactment of the new copyright law, the principal library, publisher, and author organizations agreed to the following detailed guidelines defining what "aggregate quantities" would constitute the "systematic reproduction" that would exceed the statutory limitations on a library's photocopying activities.

Photocopying-Interlibrary Arrangements

Introduction

Subsection 108(g)(2) of the bill deals, among other things, with limits on interlibrary arrangements for photocopying. It prohibits systematic photocopying of copyrighted materials but permits interlibrary arrangements "that do not have, as their purpose or effect, that the library or archives receiving such copies or phonorecords for distribution does so in such aggregate quantities as to substitute for a subscription to or purchase of such work."

The National Commission on New Technological Uses of Copyrighted Works offered its good offices to the House and Senate subcommittees in bringing the interested parties together to see if agreement could be reached on what a realistic definition would be of "such aggregate quantities." The Commission consulted with the parties and suggested the interpretation which follows, on which there has been substantial agreement by the principal library, publisher, and author organizations. The Commission considers the guidelines which follow to be a workable and fair interpretation of the intent of the proviso portion of subsection 108(g)(2).

These guidelines are intended to provide guidance in the application of section 108 to the most frequently encountered interlibrary case: a library's obtaining from another library, in lieu of interlibrary loan, copies of articles from relatively recent issues of periodicals--those published within five years prior to the date of the request. The guidelines do not specify what aggregate quantity of copies of an article or articles published in a periodical, the issue date of which is more than five years prior to the date when the request for the copy thereof is made, constitutes a substitute for a subscription to such periodical. The meaning of the proviso to subsection 108(g)(2) in such case is left to future interpretation.

The point has been made that the present practice on interlibrary loans and use of photocopies in lieu of loans may be supplemented or even largely replaced by a system in which one or more agencies or institutions, public or private, exist for the specific purpose of providing a central source for photocopies. Of course, these guidelines would not apply to such a situation.

Guidelines for the Proviso of Subsection 108(g)(2)

1. As used in the proviso of subsection 108(g)(2), the words "... such aggregate quantities as to substitute for a subscription to or purchase of such work" shall mean:

(a) with respect to any given periodical (as opposed to any given issue of a periodical), filled requests of a library or archives (a "requesting entity") within any calendar year for a total of six or more copies of an article or articles published in such periodical within five years prior to the date of the request. These guidelines specifically shall not apply, directly or indirectly, to any request of a requesting entity for a copy or copies of an article or articles published in any issue of a periodical, the publication date of which is more than five years prior to the date when the request is made. These guidelines do not define the meaning, with respect to such a request, of "...such aggregate quantities as to substitute for a subscription to [such periodical]."

(b) With respect to any other material described in subsection 108(d), including fiction and poetry), filled requests of a requesting entity within any calendar year for a total of six or more copies or phonorecords of or from any given work (including a collective work) during the entire period when such material shall be protected by copyright.

2. In the event that a requesting entity:

(a) shall have in force or shall have entered an order for a subscription to a periodical, or

(b) has within its collection, or shall have entered an order for, a copy of phonorecord of any other copyrighted work, materials from either category of which it desires to obtain by copy from another library or archives (the "supplying entity"), because the material to be copied is not reasonably available for use by the requesting entity itself, then the fulfillment of such request shall be treated as though the requesting entity made such copy from its own collection. A library or archives may request a copy or phonorecord from a supplying entity only under those circumstances where the requesting entity would have been able, under the other provisos of section 108, to supply such copy from materials in its own collection.

3. No request for a copy or phonorecord of any materials to which these guidelines apply may be fulfilled by the supplying entity unless such request is accompanied by a representation by the requesting entity that the request was made in conformity with these guidelines.

4. The requesting entity shall maintain records of all requests made by it for copies or phonorecords of any materials to which these guidelines apply and shall maintain records of the fulfillment of such requests, which records shall be retained until the end of the third complete calendar year after the end of the calendar year in which the respective request shall have been made.

5. As part of the review provided for in subsection 108(i), these guidelines shall be reviewed not later than five years from the effective date of this bill.

These guidelines were accepted by the Conference Committee and were incorporated into its report on the new act. During the ensuing twenty months, both library and publisher organizations have reported considerable progress toward adapting their practices to conform with the CONTU guidelines.

The guidelines specifically leave the status of periodical articles more than five years old to future determination. Moreover, institutions set up for the specific purpose of supplying photocopies of copyrighted material are excluded from coverage of the guidelines.

Copyright Guideline for Use of Audiovisual Materials

In compliance with the Copyright Act outlined in U.S. Code, Title 17, Section 110, the use of audiovisual materials purchased by IUP library should follow the guidelines as listed below.

In Classroom Use
Under fair use guidelines, instructors or students are allowed to use these materials in the classroom, library, office and student dormitory in connection with face-to-face teaching, research and learning activities

Online Class Use
Audiovisual materials purchased by IUP library do not include digitizing/streaming rights or permission. It is the instructor's responsibility to obtain such rights/permission in order to use the materials for online class.

Public Event Use
Unless public performance license is obtained, audiovisual materials purchased by IUP library are not permitted to show in a public event.

Duplication

Duplicating audio or video without permission is a violation of copyright law. IUP library does not provide such service.

References:

Digital Millennium Copyright Act
http://frwebgate.access.gpo.gov/cgibin/getdoc.cgi?dbname=105_cong_public_laws&docid=f:publ304.105.pdf

Fair Use Guidelines For Educational Multimedia
http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm

U.S. Code Title 17
http://assembler.law.cornell.edu/uscode/html/uscode17/usc_sup_01_17.html

Library Technology and Security (LTS) Media and Equipment Policies and Guidelines
Media Utilization
The IUP Libraries non-print collection is available to IUP students, faculty, and staff with valid IUP identification. IUP observes the Fair Use Doctrine of Copyrighted Media as defined by the Copyright Laws of the United States.

Non-print Materials Duplication Guidelines:
 •Commercially produced non-print material (VHS, CD, DVD) may not be copied.
 •Non-print material of IUP original productions for which permission has been granted may be copied onto blank tapes and/or DVDs which are supplied by patron or purchased through media and equipment.
 •Only duplication requests consistent with the IUP Libraries Policy for Duplication of Audiovisual Materials as described in the copyright section of the IUP Libraries Policy Manual will be completed by LTS.

Video Utilization Guidelines:
 •A purchased videotape/DVD, including many titles from the IUP Libraries's non-print collection, may be used only for face-to-face instruction by an individual professor, not for public performance, entertainment, and/or closed circuit broadcast, unless an appropriate license and/or permission has been obtained due to copyright limitations.
 •IUP faculty may check out non-print materials to review and prepare materials for classes for one week provided the materials are not on Reserve or needed for another class. Special arrangements must be made for any loan period over one week. All other borrowers may use non-print materials only in the Libraries.
 •IUP students may check out non-print materials for a two-day loan (VCVs and DVDs).

Campus-wide Media Equipment Utilization
Students, faculty and staff may borrow A-V equipment for recognized activities that support the mission of the university. A currently enrolled IUP student may borrow audio-visual equipment from the LTS equipment pool for class projects, internships, or official student organizations. Equipment may not be borrowed for personal or entertainment use or removed from campus for use by community non-profit organizations or businesses
To make a request, borrowers must present their I-Card and another form of identification to the Media Desk. All equipment is checked out for a 4-day loan.

Digital Media Pod Stations Utilization
 •Use of the production equipment is designed for the Academic Mission of ITS: "Integrating Technology into the Curriculum."
 •Do not alter the media stations or software in any way; access to the Pods will be forfeited for violators.
 •Due to disk storage limitations, work files must be transferred off of Pod computers to other storages devices at the end of each working session. Failure to save and transfer file

could result in loss of work. LTS staff reserves the right to delete files to without warning to free up hard drive space.
•Users are always responsible for the proper operation and shutdown of all equipment. Users who consistently neglect to properly operate and shut down media stations will lose their Pod privileges.

Teleconference Utilization
IUP can facilitate regional or national teleconferences by acting in the capacity of a host site. In order to host teleconferences, copyright and licensing considerations must be approved in writing well in advance. Contact the Library Technology Services for more information.

Classrooms
We have three classrooms that can be reserved for classes, meetings, etc. These can be reserved at the Media Desk, by phone or on our room reservation request form which is located on our LTS website. Faculty, staff and students may make these reservations.
We also have two group study rooms which can be reserved.

Coursepacks

In order to include copyrighted materials in a course pack, you need to get permission to use the materials.

Coursepacks are to be limited to:

- Single chapters from a book
- Single article from a journal issue
- Several charts, graphs or illustrations
- Other similarly small parts of a work

Include:

- Copyright notice on original
- Complete citations and attributions to the source

Citation info:

http://www.utsystem.edu/OGC
http://www.brown.edu/Administration/Copyright

Research copies

Under Section 108 of Title 17 (17 U.S.C. § 108), a library or archives may make one copy of an article or other short work, such as a book chapter, for a patron's individual study and research. Section 108 also allows a library or archives to make one copy of an entire work or a substantial part of a work for a patron's individual study and research.

http://www.copyright.gov/title17/92chap1.html#108

Copyright Registration for IUP Theses and Dissertations

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Prepared by IUP Libraries Copyright Group

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Appendix H
Research Committee
Chair Bonach

The committee met on April 5, 2011.
There were 22 USRC Small Grant proposals and the decision was made to fund 12 proposals totaling $19,250.00.
The next USRC committee meeting will be on May 3, 2011 at 3:15 pm in 301 Stright Hall.

- Bhagat, Parimal
- Boser, Susan
- Creany, Anne
- Hildebrandt, Melanie
- Kemp, Richard
- Kerry-Moran, Kelli Jo
- Stocker, Russell
- Lattanzio, John
- Shellenbarger, Teresa
- Lake, Charles
- Ritchey, Jeffry
- Desmond, Kimberly

Appendix I
University Budget Committee Representative
**Senator Radell**

Some Recent Information That Impacts IUP's Budget

Results for IUP from the Annual AAUP pay survey for Academic Year 2010/11:

Rank	Average Compensation: Percentile among Doctoral Universities
Professor	26th
Associate Professor	32nd
Assistant Professor	14th

Total expenditure on Full Time Continuing Faculty Compensation at IUP

Academic Year	Total Compensation Full Time Continuing Faculty
2001	59,439,600
2002	58,914,600
2003	60,103,200
2004	55,515,200
2005	55,784,700
2006	58,523,300
2007	60,135,000
2008	59,505,600
2009	60,252,800
2010	59,631,900
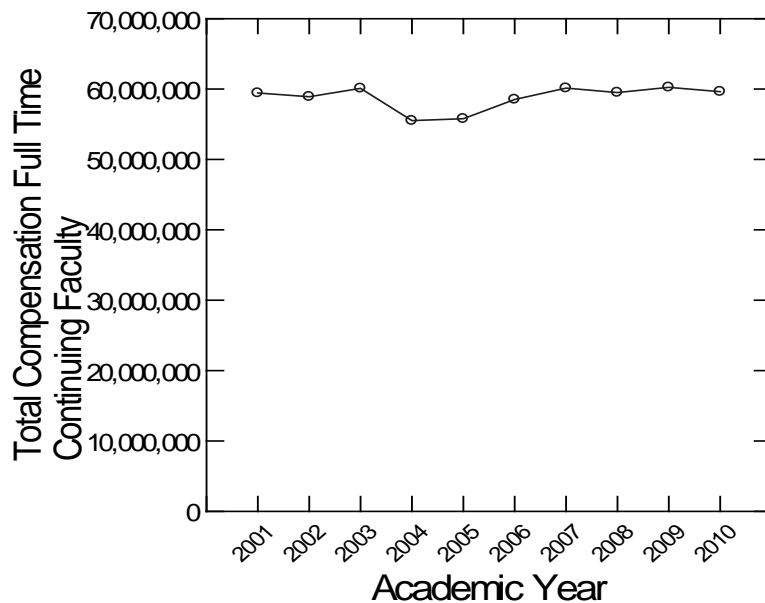
Source: AAUP Annual Pay Survey

Institutional Support Expenditures
Significant Items of Change
FY 2003 Compared to FY 2009

	FY 2003	FY 2009	$ Change	% Change	Note
University Relations	2,466,453.48	5,086,631.86	2,620,178.38	106.2%	A
PASSHE Consolidated Operations	673,407.04	2,185,593.11	1,512,186.07	224.6%	B
Unpaid Leave and Post Retirement	347,607.00	1,471,571.99	1,123,964.99	323.3%	C
Research Institute Related	-	854,454.67	854,454.67	n/a	D
Bad Debt Expense	303,420.47	686,075.38	382,654.91	126.1%	
Homeland Security	-	236,115.46	236,115.46	n/a	D
Social Equity - Department	-	$231,816.84	231,816.84	n/a	D
APSCUF Arbitration (Article 27 at Clarion)	-	200,886.00	200,886.00	n/a	E
President	177,673.60	302,101.50	124,427.90	70.0%	
Punxy Faculty (Beisel)	-	119,892.50	119,892.50	n/a	D
Chancellor's Office 1/2 of 1%	419,845.24	503,989.80	84,144.56	20.0%	F
University Economic Development Outreach	-	53,407.12	53,407.12	n/a	D
Significant Increases	4,388,406.83	11,932,536.23	7,544,129.40	171.9%	
All other	13,438,923.27	14,987,270.07	1,548,346.80	11.5%	
Total Institutional Support	17,827,330.10	26,919,806.30	9,092,476.20	51.0%	

Notes:

A) A significant portion of the increase is attributable to $1,265,000 in Performance Funding.

B) Primarily due to PASSHE mandated move to SAP as the administrative system.

C) Unused leave and the estimated liability for health benefits after retirement.
     The retirement portion is actuarially computed.

D) Programs or services that did not exist in FY2003.

E) In settlement of a grievance at Clarion, APSCUF agreed not to challenge at other PASSHE universities.
     As a result all universities were asked to share in the cost of this settlement.

F) Required by PASSHE policy to fund Chancellor's Office operations.