UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM
Nov. 2, 2010
3:30 – 5:00 p.m.

Approval of Order

A. Approval of minutes of the meeting of October 5, 2010

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		
B. University-Wide Undergraduate Curriculum Committee	Sechrist/McCombie	A	2-23
C. University-Wide Graduate Curriculum Committee	Piper/Baumer	B	24-32
D. Academic Affairs Committee	Dugan/Perdue	C	33
E. Awards Committee	Wisnieski		
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B. Presidential Athletic Advisory Council	Hinrichsen		
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New Business

Adjournment

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

FOR INFORMATION:

1   Distance Learning:

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

- LBST 499 The Mayas: Culture, Literature and Numbers
- LBST 499 Screen Cuisine: A Multicultural Feast
- SOC 231 Contemporary Social Problems
- CRIM 402 Dilemmas in Criminology
- FDNT 150 Foods
- DVST 150 Introduction to Higher Education
- DVST 160 Learning Strategies

FOR ACTION:

2   Liberal Studies Committee Report:

- Approved LBST 499 Environments on the Edge: Appalachia and Beyond (Brian Okey)
- Approved LBST 281 Green Marketing for the Twenty-First Century (L. Sciulli & V. Sharma) as a Liberal Studies Elective
- Approved LBST 499 On the Road to Santiago – A Medieval Pilgrimage Across Northern Spain (C. Finnegan)
- Approved LBST 281 The Dark Side of the Internet (Therese O'Neil) as a Liberal Studies Elective
- Approved LBST 281 Ghosts, Bigfoot, and Spontaneous Combustion: Exploring the Paranormal (Laurel Black) as a Liberal Studies Elective
- Approved LBST 281 Safe Living in a Very Unsafe World (Jan Wachter) as a Liberal Studies Elective
- Approved the Liberal Studies portion of the program revision for Certificate—Vocational Education and the Bachelor of Science in Education—Vocational Technical Education
- Approved MUHI 222 Music of the British Invasion as a Liberal Studies Elective

3   Department of Nursing and Allied Health – Program Revision, Program Catalog Description Revision, Course Deletions, New Courses, Course Revisions

a   Course Deletions:

    i   NURS 338 Maternal Child Health   **4c-0l-4cr**

    ii NURS 339 Maternal Child Health Clinical   **0c-15l-5cr**

   iii **NURS 435 Community/Psychiatric/Mental Health Clinical**   **0c-15l-5cr**

b **New Courses:**

   i **NURS 330 Care of the Child**   **2c-0l-2cr**
Prerequisites: FDNT 212, NURS 236, PSYC 310, or permission
Prerequisite or Corequisite: NURS 316
Corequisite: NURS 331
Focuses on knowledge essential in providing nursing care for the child with an alteration in health. The course will include an emphasis on the care of the child with structural or physiological dysfunction, specific acute illness, and chronic conditions.

Rationale: NURS 338 has been split into two courses, NURS 330 and 332. This allows the student to be evaluated on Maternal-Neonatal care and care of the child separately.

   ii **NURS 331 Care of the Child Clinical**   **0c-7.5l-2.5cr**
Prerequisites: FDNT 212, NURS 236, PSYC 310, or permission
Prerequisite or Corequisite: NURS 316
Corequisite: NURS 330
Designed to provide students opportunities in providing health promotion, disease prevention, and participation in the care of children. Experiences may include a variety of ambulatory, community and acute care settings to enable the student to develop knowledge and skills essential with nursing care of children and their families. Focuses on the well-child recognizing the unique issues of each developmental stage. Integrated throughout the course will be the nurse's role in health promotion and identification through assessment of normal and deviations of normal findings. Utilizes the nursing process in the delivery of the care in multiple clinical settings and develop teaching and psychomotor skills that are unique to child and family. Recognition of cultural needs and community resources available to children will be emphasized. The importance of professionalism, communication, and adherence to professional nursing standards will be threaded through all course content.

Rationale: NURS 339 has been split into two courses, NURS 331 and 333. This allows the student to be evaluated on Maternal-Neonatal care and care of the child separately.

   iii **NURS 332 Maternal-Neonatal Health**   **2c-0l-2cr**
Prerequisites: FDNT 212, NURS 236, PSYC 310, or permission
Prerequisite or Corequisite: NURS 316
Corequisite: NURS 333
Focuses on knowledge essential to provide competent primary and secondary level of nursing care for pregnant women and their neonates within a family context. The course emphasizes contemporary issues experienced by childbearing

women and their families.

Rationale: NURS 338 has been split into two courses, NURS 330 and 332. This allows the student to be evaluated on Maternal-Neonatal care and care of the child separately.

iv **NURS 333 Maternal-Neonatal Health Clinical**   **0c-7.5l-2.5cr**
Prerequisites: FDNT 212, NURS 236, PSYC 310, or permission
Prerequisite or Corequisite: NURS 316
Corequisite: NURS 332
Provides clinical learning experiences designed to enable students to administer primary and secondary nursing care for mothers, neonates, and their families. These experiences are planned in a variety of settings to facilitate student development of core values, knowledge, competencies, and skills associated with nursing care of mothers, children, and their families.

Rationale: NURS 339 has been split into two courses, NURS 331 and 333. This allows the student to be evaluated on Maternal-Neonatal Care and Care of the Child separately.

v **NURS 431 Community Health Clinical**   **0c-7.5l-2.5cr**
Prerequisites: NURS 336, 337, 330, 331, 332, and 333, or permission
Preresquisites or Corequisites: NURS 412, 434
Focuses on community-based and community health nursing experiences to enable students to provide primary, secondary, and tertiary interventions in community settings and with diverse populations in the surrounding communities. Emphases are also on nursing management and development of nursing strategies to assist at-risk individuals, families and client groups, while considering health care on a continuum throughout the life span. Opportunities exist for individual mentoring in clinical areas such as maternal-child, gerontology, palliative, end-of-life, and/or home health care as an integral part of the course.

Rationale: The content in this course is necessary to practice nursing in a psychiatric or community health setting.

vi **NURS 433 Psychiatric/Mental Health Clinical**   **0c-7.5l-2.5cr**
Prerequisites: NURS 336, 337, 330, 331, 332, and 333, or permission
Prerequisites or Corequisites: NURS 412, 432
Focuses on experiences within psychiatric-based facilities, and working as members of a multidisciplinary team to provide primary, secondary and tertiary prevention/intervention. Emphases are also on nursing management and development of nursing strategies to assist at-risk families and client groups, while considering health care on a continuum throughout the life span.

Rationale: The content in this course is necessary to practice nursing in a psychiatric or community health setting.

c   Course Revisions:

i   Current Catalog Description:

NURS 312 Professional Nursing II   **2c-0l-2cr**
Prerequisites: NURS 212 or permission
Corequisites: NURS 337 or 339 or permission
Provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that govern clinical decisions, determine professional conduct, and guide interactions with clients, families, colleagues, and other health care providers. Students formulate an ethical decision-making framework that, by incorporating personal values, professional values, moral concepts, and legal mandates, serves as a guide to professional practice. Using a problem-based approach, students study legal and ethical frameworks that guide professional practice and relate/apply these to actual clinical situations.

Proposed Catalog Description:

NURS 312 Professional Nursing II   **2c-0l-2cr**
Prerequisites: NURS 212 or permission
Corequisites: NURS 337 or 331 and 333 or permission
Provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that govern clinical decisions, determine professional conduct, and guide interactions with clients, families, colleagues, and other health care providers. Students formulate an ethical decision-making framework that, by incorporating personal values, professional values, moral concepts, and legal mandates, serves as a guide to professional practice. Using a problem-based approach, students study legal and ethical frameworks that guide professional practice and relate/apply these to actual clinical situations.

ii   Current Catalog Description:

NURS 412 Professional Nursing III   **2c-0l-2cr**
Prerequisites: NURS 312, 337, 339 or permission
Corequisites: NURS 432, 434 and 435 or 436 and 437, or permission
The professional nurse is expected to use clinical, managerial, and personal leadership skills to ensure the delivery of high-quality, cost-effective care in divergent health care delivery systems. The study of leadership and management skills and processes are approached as inherent elements for all levels of nursing practice. The role of designer/manager/coordinator of care in professional nursing is examined in depth.

Proposed Catalog Description:

NURS 412 Professional Nursing III   **2c-0l-2cr**
Prerequisites: NURS 312, 337, 331, 333 or permission
Corequisites: NURS 432, 434 and 431, 433 or 436 and 437, or permission
The professional nurse is expected to use clinical, managerial, and personal
leadership skills to ensure the delivery of high-quality, cost-effective care in
divergent health care delivery systems. The study of leadership and management
skills and processes are approached as inherent elements for all levels of nursing
practice. The role of designer/manager/coordinator of care in professional nursing
is examined in depth.

iii   **Current Catalog Description:**

NURS 432 Psychiatric/Mental Health   **2c-0l-2cr**
Prerequisites: NURS 336, 337, 338, 339, or permission
Prerequisite or Corequisite: NURS 412, 434, 435
Focuses on the principles and concepts that guide nursing practice in a variety of
psychiatric/mental health settings. The role of the nurse in primary, secondary,
and tertiary prevention/intervention is addressed as it relates to individuals,
families, and aggregates.

Proposed Catalog Description:

NURS 432 Psychiatric/Mental Health   **2c-0l-2cr**
Prerequisites: NURS 330, 331, 332, 333, 336, 337 or permission
Prerequisites or Corequisites: NURS 412 and 433 or permission
Focuses on the principles and concepts that guide nursing practice in a variety of
psychiatric/mental health settings. The role of the nurse in primary, secondary,
and tertiary prevention/intervention is addressed as it relates to individuals,
families, and aggregates.

iv   **Current Catalog Description:**

NURS 434 Community Health   **2c-0l-2cr**
Prerequisites: NURS 336, 337, 338 and 339 or permission
Prerequisites or Corequisites: NURS 412, 432, 435, or permission
Focuses on nursing care that is population and community oriented. Emphasizes
the community as a client, perspectives and influences of the health care delivery
systems, theoretical frameworks applicable to community health, contemporary
issues in community health nursing, and nursing roles as designers, managers, and
coordinators of care in the community.

Proposed Catalog Description:

NURS 434 Community Health 2c-0l-2cr
Prerequisites: NURS 336, 337, 330, 331, 332, and 333 or permission
Prerequisites or Corequisites: NURS 412 and 431 or permission
Focuses on nursing care that is population and community oriented. Emphasizes the community as a client, perspectives and influences of the health care delivery systems, theoretical frameworks applicable to community health, contemporary issues in community health nursing, and nursing roles as designers, managers, and coordinators of care in the community.

v **Current Catalog Description:**

NURS 436 Adult Health II 4c-0l-4cr
Prerequisites: NURS 336, 337, 338, 339 or permission
Prerequisite or Corequisite: NURS 412
Corequisite: NURS 437
Builds on Adult Health I, focusing on the adult/family coping with complex health problems. The relationships among disease states, treatment and associated nursing responsibilities are emphasized as students build their knowledge base of pharmacology, therapeutic procedures, rehabilitation needs and teaching-learning strategies. Principles underlying the use of technology in clinical practice provide a basis for the concurrent clinical course.

Proposed Catalog Description:

NURS 436 Adult Health II 4c-0l-4cr
Prerequisites: NURS 336, 337, 330, 331, 332, 333 or permission
Prerequisite or Corequisite: NURS 412
Corequisite: NURS 437
Builds on Adult Health I; focusing on the adult/family coping with complex health problems. The relationships among disease states, treatment and associated nursing responsibilities are emphasized as students build their knowledge base of pharmacology, therapeutic procedures, rehabilitation needs and teaching-learning strategies. Principles underlying the use of technology in clinical practice provide a basis for the concurrent clinical course.

vi **Current Catalog Description:**

NURS 437 Adult Health Clinical II 0c-15l-5cr
Prerequisites: NURS 336, 337, 338, 339, or permission
Corequisite: NURS 436
Prerequisite or Corequisite: NURS 412
Designed to provide opportunities for clinical practice as a provider of care for

complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus is on secondary prevention/intervention for long-term critically ill patients. Emphasizes the role of designer/manager/coordinator of care with opportunities to apply management principles and practice leadership skills in the acute care and rehabilitation setting. Opportunities for students to receive preceptoring with a Registered Nurse are an integral component of the course.

Proposed Catalog Description:

NURS 437 Adult Health Clinical II 0c-15l-5cr
Prequisites: NURS 336, 337, 330, 331, 332, 333, or permission
Corequisite: NURS 436
Prerequisite or Corequisite: NURS 412
Designed to provide opportunities for clinical practice as a provider of care for complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus is on secondary prevention/intervention for long-term critically ill patients. Emphasizes the role of designer/manager/coordinator of care with opportunities to apply management principles and practice leadership skills in the acute care and rehabilitation setting. Opportunities for students to receive preceptoring with a Registered Nurse are an integral component of the course.

vii   **Current Catalog Description:**

NURS 450 A Cognitive Approach to Clinical Problem Solving 3c-0l-3cr
Prerequisites or Corequisites: NURS 435 or 437
Focuses on advanced clinical problem-solving and decision-making skills needed by professional nurses. Factors that influence clinical problem solving are examined to facilitate higher-level thinking in simulated clinical situations.

Proposed Catalog Description:

NURS 450 A Cognitive Approach to Clinical Problem Solving 3c-0l-3cr
Prerequisites or Corequisites: NURS 431, 433, or 437
Focuses on advanced clinical problem-solving and decision-making skills needed by professional nurses. Factors that influence clinical problem solving are examined to facilitate higher-level thinking in simulated clinical situations.

Rationale: The prerequisites needed to be changed in these courses to match the new course configurations.

d   Program Catalog Description Change:

Current Catalog Description:	Proposed Catalog Description:
The College of Health and Human Services offers a curriculum leading to the Bachelor of Science degree with a major in Nursing. Students are admitted to the nursing major as freshmen. Transfer students and those with a previous degree may also be admitted. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and all other states. The program is accredited by the Commission on Collegiate Nursing Education.	The College of Health and Human Services offers a curriculum leading to the Bachelor of Science degree with a major in Nursing. Students are admitted to the nursing major as freshmen. Transfer students and those with a previous degree may also be admitted. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and all other states. The program is accredited by the Commission on Collegiate Nursing Education.
The nursing curriculum has as its primary goal the development of professional nurse generalists who are liberally educated, clinically competent, and aware of their social responsibilities as health professionals. The program is designed to provide a broad background in liberal education, coupled with the specialized knowledge and skills required for professional nursing practice. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care team, and to utilize scientific principles in planning, implementing, and evaluating health care. The nursing curriculum emphasizes concepts in primary, secondary, and tertiary prevention of health problems.	The nursing curriculum has as its primary goal the development of professional nurse generalists who are liberally educated, clinically competent, and aware of their social responsibilities as health professionals. The program is designed to provide a broad background in liberal education, coupled with the specialized knowledge and skills required for professional nursing practice. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care team, and to utilize scientific principles in planning, implementing, and evaluating health care. The nursing curriculum emphasizes concepts in primary, secondary, and tertiary prevention of health problems.
The first two semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. Throughout the last six semesters, clinical experiences in patient care are provided in acute and long-term care facilities as well as community settings.	The first two semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. Throughout the last six semesters, clinical experiences in patient care are provided in acute and long-term care facilities as well as community settings.
The Bachelor of Science degree with a major in Nursing is offered for registered nurses who are graduates of accredited diploma or associate degree nursing programs and who have met IUP's admission requirements. The track for registered nurses awards advanced standing based on prior work completed in a nursing program. Registered nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the professional nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.	The Bachelor of Science degree with a major in Nursing is offered for registered nurses who are graduates of accredited diploma or associate degree nursing programs and who have met IUP's admission requirements. The track for registered nurses awards advanced standing based on prior work completed in a nursing program. Registered nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the professional nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.
The Bachelor of Science degree with a major in Nursing is offered for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP's admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.	The Bachelor of Science degree with a major in Nursing is offered for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP's admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.
Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.	Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.
	Change of major applications and criteria are available in the Nursing Department Office. Change of majors are granted based on meeting the criteria and seat availability.

e   Program Revisions:

i   Bachelor of Science—Nursing

Current Program:			**Proposed Program:**		

Bachelor of Science—Nursing

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 (1)
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 3cr, PSYC 310, no courses with NURS prefix.   48

Major: 52-55
Required Courses:

NURS 211	Nursing Practice I	1cr
NURS 212	Professional Nursing I	2cr
NURS 213	Nursing Practice II	1cr
NURS 214	Health Assessment	2cr
NURS 236	Foundations of Nursing	3cr
NURS 312	Professional Nursing II	2cr
NURS 316	Research Utilization in Nursing	3cr
NURS 336	Adult Health I	4cr
NURS 337	Adult Health I Clinical	5cr
NURS 338	Maternal-Child Health	4cr
NURS 339	Maternal-Child Health Clinical	5cr
NURS 412	Professional Nursing III	2cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 434	Community Health	2cr
NURS 435	Community and Psychiatric/Mental Health Clinical	5cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr

Other Requirements: 16
Science Sequence:

BIOL 105	Cell Biology	3cr
BIOL 150	Human Anatomy	3cr
BIOL 151	Human Physiology	4cr
BIOL 241	General Microbiology	3cr
FDNT 212	Nutrition	3cr

Free Electives: 1-4

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

Bachelor of Science—Nursing

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 (1)
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 3cr, PSYC 310, no courses with NURS prefix.   48

Major: 52-55
Required Courses:

NURS 211	Nursing Practice I	1cr
NURS 212	Professional Nursing I	2cr
NURS 213	Nursing Practice II	1cr
NURS 214	Health Assessment	2cr
NURS 236	Foundations of Nursing	3cr
NURS 312	Professional Nursing II	2cr
NURS 316	Research Utilization in Nursing	3cr
NURS 330	Care of the Child	2cr
NURS 331	Care of the Child Clinical	2.5cr
NURS 332	Maternal-Neonatal Health	2cr
NURS 333	Maternal-Neonatal Health Clinical	2.5cr
NURS 336	Adult Health I	4cr
NURS 337	Adult Health I Clinical	5cr
NURS 412	Professional Nursing III	2cr
NURS 431	Community Health Clinical	2.5cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric/Mental Health Clinical	2.5cr
NURS 434	Community Health	2cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health II Clinical	5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr

Other Requirements: 16
Science Sequence:

BIOL 105	Cell Biology	3cr
BIOL 150	Human Anatomy	3cr
BIOL 151	Human Physiology	4cr
BIOL 241	General Microbiology	3cr
FDNT 212	Nutrition	3cr

                                                               1-4
Free Electives:

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

(1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the Nursing Major.
(2) Students who achieve a higher score than a specified minimum on a department-required standard test(s) are exempt from NURS 450. These students would need 4cr of Free Electives.
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

(1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the Nursing Major.
(2) Students who achieve a higher score than a specified minimum on a department-required standard test(s) are exempt from NURS 450. These students would need 4cr of Free Electives.
(3) Students have the option of earning up to 16cr via examination and NURS 493 (1-2cr) or completing NURS 336, 337, 338, and 339 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

ii Bachelor of Science–Nursing/Licensed Practical Nurse Track

Current Program:

Bachelor of Science–Nursing/Licensed Practical Nurse Track (1)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49
Health and Wellness: fulfilled by the major
Mathematics: MATH 217
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 7cr, PSYC 310, LIBR 251, no course with NURS prefix

Major: 51
Required Courses:

NURS 214	Health Assessment	2cr
NURS 312	Professional Nursing II	2cr
NURS 316	Research Utilization in Nursing	3cr
NURS 334	Transitions in Professional Nursing	3cr
NURS 412	Professional Nursing III	2cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 434	Community Health	2cr
NURS 435	Community and Psychiatric/Mental Health Clinical	5cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health Clinical II	5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr
NURS 336	Adult Health I *and*	4cr
NURS 337	Adult Health Clinical I	5cr
OR		
	Credits by Exam *and*	8cr (3)
NURS 493	Internship	1cr
NURS 338	Maternal-Child Health *and*	4cr
NURS 339	Maternal-Child Health Clinical	5cr
OR		
	Credits by Exam *and*	8cr (3)
NURS 493	Internship	1cr

Proposed Program:

Bachelor of Science–Nursing/Licensed Practical Nurse Track (1)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 49
Health and Wellness: fulfilled by the major
Mathematics: MATH 217
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 7cr, PSYC 310, LIBR 251, no course with NURS prefix

Major: 48-51
Required Courses:

NURS 214	Health Assessment	2cr
NURS 312	Professional Nursing II	2cr
NURS 316	Research Utilization in Nursing	3cr
NURS 334	Transitions in Professional Nursing	3cr
NURS 412	Professional Nursing III	2cr
NURS 431	Community Health Clinical	2.5cr
NURS 432	Psychiatric/Mental Health	2cr
NURS 433	Psychiatric-Mental Health Clinical	2.5cr
NURS 434	Community Health	2cr
NURS 436	Adult Health II	4cr
NURS 437	Adult Health Clinical II	5cr
NURS 450	A Cognitive Approach to Clinical Problem Solving (2)	3cr
NURS 336	Adult Health I *and*	4cr
NURS 337	Adult Health Clinical I	5cr
OR		
	Credits by Exam *and*	8cr (3)
NURS 493	Internship	1cr
NURS 330	Care of the Child *and*	2cr
NURS 331	Care of the Child Clinical *and*	2.5cr
NURS 332	Maternal-Neonatal Health *and*	2cr
NURS 333	Maternal-Neonatal Health Clinical	2.5cr
OR		
	Credits by Exam *and*	8cr (3)
NURS 493	Internship	1cr

Other Requirements:		16		**Other Requirements:**		16
BIOL 105	Cell Biology	3cr		BIOL 105	Cell Biology	3cr
BIOL 150	Human Anatomy	3cr		BIOL 150	Human Anatomy	3cr
BIOL 151	Human Physiology	4cr		BIOL 151	Human Physiology	4cr
BIOL 241	General Microbiology	3cr		BIOL 241	General Microbiology	3cr
FDNT 212	Nutrition	3cr		FDNT 212	Nutrition	3cr

Free Electives:	4		**Free Electives:**	4-7

Total Degree Requirements:	120		**Total Degree Requirements:**	120

(1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.

(2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450.

(3) Students have the option of earning up to 16cr via examination and NURS 493 (1-2cr) or completing NURS 336, 337, 338, and 339 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.

(1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.

(2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450.

(3) Students have the option of earning up to 16cr via examination.

Rationale: The program revisions include the new split versions of Maternal-Child Health and Community/Psychiatric/Mental Health Clinical.

4 Department of Accounting

a Course Revisions:

i Current Catalog Description:

ACCT 201 Accounting Principles I   **3c-01-3cr**
Prerequisite: Sophomore status (except for Accounting majors)
Introduces the basic financial accounting concepts, principles, and practices applied to the preparation and interpretation of major financial statements. Includes complete coverage of the accounting cycle which is designed to satisfy the information requirements of external decision makers. Topics covered are asset valuation, liability measurement, income determination, and equity activities. Integrated throughout is a discussion of ethical issues and considerations.

Proposed Catalog Description:

ACCT 201 Accounting Principles I   **3c-01-3cr**
Prerequisite: Sophomore status (except for Accounting majors)
Introduces the basic financial accounting concepts, principles, and practices applied to the preparation and interpretation of major financial statements. Includes complete coverage of the accounting cycle which is designed to satisfy the information requirements of external decision makers. Topics covered are asset valuation, liability measurement, income determination, and equity activities. Integrated throughout is a discussion of ethical issues and considerations.

ii Current Catalog Description:

ACCT 202 Accounting Principles II   **3c-01-3cr**
Prerequisite: ACCT 201
Introduces traditional managerial accounting concepts and procedures utilized in the
organization and processing of accounting information for management decision
making purposes. Topics include managerial accounting and business environment,
cost terms and concepts, cost systems, cost behavior, and cost-volume-profit analysis.
Also covers the master budget, standard costing and variance analysis, performance
evaluation, responsibility accounting, relevant cost analysis and decision making.

Proposed Catalog Description:

ACCT 202 Accounting Principles II   **3c-01-3cr**
Prerequisite: ACCT 201
Introduces traditional managerial accounting concepts and procedures utilized in the
organization and processing of accounting information for management decision
making purposes. Topics include managerial accounting and business environment,
cost terms and concepts, cost systems, cost behavior, and cost-volume-profit analysis.
Also covers the master budget, standard costing and variance analysis, performance
evaluation, responsibility accounting, relevant cost analysis and decision making.

Rationale: The objectives on the Old Syllabi of Record were out of date and did not
describe the current course content properly. Also, the last objective in each course
recognizes the importance of presenting and discussing the significance of business
ethics and corporate social responsibility. The addition will also enable us to map our
course objectives with the program goals that have been established by inclusion in
the course content as detailed in the course outline, along with in-class discussion and
testing. The catalog descriptions are not changing.

5 Department of Computer Science—Course Revision and Catalog Description Change

Current Catalog Description:

COSC 341 Introduction to Database Management Systems   **3c-0l-3cr**
Prerequisites: COSC 110 or permission of instructor
Study of database concepts. Detailed study of information concepts and the realization of
those concepts using the relational data model. Practical experience gained designing and
constructing data models and using SQL to interface to both multi-user DBMS packages and
to desktop DBMS packages.

Proposed Catalog Description:

COSC 341 Introduction to Database Management Systems   **3c-0l-3cr**
Prerequisites: COSC 110 and 210
Provides fundamental knowledge of, and practical experience with, database concepts.

Includes study of information concepts and the realization of those concepts using the relational data model. Practical experience gained designing and constructing data models and using SQL to interface to both multi-user DBMS packages and to desktop DBMS packages.

Rationale: Given the adoption of a 50 minute time period, there is insufficient time to cover all content on the old syllabus. The content removed has not been covered in the last four semesters. While the removed content has value, it is not needed in meeting the current Computer Science program objectives. There are no subsequent courses that are dependent on the removed content. Portions of the removed content may be considered for inclusion in a new course positioned as an upper level elective. Security has become a growing concern in software industry and within databases. Adding discussions of security at appropriate points in the course will strengthen the value of this course as well as the overall program. Also, the addition of security will strengthen our position as an NSA Center of Academic Excellence. A previous course revision removed the prerequisite COSC 310 without replacing it with COSC 210, the prerequisite of COSC 310. While the removal of COSC 310 was correct, it was intended to be replaced with COSC 210. COSC 210 is now added. The "or permission of instructor" was also in error as this referred to COSC 310.

6 Department of Music—New Course, Catalog Description Revision, Program Revision, and Program Catalog Description Change

a New Course

MUHI 222 Music of the British Invasion   **3c-0l-3cr**
Explores the music, personalities, and cultural and historical influences of the so-called "British Invasion" of popular music to America. Covers groups and individual performers from the UK who made an impact on the American popular music scene from 1964 to 1979. Addresses the pre-invasion scene and the long-term effects of the British Invasion.

Rationale: This is a completely new addition to the course offerings in music. It is targeted to non-music majors seeking liberal studies elective credit, or general interest. It is unlike our primary offering for non-majors, MUHI 101, in that it focuses on a specific genre and time period. Music of the British Invasion differs further as it addresses popular music primarily, while Introduction to Music primarily addresses "classical" music and world music styles. Since 101 is so broad in its presentation of music for the general student, there is no room for an in-depth exploration of Rock and Roll music from the British Invasion. Presently, Rock and Roll receives 3 hours of instruction at most in MUHI 101.

b Current Catalog Description:

MUSC 128 Opera/Musical in Production Ensemble   **0c-3l-1cr**
Prerequisites: Successful audition and instructor permission
An opportunity with academic credit to make significant contributions to campus opera and musical theater productions, augmenting music coursework in the areas of musical training and performance experience for the singing-actor and the pit orchestra musician. Course work for the ensemble consists of rehearsal and performance of a full-length main stage opera or musical, culminating in four to eight public performances. Singers in the

production ensemble learn performance techniques, characterization skill, and physical coordination and freedom of movement on stage. Instrumentalists in the pit orchestra learn performance and ensemble techniques including challenging reading skills and the ability to interpret a wide variety of musical styles. This is a repeatable course which meets the music department ensemble requirements.

Proposed Catalog Description:

MUSC 128 Opera/Musical in Production Ensemble   **0c-3l-0/1cr**
Prerequisites: Successful audition and instructor permission
An opportunity with academic credit to make significant contributions to campus opera and musical theater productions, augmenting music coursework in the areas of musical training and performance experience for the singing-actor and the pit orchestra musician. Course work for the ensemble consists of rehearsal and performance of a full-length main stage opera or musical, culminating in four to eight public performances. Singers in the production ensemble learn performance techniques, characterization skill, and physical coordination and freedom of movement on stage. Instrumentalists in the pit orchestra learn performance and ensemble techniques including challenging reading skills and the ability to interpret a wide variety of musical styles. This is a repeatable course which meets the music department ensemble requirements.

Rationale: When this ensemble class was approved in April it was listed credits as 1cr, it should have been 0/1cr to match the other ensemble classes.

c   Program Revision:

Current Program:		**Proposed Program:**	
Bachelor of Arts–Music/Theory and Composition Track		**Bachelor of Arts–Music/Theory and Composition Track**	
Liberal Studies: As outlined in Liberal Studies section 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	50	**Liberal Studies:** As outlined in Liberal Studies section 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	50
Major: **Required Courses:**	60	**Major:** **Required Courses:**	60

APMU	Applied Piano 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 I	
MUSC 306	Counterpoint I	2cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 315	Theory Skills 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
Music Electives (with advisor approval)   4

Free Electives: 6

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.

Either APMU	Applied Piano I-VII (No juries required) *or* (depending on the piano audition*)	14cr
MUSC 153/154	Class Piano I/II	2cr
APMU	Applied Piano I-VI (No juries required)	12cr
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 I	
MUSC 306	Counterpoint I	2cr
MUSC 311	Fundamentals of Conducting	2cr
MUSC 315	Theory Skills 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
Music Electives (with advisor approval)

Free Electives: 6

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.

(*)   A piano audition is required to determine if the student has limited piano experience and is to be placed in Class Piano I and/or II, or substantial enough experience to be placed in APMU, private piano study.

d   Catalog Description Change:

Current Catalog Description (Paragraph 3):

The program leading to the Bachelor of Arts degree with a major in Music has been designed to give 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.

Proposed Catalog Description:

The program leading to the Bachelor of Arts degree with a major in Music has been designed to give 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 credit point average or higher, the Theory Composition Area Coordinator will advise the student into the Bachelor of Arts Music Degree, 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 4 years.

Rationale: The justification for the change is to clarify and delineate the current departmental practice regarding students wishing to enter the Theory/Composition Track of the Bachelor of Arts Music Degree. The proposed change to the program description is that students wanting to choose the Theory/Composition Track must audition to enter the Music Department as 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 credit point average or higher, the Theory Composition area coordinator will advise the student into the Bachelor of Arts Music Degree, 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 4 years. The final sentence of the proposed change/addition is an attempt to clarify current department practice concerning the study of piano in the freshman year for the prospective Theory/Composition Track major.

7   **Department of Criminology—Program Proposal for 50% plus Online Delivery**

Program Proposal for Online Delivery of at least 50% of the B.A. in Criminology was approved by the UWUCC.

8   **Center for Career and Technical Personnel Preparation—New Courses, Program Catalog Description Change, and Program Revisions**

   a   **New Courses:**

      i   **VOED 101 Introduction to Career and Technical Education   1c-0l-1cr**
         Prerequisite: Recommendation by Western Region Career and Technical School director
         Emphasizes basic elements of teaching in the diverse secondary career and technical classroom. This field-based course focuses on skill areas defined by the Pennsylvania Department of Education- Bureau of Career and Technical Education such as classroom safety, accommodations for students with special needs, and classroom management.

**ii   VOED 102 Instructional Planning in the Career and Technical   2c-0l-2cr
Classroom**
Prerequisite: VOED 101
Instructional planning for the CTE classroom and laboratory delivered through
field-based instruction. Major emphasis is on planning for instruction, safety
procedures, and CTE performance objectives. Instructional plans will include
consideration of individual learning styles and accommodations for students with
special needs.

**iii   VOED 103 Strategies for Teaching Career and Technical   3c-0l-3cr
Education**
Prerequisites: VOED 101 and 102
Introduces instructional strategies and evaluation methods appropriate in career and
technical education. Emphasis is on the planning and delivery of lessons that apply
these strategies in the secondary career and technical classroom. Special attention is
given to adapting and individualizing instruction for the diverse student population
enrolled in the career and technical class. This is a field-based course with
classroom visitations by a university faculty member.

**iv   VOED 201 Making Accommodations for Students with Special   1c-0l-1cr
Needs in the Career and Technical Classroom**
Prerequisites: VOED 101, 102, and 103
This course is a companion course to EDEX 301 Education of Students with
Disabilities in Inclusive Secondary Settings. Students will apply instructional
methods effective for educating students with disabilities and learning style
differences in their career and technical classroom. This is a field-based course with
classroom visitations by a university faculty member.

v   VOED 202 Industry Linkages for Career and Technical Programs   3c-0l-3cr
Prerequisite: VOED 201
Addresses the requirements for industry input and validation for all secondary
career and technical programs and focuses on developing and maintaining an
effective occupational advisory committee. Emphasis is on the teacher's
responsibility for providing appropriate information to the committee and taking
action to follow up on the committee's recommendations.

**vi   VOED 203 Incorporating Reading and Communications   3c-01-3cr
Strategies in the Career and Technical Classroom**
Prerequisites: VOED 102 and 103
Addresses methods and materials for assisting students as they read, study and learn
in the career and technical classroom. Emphasis is on approaches that facilitate
learning of both content and process. Current research is explored and classroom
applications are emphasized for integrating academic standards. This is a field-
based course with classroom visitations by a university faculty member.

vii **VOED 301 Integrating Math and Science in Career and**   **3c-01-3cr**
Technical Education
Prerequisite: Completion of coursework for Vocational I certificate
Focuses on the integration of math and science related content in the career and
technical classroom. Current Pennsylvania Department of Education mandates and
strategies for meaningful integration and assessment will be addressed. Facilitating
the academic skill development of secondary career and technical students is
emphasized. This is a field-based course with classroom visitations by a university
faculty member.

viii **VOED 302 Career Education in the Career and Technical**   **3c-01-3cr**
Classroom
Prerequisite: Completion of coursework for Vocational I certificate
Emphasizes current labor market statistics and resources for identifying labor
market trends. The influence of interests, aptitudes, and work style preferences in
making informed career decisions will be explored. The role of career and technical
student organizations, articulation agreements, and work-based learning to enhance
career education in the career and technical classroom will be discussed. Emphasis
will be on integrating career information relevant for their career and technical
program in the classroom and a review of the mandates for this integration.

ix **VOED 403 Assessment and Evaluation in Career and**   **3c-01-3cr**
Technical Education
Prerequisite: Completion of coursework for Vocational I certificate
The preparation, administration, and scoring of classroom assessments aligned with
curriculum and instruction in the career and technical classroom is emphasized as
well as analysis and interpretation of test results. Attention will be given to the
design of performance assessments and the definition of acceptable levels of
performance. Checklists and rating scales and their application in the career and
technical classroom will be included along with formative and summative
assessment.

x **VOED 404 Research in Career and Technical Education**   **3c-01-3cr**
Prerequisite: Completion of coursework for Vocational I certificate
Introduces research in the career and technical classroom. Emphasis is placed on
using a variety of research methods to solve problems in the educational
environment. Research findings are implemented into the classroom environment
and results are shared with peer career and technical teachers.

xi **VOED 405 Professional Seminar in Career & Technical Education**   **3c-01-3cr**
Prerequisite: Completion of coursework for Vocational I certificate
A history of career and technical education; the impact of the educational reform on
career and technical education and workforce development and career and technical
education's importance within our society. Topics include: leaders in vocational
education; societal influences on vocational curriculum design; professional
responsibilities, legislative initiatives, social issues and organizations involved in

and impacting career and technical and workforce development education. This is a capstone course focusing on the professional growth of the career and technical teacher intern.

Rationale: These courses will be major requirements for students in the department's vocational teacher certification and degree programs. These are a series of courses that will replace the existing 15 credits of VOED 100 Preparation of the Vocational Professional I and 15 credits of VOED 400 Preparation of the Vocational Professional II. The department has offered 15 credits of VOED 100 and 15 credits of VOED 400 as a repeatable topic for a number of years. It was originally designed in this manner to facilitate individualized, personalized instruction to reflect students' particular classroom situations. These requested changes will facilitate the documentation of course standards and certification requirements that are required by more specific guidelines from the Pennsylvania Department of Education. IUP, along with Temple University and PSU, are the only institutions in Pennsylvania approved to offer this program. Similar changes to coursework at Temple and PSU have been made. The PDE-BCTE requires transferability among the three institutions; this change will facilitate that transferability as well.

b   Program Catalog Description Change:

Current Catalog Description:	**Proposed Catalog Description:**
The Vocational-Technical Professional Studies program offers undergraduate curricula that prepare in-service teachers for vocational-technical education. Programs may lead to either a Bachelor of Science in Education degree with certification or to professional certification only. Program graduates have a broad range of employment opportunities as teachers/trainers in secondary schools, vocational-technical schools, postsecondary schools, and business and industry.	The Vocational-Technical Professional Studies program offers undergraduate curricula that prepare in-service teachers for vocational-technical education. Programs may lead to either a Bachelor of Science in Education degree with certification or to professional certification only. Program graduates have a broad range of employment opportunities as teachers/trainers in secondary schools, vocational-technical schools, postsecondary schools, and business and industry.
Certification to teach vocational-technical education in the commonwealth's secondary schools is issued to individuals who meet statutory requirements, demonstrate occupational/technical proficiency on a nationally standardized occupational competency examination, and complete 60 credits of the Pennsylvania Department of Education's approved university program. In the IUP program, a plan of studies will be tailored to each student's unique background (i.e., electrical, electronics, data processing, drafting, welding, dental, etc.) and professional needs.	Certification to teach vocational-technical education in the commonwealth's secondary schools is issued to individuals who meet statutory requirements, demonstrate occupational/technical proficiency on a nationally standardized occupational competency examination, and complete 78 credits of the Pennsylvania Department of Education's approved university program.
Certification to serve as a cooperative education teacher-coordinator in the commonwealth's secondary schools can be earned by completing a program of studies tailored to each student's individual background and professional needs. The program prepares individuals for managing industrial cooperative training and school-to-	Certification to serve as a cooperative education teacher-coordinator in the commonwealth's secondary schools can be earned by completing a program of studies tailored to each student's individual background and professional needs. The program prepares individuals for managing industrial cooperative training and school-to-work transitional experiences. For persons holding a valid Pennsylvania Instructional Certificate, the program of studies will be individualized based upon educational

work transitional experiences. For persons holding a valid Pennsylvania Instructional Certificate, the program of studies will be individualized based upon educational credits earned.

Each program offered by the center requires completion of the following credits: Bachelor of Science in Education (120cr), Cooperative Education Teacher/Coordinator Certificate (15cr), and Vocational Technical Education Certificate (60-62cr).

credits earned.

Each program offered by the center requires completion of the following credits: Bachelor of Science in Education (120cr), Cooperative Education Teacher/ Coordinator Certificate (15cr), and Vocational Technical Education Certificate (78cr).

c   Program Revisions:

i   Bachelor of Science in Education—Vocational-Technical Education

Current Program:	Proposed Program:

Bachelor of Science in Education— Vocational-Technical Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		51
Mathematics: 3cr, MATH 101 or higher-level MATH course		
Social Science: PSYC 101		
Liberal Studies Electives: 6cr, no courses with VOED prefix		

College:		6
Professional Educational Sequence:		
COMM 103 Digital Instructional Technology *or*	3cr	
FDED 102 American Education in Theory and Practice		
EDSP 102 Educational Psychology	3cr	

Major:		30
Required Courses:		
VOED 100 Preparation of the Vocational Professional I	15cr	
VOED 400 Preparation of the Vocational Professional II	15cr	

Other Requirements:		27
Vocational-Technical:		
ENGL 310 Public Speaking	3cr	
VOED 450 Technical Preparation of the Vocational Professional	24cr	

Bachelor of Science in Education— Vocational-Technical Education

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		48-50
Mathematics: MATH 151, 152		
Social Science: PSYC 101		
Liberal Studies Electives: 3cr, no course with VOED prefix		

College:		14
Professional Education Sequence:		
COMM 103 Digital Instructional Technology	3cr	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr	
EDEX 323 Instruction of English Language Learners with Special Needs	2cr	
EDEX 458 Transition for Youth with Disabilities	3cr	
EDSP 102 Educational Psychology	3cr	
EDUC 442 School Law	1cr	

Major:		28
Required Courses:		
VOED 101 Introduction to Career and Technical Education	1cr	
VOED 102 Instructional Planning in the Career and Technical Education Classroom	2cr	
VOED 103 Strategies for Teaching Career and Technical Education	3cr	
VOED 201 Making Accommodations for Students with Special Needs in the Career and Technical Education Classroom	1cr	
VOED 202 Industry Linkages for Career and Technical Education Programs	3cr	
VOED 203 Incorporating Reading and Communications Strategies in the Career and Technical Education Classroom	3cr	
VOED 301 Integrating Math and Science in Career and Technical Education	3cr	
VOED 302 Career Education in the Career and Technical Classroom	3cr	
VOED 403 Assessment and Evaluation in Career		

	and Technical Education	3cr
VOED 404	Research in Career and Technical Education	3cr
VOED 405	Professional Seminar in Career and Technical Education	3cr

Free Electives: 6

Total Degree Requirements: 120

(1) New certification requirements that include additional credits will take effect January 1, 2013. Students submitting applications for Vocational Instructional I certificates after that time will be held to the new requirements. These requirements will amend course requirements of both the B.S.Ed. and Certificate in Vocational-Technical Education.

Controlled Electives: (as advised)
CNSV 101; MGMT 275; VOED 402   6

Other Requirements: 24
VOED 450	Technical Preparation of the Vocational Professional	

Free Electives: 1-3

Total Degree Requirements: 120

ii   Certificate—Vocational-Technical Education

Current Program:	**Proposed Program:**

Certificate—Vocational-Technical Education (*)

Certificate—Vocational-Technical Education

Current Program:

Liberal Studies: As follows: 21-23
English: ENGL 101
Fine Arts: one course from list
Humanities: one course from list
Mathematics: 3cr, MATH 101 or higher-level MATH course
Natural Science: one course, lab or non-lab
Social Science: PSYC 101
Liberal Studies Electives: one course, no courses with VOED prefix

Proposed Program:

Liberal Studies: As follows: 31-33
English: ENGL 101, 202
Fine Arts: one course from list
Humanities: one course from list
Mathematics: MATH 151, 152
Natural Science: two courses, lab or non-lab
Social Science: PSYC 101
Liberal Studies Electives: one course, no course with VOED prefix

College: 6
Professional Educational Sequence:
EDSP 102	Educational Psychology	3cr
FDED 102	American Education in Theory and Practice *or*	3cr
COMM 103	Digital Instructional Technology	

College: 14
Professional Education Sequence:
COMM 103	Digital Instructional Technology	3cr
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDEX 458	Transition for Youth with Disabilities	3cr
EDSP 102	Educational Psychology	3cr
EDUC 442	School Law	1cr

Major: 33
Required Courses:
ENGL 310	Public Speaking	3cr
VOED 100	Preparation of the Vocational Professional I	15cr
VOED 400	Preparation of the Vocational Professional II	15cr

Major: 28
Required Courses:
VOED 101	Introduction to Career and Technical Education	1cr
VOED 102	Instructional Planning in the Career and Technical Education Classroom	2cr
VOED 103	Strategies for Teaching Career and Technical Education	3cr
VOED 201	Making Accommodations for Students with Special Needs in the Career and Technical Education Classroom	1cr
VOED 202	Industry Linkages for Career and Technical Education Programs	3cr
VOED 203	Incorporating Reading and Communications Strategies in the Career and Technical Education Classroom	3cr

VOED 301	Integrating Math and Science in Career and Technical Education	3cr
VOED 302	Career Education in the Career and Technical Classroom	3cr
VOED 403	Assessment and Evaluation in Career and Technical Education	3cr
VOED 404	Research in Career and Technical Education	3cr
VOED 405	Professional Seminar in Career and Technical Education	3cr

Controlled Electives: (as advised)   3
CNSV 101; MGMT 275; VOED 402

Free Electives: 0-2

Total Certification Requirements: 60-62   **Total Degree Requirements:**   78

(1)   New certification requirements that include additional credits will take effect January 1, 2013. Students submitting applications for Vocational Instructional I certificates after that time will be held to the new requirements. These requirements will amend course requirements of both the B.S.Ed. and Certificate in Vocational-Technical Education.

Rationale: Changes to the degree in Vocational Education reflect changes submitted for department's vocational teacher certification program. These changes included an increase in credits for PDE vocational instructional teacher certification from 60 to 78 credits, documented credits/hours for instruction in accommodations and adaptations for diverse learners in an inclusive setting and in teaching English language learners in an approved program in the appropriate field of vocational education. Coursework that included 15 credits of VOED 100 Preparation of the Vocational Professional I and 15 credits of VOED 400 Preparation of the Vocational Professional II as repeatable topics were replaced with individual course titles. Also, two credits of VOED 100 were replaced with 2 credits of EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings. Additional minor changes to the degree include the elimination of free electives. Existing courses of VOED 100 and VOED 400 will continue until current student population needing these courses has completed their certification requirements.

APPENDIX B
University Wide Graduate Committee
Co-chairs Piper and Baumer

FOR INFORMATION

The University Wide Graduate Committee provided distance education approval for the following course:

EDUC 781: Advanced Leadership in the School

FOR ACTION

1   **New Course**: PSYC 976

   Name of Program: Master of Arts in Counseling

   Sponsoring Department: Counseling

   Catalog Start Time: Spring 2011

   PSYC 975 Introduction to Supervision & Counseling

   Catalog Description   3c-0l-3sh

   This course surveys professional issues, theories, existing research and implementation methods in supervision and consultation. Using lectures, discussions, and simulations, students will learn how to promote the development of individuals and organizations that are involved in the resolution of human problems in adaptation and facilitation of human development. (3-credit hours)

   Rationale: The proposed course will be offered primarily as a required course within the Psy.D. program in Clinical Psychology. The perquisites for the course include graduate level training in theories of intervention/personality (at least one course) and the practice of intervention (at least one course). It will be offered one time per year for 3 credits

2   **New Course DUAL Listed Course: BIOL 474/574**

   Name of Program: Biology

   Sponsoring Department: Biology

   Catalog Start Time: Summer 2011

   BIOL 474/574 Spring Flora of the Northeastern U.S.

Catalog Description   2c-0l-3sh

An in-depth survey of the emerging herbaceous spring flora in the northeastern portion of North America (with emphasis on the herbaceous plants of Pennsylvania). Classes will focus on readings of current research in botanical and scientific journals conveyed through student led discussions. Field identification of representative individuals by common and generic names is also covered.
Prerequisite: BIOL 210 or permission of instructor

Rationale: Spring Flora of the Northeastern U.S. is an elective for the B.S. in Biology, B.A. in Biology, B.S. in Natural Science,-B.S.in Education – Secondary Biology and the MS in Biology. The course will also be available for students outside Biology and through Continuing Education provided the prerequisite is met. Currently, no course addresses the specific content developed in this course at either the undergraduate or graduate offerings. Spring Flora is a new course that strengthens the field science offering of the Biology Department. It is of particular relevance for undergraduate and graduate students interested in such professions as forestry, park rangers, outdoor recreation, naturalist, horticulturist, plant systematist, herbalist, botanist, geneticist, and higher study and research requiring field specialization. It is offered only during the summer intersession period when the blossoming of spring wild flowers is most abundant. The timing allows for in-depth identification and habitat research that is not possible at other times of the year.

3   Minor Program Revision to MBA – Executive Program

Program Revision for: MBA- Executive Track Program

Sponsoring Department: Eberly College of Business and Information Technology

Catalog Term: Spring 2011

Summary: Current requirements for admission to MBA Program – Executive track are: Accredited bachelor's degree in any field with a minimum GPA of 2.6, GMAT score of 450 or higher. Proposed revision will make submission of GMAT scores **optional** for applicants with 4+ years full time professional experience. GMAT scores will not be required for admission for these candidates but will be considered in the admission decision if submitted.

Rationale:
  a. In the last 5 years many AACSB accredited Business Schools have dropped GMAT requirements as a condition of admission for their EMBA programs or have made it optional. Among "Business Week's top 25" Executive MBA programs only 12 out of the 25 have a mandatory GMAT score requirement. The main logic for this approach is that experienced executives who have been "out of school" for a considerable time are ill prepared to take the multiple choice quantitative/verbal questions of the GMAT test and are reluctant to go through this process. On the

other hand as a result of their professional and managerial experience these candidates are likely to be very successful in an Executive MBA program and also contribute substantially to the EMBA group of which they are a part. Exhibit 2 is a sample article from Business Week describing this trend.

b. Graduate Management Admission Council (GMAC), an association of leading business schools of the world, and the designer and administrator of the GMAT test, in its guidelines for using GMAT scores in the MBA admission process has recommended that schools NOT use minimum 'cut-off' points in determining admission eligibility (www.gmac.com) but use the GMAT scores as one of several factors in making an admission decision.

c. Research by independent organization such as National Center for Fair and Open Testing has found weak validity (ability to predict success in the MBA program) of the GMAT test especially among students returning to graduate programs after a long time lapse after their bachelor's degrees, women and minority group students and those from bachelor's degrees in liberal arts area.

d. IUP Executive MBA program is facing increasing competition from a number of regional MBA programs as well as accredited online programs where GMAT is not being required or made optional or is considered as one of the several factors used in the admission decision without mandating a minimum cutoff point. For example, Clarion University MBA Program (an AACSB accredited MBA Program), has implemented a policy of GMAT waiver for full time working professional with substantial work experience. IUP EMBA program is also losing candidates to other 2 Pittsburgh area AACSB accredited brand name programs such as Pitt, CMU and Duquesne who have become more "flexible" with regard to GMAT scores in their admission process.

Impact on goals and objectives of the MBA Program- Executive track:
The proposed admissions policy change to make the GMAT score optional for experienced professionals will open up the program to more candidates in our original target market – A Saturday only program designed for the experienced professionals seeking an MBA at a convenient location in a cohort group of fellow professionals. The new policy will make us more competitive in our market area and also enable us to compete with online programs.

Catalog Description:
The "Admissions Criteria" of the catalog description for MBA-Executive track will be changed to read:
Admissions Criteria
Completed accredited undergraduate degree in any field with a grade point average of 2.6 or higher, a GMAT score of 450+ (for applicants with 4+ years professional work experience submission of GMAT scores is optional). Participants who have not had recent academic training are expected to update their mathematical skills concurrent with, or before beginning, the MBA, Executive Track program.

3   Minor Program Revisions

Program Revision for: Communications Media and Instructional Technology, Ph.D.
   Program

Sponsoring Department: Communications Media

Catalog Term: Fall 2011

Brief Summary of the Rationale for the Minor Program Revision
- The department found that the MAT did not provide sufficient information regarding the applicants' quantitative abilities.
- Currently the program states that a student who has applied to take a comprehensive exam may select one question from a list provided by the department and that the comprehensive committee will select two other questions from the same list. The department wishes to change this procedure so that faculty on the committee have the flexibility to determine the number of questions on the exam and the ability to generate questions for the test that are not on the list provided by the department to the student. The student would still select one question from a list provided by the department. The department feels that this new procedure would allow the committee the flexibility needed to design a comprehensive exam that would better test the student's understanding of the field of communications media and instructional technology.
- The Board of Governors, in their review of our proposal, suggested that more statistics instruction was required for a Ph.D. program. They stated, "The requirements for research and statistics do not appear sufficient for a Ph.D. program." They went on to ask "…how will students develop competencies with the multivariate research statistical methods and computation?" In consultation with the Board of Governors we agreed that we would replace EDSP 817 with a new research and statistics course that would meet that need and they were satisfied with that response. We have developed COMM 800: Communications Research Statistics, in response. EDSP 817 is a research methods course. The program already has a number of methods courses more closely related to the field of communications.
- The new courses are being added as part of the department's ongoing commitment to develop additional electives for the program. This assists in scheduling and provides additional opportunities for more faculty to teach in the doctoral program, giving our students greater access to the diverse expertise in the department.

Summary of Proposed Changes:

Current Program:	Proposed Program:
Ph.D. – Communications Media and Instructional Technology	**Ph.D. – Communications Media and Instructional Technology**

Research Courses   **12cr**
EDSP 817 Applied Educational Research
    Methods (or equivalent) (3)
COMM 825 Quantitative Methods in
    Communications Research (3)
COMM 828 Qualitative Methods in
    Communications Research (3)
COMM 910 Advanced Doctoral Research
    in Communications (3)
	Research Courses **12cr**
	COMM 800 Communications Research
	    Statistics (or equivalent) (3)
	COMM 825 Quantitative Methods in
	    Communications Research (3)
	COMM 828 Qualitative Methods in
	    Communications Research (3)
	COMM 910 Advanced Doctoral Research
	    in Communications (3)

Theory and Culture Core Courses   **12cr**
COMM 801 Ideas that Shape Media (3)
COMM 812 Media Ethics (3)
COMM 857 Doctoral Seminar in
    Communications Culture &
    Technology (3)
COMM 900 Culture of Cyberspace (3)
	Theory and Culture Core Courses **12cr**
	COMM 801 Ideas that Shape Media (3)
	COMM 812 Media Ethics (3)
	COMM 857 Doctoral Seminar in Communications
	    Culture & Technology (3)
	COMM 900 Culture of Cyberspace (3)

Theory and Culture Elective Courses **6cr** Two courses from the following: COMM 822 Children & Media (3) COMM 853 Corporate Communications (3) COMM 881 Special Topics (3)	**Theory and Culture Elective Courses** **6cr** Two courses from the following: COMM 822 Children & Media (3) COMM 853 Corporate Communications (3) COMM 814 Crisis Communication (3) COMM 815 Teaching Communications Media (3) COMM 881 Special Topics (3)
Production Core Courses **7-12cr** COMM 832 Media Production (1-6) COMM 846 Instructional Media Solutions (3) COMM Media Preproduction (3)	**Production Core Courses** **7-12cr** COMM 832 Media Production (1-6) COMM 846 Instructional Media Solutions (3) COMM 860 Media Preproduction (3)
Production Elective Courses **6cr** Two courses from the following: COMM 876 Online Media (3) COMM 881 Special Topics (3) COMM 882 Simulations and Games (3)	**Production Elective Courses** **6cr** Two courses from the following: COMM 876 Online Media (3) COMM 881 Special Topics (3) COMM 882 Simulations and Games (3)

Elective Courses 0-9cr	Elective Courses 0-9cr
Courses from the list below as needed to bring the total number of credits to 60: COMM 822 Children & Media (3) COMM 853 Corporate Communications (3) COMM 876 Online Media (3) COMM 881 Special Topics (3) COMM 882 Simulations and Games (3) CURR 915 Writing for Professional Publication (3) ECON 820 Managerial Economics for Decision Making and Leadership (3) ENGL 808 Technology and Literacy (3) ENGL 956 Literary Theory for the Teacher and Scholarly Writer (3) SOC 803 Social and Organizational Theory (3) SOC 862 Analysis of Social Data (3) *Dissertation (12 Credits)* COMM 995 Dissertation 12cr *Total 60 Credits Beyond a Masters or masters equivalencies*	Courses from the list below as needed to bring the total number of credits to 60: COMM 822 Children & Media (3) COMM 853 Corporate Communications (3) COMM 876 Online Media (3) COMM 881 Special Topics (3) COMM 882 Simulations and Games (3) CURR 915 Writing for Professional Publication (3) ECON 820 Managerial Economics for Decision Making and Leadership (3) ENGL 808 Technology and Literacy (3) ENGL 956 Literary Theory for the Teacher and Scholarly Writer (3) SOC 803 Social and Organizational Theory (3) SOC 862 Analysis of Social Data (3) *Dissertation (12 Credits)* COMM 995 Dissertation 12cr *Total 60 Credits Beyond a Masters or masters equivalencies*

Catalog Description:

Program Objectives
- Conduct research that enables organizations to effectively use communications and media in meeting goals
- apply research, an understanding of culture, and production skills to the development of new media
- interpret cultural forces upon communications and media
- provide leadership to positively impact culture with communications and media
- design, produce, and utilize media within a variety of cultural and professional contexts
- synthesize existing media and emerging technologies
- develop new media

Admission Requirements
Students seeking admission to the Ph.D. in communications must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree in communications or a related field. International students are required to comply with the admission criteria as outlined in the graduate catalog.

All applicants must also submit the following for review by the doctoral program committee:

- Recent GRE Scores (including analytical writing)
- Official higher education transcripts
- Current curriculum vitae
- Writing sample
- Two letters of recommendation
- Personal interview
- Production portfolio (optional)

Degree / Program Requirements

The doctoral program requires a minimum of 60 credit hours beyond the Master's: 48 credits of classes and 12 credits of dissertation work.

Course Work

The curriculum consists of required and elective courses in the three core areas. Additional electives are being developed. Students will be required to develop a planned program of study in consultation with their adviser and the doctoral co-coordinators.

Research
Core courses: 12 credits
Dissertation: 12 credits
Theory and Culture
Core courses: 12 credits
Electives: 6 credits
Production
Core courses: 7–12 credits
Electives: 6 credits
Other Electives
Electives: 0–9 credits to meet required minimum

Degree Candidacy

Each student admitted to the doctoral program is eligible for doctoral degree candidacy after successful completion of twelve graduate credits in the doctoral program with an overall GPA of 3.0 or higher. To obtain candidacy, the student must successfully complete an oral and written candidacy examination.

Scholarly Participation

The program recognizes the need to foster a doctoral culture that encourages and enables students to share and discuss ideas with each other and with experts in their chosen field of study. There are four options for meeting this requirement.

1. Attend a minimum of 2 scholarly events per semester of enrollment, excluding semesters in which the student is enrolled in COMM 995, Dissertation or continuing dissertation credit.
2. Complete of a minimum of nine graduate credits at IUP in each of two consecutive semesters.
3. Present or co-present at a juried conference.
4. Author or co-author an article in a juried professional journal.

Comprehensive Examination
The comprehensive examination will be used to determine the student's progress in the field of Communications Media and Instructional Technology and the student's likelihood of success in the research-dissertation phase.

Dissertation
A dissertation is required of all doctoral candidates and must demonstrate the candidate's mastery of his/her research and produce results of an original investigation in the field of communications media and instructional technology. The goal should be to make an original scholarly contribution to the field.

NEW COURSES

Course Name: Communication Research Statistics

Course Number: COMM 800

Title of Program: Ph.D. in Communications Media and Instructional Technology

Sponsoring Program: Communications Media

Catalog Start Date: Fall 2011

Catalog Description:
Designed to prepare doctoral students to interpret and conduct quantitative data analysis in communications and instructional technologies. Students will learn to perform the statistical analysis common to the field of communications and understand the derivation, application and limitations of specific statistical tests. They will also analyze and critique the use of statistics in research published in the discipline. Topics addressed include data management, descriptive and inferential statistics, correlation and factor analysis.

Rationale: This course will serve as one of the introductory courses to the Ph.D. in Communications Media and Instructional Technology. It is designed to provide students a solid foundation in the statistical procedures common in communications research. This includes understanding the derivation of the statistics, their appropriate use and the ability to interpret and evaluate the statistical methods used in the literature. The lack of a specific course focusing on the use of statistics in the discipline was cited as a deficiency by PASSHE and the Board of Governors in their review of the new program proposal.

Course Name: Crisis Communication

Course Number: COMM 714/814

Title of Program: Ph.D. in Communications Media and Instructional Technology

Sponsoring Department: Communications Media

Catalog Start Date: Fall 2011

Catalog Description:
Explores the challenges of communication during crisis situations and emphasizes the practical and theoretical applications of communication strategies used by companies, organizations, and governmental bodies during headline-grabbing crises. The course focuses on the issues relevant to planning, developing and executing of crisis communications plans. Students will explore communication and media relations techniques for communicating with stakeholders during a crisis. Cases discussed will examine crisis situations in business, political, educational and non-profit settings.

Rationale: This course is intended to be an elective in the Ph.D. in Communications Media and Instructional Technology and one of the Crisis/Emergency Management Field Concentration's core courses in the MA in Public Administration. The doctoral coordinator in Communications Media and Instructional Technology requested the development of this course to aid the department's effort to provide more electives for doctoral students. Letters of support from the Department of Political Science were included in the proposal.

Course Name: Teaching Communications Media

Course Number: COMM 815

Title of Program: Ph.D. in Communications Media and Instructional Technology

Sponsoring Program: Communications Media

Catalog Start Date: Fall 2011

Catalog Description:
Focuses on helping students to understand the unique challenges of teaching communications media courses in higher education and to improve their teaching via use of appropriate communication techniques and reflection upon teaching/learning styles, motivations and instructional techniques. Introduces doctoral students to the academic discipline of communications media in higher education. Explores the goals of communications media education and challenges for administration of communications media program. Students will also explore the relationship between teaching, scholarship and service in communications media.

Rationale: This course is intended to be an elective in the Ph.D. in Communications Media and Instructional Technology. During interviews with the first cohort of Ph.D. students starting this program in Fall 2008, it became apparent that the majority of these students have aspirations to pursue careers in higher education, specifically teaching in communications or related discipline. Additionally, the goals of the program are supported by this course with attention to the issues of scholarship and service.

APPENDIX C
Academic Affairs Committee
Co-Chairs Dugan and Perdue

Old:
Dual Baccalaureate Degrees
A student who has earned a minimum of 28 undergraduate credits from IUP and is in good academic standing may apply to pursue a second baccalaureate degree concurrently with the first. This application must be submitted to the dean of the college in which the major program of study for the second baccalaureate degree is housed. If admitted to a second baccalaureate degree program, the student must designate one of the two degree programs to be primary. To receive both degrees at graduation the student must earn at least 30 credits beyond the requirements of the designated primary program of study. The student must earn a minimum of 150 credits to receive both degrees concurrently.

Furthermore:
  a. The student may not be graduated until both the degrees are completed.
  b. All requirements for the curriculum of each degree must be satisfied.
  c. A course required in both degree programs does not have to be repeated for the second degree.
  d. All university requirements such as minimum GPA and number of residency credits taken at IUP in the major must be met for each degree separately.
  e. Should a student elect to discontinue the pursuit of receiving two baccalaureate degrees simultaneously and decide to apply for graduation with one degree, the student will be bound to the second baccalaureate degree requirements if a later return to IUP is desired to pursue another undergraduate degree.

New:
Dual Baccalaureate Degrees
A student who has earned a minimum of 28 undergraduate credits from IUP and is in good academic standing may apply to pursue a second baccalaureate degree concurrently with the first. This application must be submitted to the dean of the college in which the major program of study for the second baccalaureate degree is housed. If admitted to a second baccalaureate degree program, the student must designate one of the two degree programs to be primary. To receive both degrees at graduation the student must earn at least 30 credits beyond the requirements of the designated primary program of study. The student must earn a minimum of 150 credits to receive both degrees concurrently.

Furthermore:
  a. The student may not be graduated until both the degrees are completed.
  b. All requirements for the curriculum of each degree must be satisfied.
  c. A course required in both degree programs does not have to be repeated for the second degree, but exceptions might apply at the departmental level.
  d. All university requirements such as a minimum GPA and number of residency credits taken at IUP in the major must be met for each degree separately.
  e. Should a student elect to discontinue the pursuit of receiving two baccalaureate degrees simultaneously and decide to apply for graduation with one degree, the student will be bound to the Postbaccalaureate Studies requirements if a later return to IUP is desired.

Rationale: The recommended revisions clarify the policy's language.

APPENDIX D
Library and Educational Services Committee
Chair Jozefowicz

FOR INFORMATION:

For the 2010-2011 academic year, the following individuals were elected to the specified positions for committee leadership and committee liaisons:
- o LESC Chair:Stephanie Brewer Jozefowicz
- o LESC Vice Chair: Theresa Gropelli
- o LESC Secretary: Sharon Franklin-Rahkonen
- o LESC Liaison to the Educational Services Fee (ESF) Committee: Luis Gonzalez
- o LESC Liaison to the Distance Education Planning and Work Group: Beverly Chiarulli
- o LESC Liaison to the Academic Computing Policy Advisory Committee (ACPAC): Mark McGowan

Summarizing LESC's role to date in the WebCT/Moodle/D2L Learning Management System (LMS) decisions:

IT related policy issues are under the purview of the Library and Educational Services Committee (LESC), and any policy actions related to IT and educational services flow to the Senate through LESC. (For example, the Acceptable Use Policy revisions in 2009 had input from various other entities on campus but then flowed to the Senate for approval through LESC—see LESC report in the University Senate minutes, April 21, 2009.)

An LESC member serves on ACPAC as a liaison between the committees. In the old days of TUC, an LESC member served on TUC as liaison. Ever since the 2008 creation of the Distance Education Planning and Work Group, the creation of which LESC played an instrumental role, an LESC member serves as a liaison, as well. Any policy changes any of these bodies wish to bring to the Senate must flow through LESC based on the Senate by-laws (or through another standing Senate committee, depending on the topic of the policy—so in other words, if an item is a curricular issue, then it should flow to the Senate through the UWUCC and/or the UWGC).

The adoption of Moodle, the conversion from WebCT to Moodle, and the subsequent D2L issues have been a continued point of discussion within LESC for the last two years. The adoption of Moodle and subsequent transition from WebCT to Moodle were not items brought to LESC by ACPAC as a policy issue requiring a Senate vote. Hence various reporting regarding the topic to the Senate has been included through LESC standing committee reports (see LESC reports in the University Senate minutes from January 27, 2009; October 9, 2009; November 3, 2009; and

April 20, 2010), but the Senate did not vote one way or another regarding the recommendation by ACPAC to adopt Moodle as the replacement LMS for WebCT. Rather, ACPAC made its recommendations to the Provost, and adoption of Moodle at IUP moved forward.

The general PASSHE move to D2L was discussed last year within LESC, and LESC received the same assurances as everyone else on campus (IUP's Chief Information Officer serves on LESC as an ex officio member)--namely, that IUP would be allowed to continue using Moodle. After the D2L situation was discussed at APSCUF Meet and Discuss (September 16), the LESC chair was copied on an email as a courtesy along with leaders of several other groups involved with distance education to notify those groups of the document that had been shared at Meet and Discuss. These actions transpired prior to LESC's first scheduled meeting for Fall 2010.

LESC then did discuss the D2L issue at a September 28 LESC meeting. LESC met again on October 12, and in this meeting, LESC received assurances from IT that no conversion will move forward until D2L follows through with a commitment to build the needed utilities to allow for a better conversion of content from Moodle to D2L other than having to start over from scratch. The final timeline for conversion will be subject to the development of these utilities and the need for training.

LESC's understanding of current realities is that for face-to-face classes, no action taken to date will necessarily preclude IUP faculty from using Moodle as a supplement to their in-class instruction. Furthermore, at least preliminarily, there may be some continued support for Moodle within particular colleges. Nevertheless, resource allocation decisions for the broader IUP community must be made. Whether there is funding for IT staffing/resource development to continue to adequately support more than one LMS in the long-term at a university-wide level must be determined.

Future LESC conversation will include recent actions by APSCUF regarding the broader Moodle/D2L issues, as well as discussion of use of Equella or other third party host for online materials developed by faculty. Whether there are policy issues related to these topics that fit under the purview of LESC must be determined, and LESC recognizes that there may be aspects of these topics that fall under the purview of other Senate committees, as well.

APPENDIX E
University Senate Research Committee
Chair Bonach

The committee met on October 12th, 2010.

The committee reviewed 14 Small Grant proposals. Of the reviewed proposals, 9 were awarded for a total amount of $10,104.00.

The next USRC committee meeting will be on November 9th, 2010 at 3:15 pm in 301 Stright Hall.

- Berman, Pearl
- Farnsworth,Katherine
- Gropelli, Theresa
- Heider, Kelly
- Heilman, Patricia
- Price, Lisa Hammett
- Rattan, Gurmal
- Sciulli, Lisa
- Soni, Ramesh

APPENDIX F
Development and Finance Committee Meeting
Senator Domaracki

Attendees:
Mark Geletka
Holly Boda-Sutton
Harrison Wick
Susie Sink
Julie Greenawalt
Katie Farnsworth

Election of Chair and Vice Chair

No student attended; could not elect vice-chair;
Suggest that SGA be solicited for representation.

Committee Reports

No Parking Committee Report
- 1ST parking meeting November 24, 2010.
-
No Budget Report

Old Business
- Reference the Facilities Management website for Active Capital Projects.
- Discussion about retention policy to be held at November meeting.

New Business

APPENDIX G
University Budget Advisory Committee
Senator Radell

Report on the IUP Budget Advisory Committee Meeting of October 11, 2010

Dr. Wooten presented an analysis of why IUP did so well in the current Pennsylvania SSHE transitional performance funding distribution formula. He reported that some unpleasant features of the old PF formula that had hurt IUP in the past were eliminated in the transition formula.

Pa SSHE is developing a new formula (to my knowledge with no IUP representatives on the Pennsylvania SSHE committee). The new mandatory Performance Indicators (PIs) will be Degrees Awarded, Expected vs. Actual Graduation (presumably from a regression model), Student Diversity, Faculty Diversity, and Private Giving. There will be 5 additional PIs selected by IUP and approved by the Chancellor's Office that will be unique to IUP.

Dr. Wooten presented a prospective budget for 2011/12 that shows a $1.8 million dollar deficit given the forward assumptions built into the budget model (many of which were mandated by the Chancellor's Office and the Board of Governors). Dr. Wooten reminded the committee that it is a "what if" budget for planning purposes and that the numbers would firm up as we get closer to the 2011/12 budget year. The new projected deficit of $1.8 million is considerably below earlier estimates for 2011/12 and is a result of multiple factors including recent expenditure cuts that are now "baked in."

Update on Instructional Technology Spending Question

At the September University Senate meeting it was reported that IPEDS data showed that from June '03 to June '09, IUP annual spending on Institutional Support (administration) increased by 51% while annual spending on Instruction and Academic Support increased by 13.2%. Senator Rafoth asked the question, "how much of that increase in Institutional Support was due to support for instructional technology?"

Information provided by President Werner indicates that the SAP charges, totaling $1.3 million in 07/08 and 08/09 account for some of the large increase in the Institutional Support category. That's not enough to account for the full $9 million increase in annual expenditures from 02/03 to 08/09, but it is a large unfunded mandate from Harrisburg that does explain a significant chunk of the increase (on the order of 15%). On the other hand, any increases in Academic Computing are supposed to be in the IPEDS categories, "Academic Support" or "Instruction," so any increases in academic computing cannot explain the large increase in the "Institutional Support" category.

Standard accounting practice for information technology is specified in **The Integrated Postsecondary Education Data System, (IPEDS) Glossary**:

"Institutional Support. ...Also includes information technology expenses related to institutional support activities."
"Instruction. ...Information technology expenses related to instructional activities, if the institution separately budgets and expenses information technology resources are, included ...."
"Academic Support. ...Also included are information technology expenses related to academic support activities."

So the 51% increase in "Institutional Support" from 2002/03 to 2008/09 compared to the 13.2% increase in combined "Instruction" and "Academic Support" cannot be accounted for by increases in spending on Instructional Technology.