UNIVERSITY SENATE AGENDA

EBERLY AUDITORIUM

October 11, 2011
3:30 – 5:00 p.m.

Approval of Order

A. Approval of the minutes of the meeting of September 13, 2011

B. Approval of current agenda items and order

Reports and Announcements

A. President Werner

B. Provost Intemann

C. Chairperson LaPorte

D. Vice Chairperson Bivens

Standing Committee Reports		**Chairperson**	**Appendix**	**Page(s)**
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New Business

Adjournment

Appendix A
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Boser

FOR INFORMATION:

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

- **FSMR 360 Apparel Industry II**
- **BIOL 118 The History of Pain**
- **CRIM 394 Crime and Delinquency Prevention**

FOR ACTION:

1 Department of Philosophy – Title Correction

Current Title:

PHIL 360 Philosophy of the Mind

Correct Title:

PHIL 360 Philosophy of Mind

Rationale: The course was submitted and passed by the UWUCC as Philosophy of Mind. "The" was added by mistake to the Senate Agenda on April 20, 2010.

2 Department of Journalism – Revision of Minor

Proposed Revision:

Current:	**Proposed:**
Minor–Journalism 18 (1)	**Minor–Journalism 18 (1)**
Required Courses:	**Required Courses:**
JRNL 102 Basic Journalistic Skills 3cr (2)	JRNL 102 Basic Journalistic Skills 3cr (2, 3)
JRNL 105 Journalism and the Mass Media 3cr (2)	JRNL 105 Journalism and the Mass Media 3cr (2, 3)
JRNL 120 Journalistic Writing 3cr (2)	JRNL 120 Journalistic Writing 3cr (2, 3)
Controlled Electives: Three courses from the following:	**Controlled Electives:** Three courses from the following:
JRNL 243, 326, 338, 344, 347, 375, 481 (3) 9cr	JRNL 243, 250, 326, 338, 344, 347, 375, 481 (4) 9cr
(1) Internship credits do not apply toward the 18cr minor; however, a student in the minor program may take an internship and apply the credits as free electives.	(1) Internship credits do not apply toward the 18cr minor; however, a student in the minor program may take an internship and apply the credits as free electives.
(2) The above three courses are to be taken in sequence.	(2) A grade of C or better is required for graduation with a minor in Journalism.
(3) Minors may substitute only with departmental permission.	(3) The above three courses are to be taken in sequence.
	(4) Minors may substitute only with departmental permission.

Rationale: Journalism is a highly competitive field. Students who minor in journalism intend to work in journalism and/or public relations where command of grammar, spelling, punctuation, style, journalistic writing methods and knowledge of the functioning of the industry are paramount to their success. That is why the second footnote about a grade of C or better was added. JRNL250 Women and the Press has always been a part of the journalism minor as a controlled elective. The department is not clear about when it was deleted from the list in the catalog. Despite that, this course will provide minors with the knowledge of diversity issues in the field.

3 Department of Developmental Studies - Catalog Description Change

Current Catalog Description:

DVST 070 Reading Skills for College Study **3c-0l-3cr**
Assists in the development of college-level reading skills with emphasis on textbook reading. Includes literal and critical comprehension skills, vocabulary development, and reading efficiency. Carries institutional, non-degree credit, and attendance is required.

Proposed Catalog Description:

DVST 070 Reading Skills for College Study **3c-0l-3cr**
Note: Students who score 77 and below on the COMPASS Post Test (administered at the end of this course) are required to enroll in DVST 110 Introduction to Critical Reading and Thinking the following semester.
Assists in the development of college-level reading skills with emphasis on textbook reading. Includes literal and critical comprehension skills, vocabulary development, and reading efficiency. Carries institutional, non-degree credit, and attendance is required.

Rationale: The sequential nature of the courses DVST 070 Reading Skills for College Study and DVST 110 Introduction to Critical Reading and Thinking, and the placement testing requirements were unclear. Students who score below 60 on the COMPASS Reading Placement Test (administered during summer orientation) are placed into DVST 070. Students who score between 60-77 on the COMPASS Reading Placement Test are placed into DVST 110. Students enrolled in DVST 070 are also administered the COMPASS Reading Placement Test as a post-test at the end of this course. Students who score *above 77 on the post-test* are exempt from the DVST 110 course. Students who score 77 and below are required to continue with the reading program by enrolling in DVST 110 for the following semester.

4 Department of Health and Physical Education – Program Revision Change, Program Catalog Description Change, and Course Prerequisite Changes

a Program Catalog Description Change:

Current Catalog Description:

Bachelor of Science Degree–Athletic Training

IUP's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. This program prepares students with the knowledge, skills, and experience to provide prevention, evaluation, acute management, and rehabilitation and/or reconditioning services to professional and amateur athletes and other individuals involved in sports, exercise, and physical activity in general. The program has an academic and a clinical education and experience component. The clinical education and experience component entails a series of eight sequential laboratory courses and a minimum of four semesters of supervised field experience with the IUP Department of Athletics and affiliated clinical settings (sports medicine clinics, physicians' offices/hospitals, and high schools). Students must file an application for admission into the program during their fourth semester at IUP (spring of their sophomore year). Formal admission into the program is a prerequisite for assignment to clinical field experiences and enrollment in upper-level courses. Admission into the program is competitive, and fulfillment of the minimum eligibility requirements does not guarantee admission. Each year, the program will select a predetermined number of students from the eligible candidate pool based on demonstrated academic achievement and the evaluation of other criteria (letters of recommendation, essay, etc.). The Athletic Training Selection Committee will review all completed applications and rank students according to the specified criteria. The number of candidates admitted each year may vary with the quality of the candidate pool, available clinical experience sites, and available supervision. Students not admitted initially may reapply the following year. The minimum standards for eligibility are: (1) sophomore status (minimum of 48 credits), (2) a minimum 2.7 cumulative GPA, (3) a minimum of a "C" grade in HPED 175, 221, 345, and 346, (4) two letters of recommendation, (5) satisfactory completion of a one-semester directed clinical observation, (6) a written essay, and (7) a completed and signed "technical standards" form. Official admission and subsequent assignment to field experiences are also contingent upon obtaining student liability insurance, health clearances (physical, TB, speech, and hearing), and Acts 34, 151, and 114 clearances (state and federal criminal and child abuse records). Once admitted, students must continue to demonstrate above-average academic and clinical performance in order to remain in good standing (specific program retention and completion guidelines apply). Students should obtain an Athletic Training Program overview or admissions packet from the department for full details.

Proposed Catalog Description:

Bachelor of Science Degree–Athletic Training

IUP's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. This program prepares students with the knowledge, skills, and experience to provide prevention, evaluation, acute management, and rehabilitation and/or reconditioning services to professional and amateur athletes and other individuals involved in sports, exercise, and physical activity in general. The program has an academic and a clinical education and experience component. The clinical education and experience component entails a series of nine sequential laboratory courses and a minimum of four semesters of supervised field experience with the IUP Department of Athletics and affiliated clinical settings (sports medicine clinics, physicians' offices/hospitals, and high

schools). Students must file an application for admission into the program during their third semester at IUP (fall of their sophomore year). Formal admission into the program is a prerequisite for assignment to clinical field experiences and enrollment in upper-level courses. Admission into the program is competitive, and fulfillment of the minimum eligibility requirements does not guarantee admission. Each year, the program will select a predetermined number of students from the eligible candidate pool based on demonstrated academic achievement and the evaluation of other criteria (letters of recommendation, essay, etc.). The number of candidates admitted each year may vary with the quality of the candidate pool, available clinical experience sites, and available supervision. Students not admitted initially may reapply the following year. The minimum requirements for eligibility are: (1) sophomore status (minimum of 36 credits), (2) a minimum 2.7 cumulative and major GPA, (3) a minimum of a "C" grade in HPED 175, 221, 345, and 346, and (4) a completed application for admission. Additional details and required documentation that must accompany the application (clearances, directed observation, letters of recommendation, CPR certification, essay, etc.) are outlined in the "Athletic Training Program Overview", and the Athletic Training program "admissions packet". Both documents are available from the HPE department office upon request. Once admitted, students must continue to demonstrate above-average academic and clinical performance in order to remain in good standing. Specific program retention and completion standards apply. Students must maintain a minimum 2.7 cumulative and major GPA, and obtain a C grade or better in all major courses. Only students who meet these minimum standards will be eligible for endorsement for the Board of Certification national examination. Students should request the Athletic Training Program Overview document from the HPE department for full details regarding program retention and completion requirements.

b Program Revision:

Current Program:

Bachelor of Science–Athletic Training

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Natural Science:** BIOL 103-104 or CHEM 101-102 **Social Science:** PSYC 101, SOC 151 **Liberal Studies Electives:** 6cr, BTED/COSC/ IFMG 101, FDNT 145, no course with HPED prefix		51
Major:		23
Core Requirements:		
HPED 142	Foundations of Health, Physical Education, and Sport	3cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
HPED 442	Senior Seminar: Professional Development in Health, Physical Education and Sport	3cr
Athletic Training Requirements:		46
BIOL 151	Human Physiology	4cr
HPED 315	Biomechanics	3cr
HPED 344	Adapted Physical Activity and Sport	3cr
HPED 345	Athletic Training	3cr
HPED 346	Athletic Training Lab	1cr
HPED 365	Advanced Athletic Training	4cr
HPED 375	Physiological Basis of Strength Training	3cr
HPED 376	Athletic Training Clinical Practicum I	1cr
HPED 377	Athletic Training Clinical Practicum II	1cr
HPED 380	Seminar in Sports Medicine	2cr
HPED 385	General Medical Conditions in Athletic Training	2cr
HPED 411	Physical Fitness Appraisal	3cr
HPED 446	Therapeutic Modalities	4cr
HPED 448	Therapeutic Exercise for Athletic Injury Management	4cr
HPED 476	Athletic Training Clinical Practicum III	1cr
HPED 477	Athletic Training Clinical Practicum IV	1cr
PHYS 151	Medical Physics Lecture	3cr
Controlled Electives: one course from the following: FDNT 245, HPED 410, 492, SAFE 347		3cr
Total Degree Requirements:		120

Proposed Program:

Bachelor of Science–Athletic Training

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 217 **Natural Science:** BIOL 103-104 or CHEM 101-102 **Social Science:** PSYC 101, SOC 151 **Health and Wellness:** HPED/FDNT/NURS 143 **Liberal Studies Electives:** 3 cr., BTED/COSC /IFMG 101, no course with HPED prefix		47
Major:		20
Core Requirements:		
HPED 142	Foundations of Health, Physical Education, and Sport	3cr
HPED 175	Prevention and Care of Injuries to the Physically Active	2cr
HPED 209	Motor Behavior	3cr
HPED 221	Human Structure and Function	3cr
HPED 341	Evaluation in Health and Physical Education	3cr
HPED 343	Physiology of Exercise	3cr
HPED 441	Psychosocial Implications for Health and Physical Education	3cr
Athletic Training Requirements:		53
BIOL 151	Human Physiology	4cr
FDNT 145	Introduction to Nutrition	3cr
HPED 286	Strength/Personal Training Practicum	2cr
HPED 315	Biomechanics	3cr
HPED 344	Adapted Physical Activity and Sport	3cr
HPED 345	Survey of Orthopedic Injuries in Sport and Exercise	3cr
HPED 346	Preventive and Acute Care Skills in Athletic Training	1cr
HPED 365	Orthopedic Injury Assessment in Athletic Training	4cr
HPED 375	Physiological Basis of Strength Training	3cr
HPED 376	Athletic Training Clinical Practicum I	1cr
HPED 377	Athletic Training Clinical Practicum II	1cr
HPED 380	Organization and Administration in Athletic Training	3cr
HPED 385	General Medical Conditions in Athletic Training	3cr
HPED 411	Physical Fitness Appraisal	3cr
HPED 446	Therapeutic Modalities	4cr
HPED 448	Therapeutic Exercise for Athletic Injury Management	4cr
HPED 476	Athletic Training Clinical Practicum III	1cr
HPED 477	Athletic Training Clinical Practicum IV	1cr
HPED 480	Professional Issues in Athletic Training	3cr
Controlled Electives: choose from the following:		3cr
FDNT 245	Sports Nutrition	3cr
HPED 242	Emergency Health Care	1cr
HPED 263	Aquatics	1cr

Note: The HPED office or the office of the Athletic Training Curriculum Coordinator can provide additional information related to specific requirements regarding initial health screening, criminal record checks, and liability insurance needs.

HPED 285	Group/Individual Exercise Leadership	3cr
HPED 330	Assessment in Physical Education	1cr
HPED 347	Physiology of Exercise Laboratory	1cr
HPED 349	Applied Pediatric Exercise Laboratory	1cr
HPED 410	Exercise Prescription	3cr
HPED 414	Exercise Electrocardiography	2cr
HPED 447	Cardiopulmonary Resuscitation Instructor	1cr
SAFE 347	Ergonomics	3cr

Total Degree Requirements: 120

Note: All students must obtain an Athletic Training Program Overview available from the HPED office or the office of the Curriculum Coordinator for full details on admission, retention, and program completion requirements.

Rationale: Health and Wellness (HPED/FDNT/NURS 143) are the only available courses that fulfill critical competencies in personal and community health and wellness and lifestyle choices (nutrition, hypokinetic conditions, fitness, stress management, mental/emotional wellness, sexually transmitted diseases and AIDS, other communicable diseases, non-communicable diseases, substance abuse, human sexuality, etc.) needed for allied health professionals. A comprehensive study of these competencies (not provided in any other course) is necessary for program accreditation, as well as for certification in the profession of Athletic Training. The Liberal Studies Elective FDNT 145 is being moved into the Athletic Training requirements section.

Deletions include: HPED 442 – the competencies met by this course are being absorbed by the new course HPED 480 in a context that is more relevant to Athletic Training. PHYS 151 – the Athletic Training related competencies covered in this course are covered in other courses as well, and the credits are needed in other more critical areas. HPED 492 – this course is being removed from the list of controlled electives because it has been restricted as the "capstone course" for Exercise Science majors only. The fitness content that is critical for the Athletic Training professional is covered in other required courses. Additional content included in this course is supplemental but not required/critical for the Athletic Training professional.

Additions include: HPED 286 – this existing exercise science course needs to be added due to new and/or revised competencies in the area of strength training and conditioning. HPED 480 – this is a new course that is necessary in order to cover competencies in the areas of professional development that are not addressed in any other course. It has been offered twice before as a special topics course. Please refer to the new course proposal included. Controlled Electives – all the courses added to the list of controlled electives are in one way or another related to the profession of athletic training. We have added new and diverse offerings to give students some flexibility in course selection according to their own personal needs/desires. See rational for deletion of HPED 492 under "Deletions" section above.

c Course Prerequisite Changes:

i Current Catalog Description:

HPED 142 Foundations of Health, Physical Education, and Sport 3c-0l-3cr
Historical, philosophical, and psychosocial foundations of health and physical education are introduced. Specific emphasis is given to scientific theories and principles in such areas as health promotion and behavioral change, exercise physiology, motor development, kinesiology and motor learning.

Proposed Catalog Description:

HPED 142 Foundations of Health, Physical Education, and Sport 3c-0l-3cr
Prerequisite: Health and Physical Education, Physical Education and Sport, Athletic Training Majors
Historical, philosophical, and psychosocial foundations of health and physical education are introduced. Specific emphasis is given to scientific theories and principles in such areas as health promotion and behavioral change, exercise physiology, motor development, kinesiology and motor learning.

Rationale: The department has a significant need to make seats available for current HPED, Physical Education and Sport, and Athletic Training majors, who are sometimes unable to register due to course capacity.

ii Current Catalog Description:

HPED 285 Group/Individual Exercise Leadership 1c-2l-3cr
Prerequisite: PESP/Exercise Science Majors
Provides theoretical knowledge of leadership skills necessary to design, implement, and evaluate safe and effective exercise programs in group and individual settings. An emphasis is placed on group exercise leadership and fitness instruction. Students are also introduced to the management and administration of such programs. Observations within the field are required, as well as opportunities to apply introductory concepts of exercise training through practical application.

Proposed Catalog Description:

HPED 285 Group/Individual Exercise Leadership 1c-2l-3cr
Prerequisites: PESP/Exercise Science Majors, HPED 221 with a grade of C or better, or BIOL 150 with a grade C or better
Provides theoretical knowledge of leadership skills necessary to design, implement, and evaluate safe and effective exercise programs in group and individual settings. An emphasis is placed on group exercise leadership and fitness instruction. Students are also introduced to the management and administration of such programs. Observations within the field are required, as well as opportunities to apply introductory concepts of exercise training through practical application.

Rationale: The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The certification requires course sequencing and academic standards to be in place to maintain accreditation.

iii Current Catalog Description:

HPED 286 Strength/Personal Training Practicum 1c-1l-2cr
Prerequisite: PESP/Exercise Science Majors
Provides theoretical knowledge of leadership skills necessary to design, implement, and evaluate safe and effective personal training programs. An emphasis is placed on individualized fitness instruction and the development of training programs for cardiovascular fitness and strength. Observations within the field are available as well as opportunities to apply introductory concepts of exercise training through practical application.

Proposed Catalog Description:
HPED 286 Strength/Personal Training Practicum 1c-1l-2cr
Prerequisites: PESP/Exercise Science Majors and a C or higher in HPED 221 or BIOL 150, or Athletic Training Majors
Provides theoretical knowledge of leadership skills necessary to design, implement, and evaluate safe and effective personal training programs. An emphasis is placed on individualized fitness instruction and the development of training programs for cardiovascular fitness and strength. Observations within the field are available as well as opportunities to apply introductory concepts of exercise training through practical application.

Rationale: The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The certification requires course sequencing and academic standards to be in place to maintain accreditation.

iv Current Catalog Description:

HPED 315 Biomechanics 3c-0l-3cr
Prerequisite: HPED 221
A study of the relationship between mechanical and physical principles and human movement.

Proposed Catalog Description:

HPED 315 Biomechanics 3c-0l-3cr
Prerequisite: C or higher in HPED 221 Structure and Function or C or Higher in BIOL 150 Human Anatomy

A study of the relationship between mechanical and physical principles and human movement.

Rationale: The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The certification requires course sequencing and academic standards to be in place to maintain accreditation.

v Current Catalog Description:

HPED 410 Exercise Prescription **3c-0l-3cr**
Prerequisite: HPED 343 with a grade of C or better
Teaches individuals to write exercise prescriptions based upon a subject's tolerance for physical activity. Special emphasis is on risk factors, techniques of evaluation, drugs, injuries, environmental factors, and motivation and their role in physical activity assessment.

Proposed Catalog Description:

HPED 410 Exercise Prescription **3c-0l-3cr**
Prerequisites: PESP/Exercise Science Majors and HPED 343 with a grade of C or better
Teaches individuals to write exercise prescriptions based upon a subject's tolerance for physical activity. Special emphasis is on risk factors, techniques of evaluation, drugs, injuries, environmental factors, and motivation and their role in physical activity assessment.

Rationale: The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The certification requires course sequencing and academic standards to be in place to maintain accreditation.

vi Current Catalog Description:

HPED 414 Exercise Electrocardiography **1c-1l-2cr**
Corequisite or Prerequisites: PESP/Exercise Science Majors, HPED 343
An introduction to the basic concepts of electrocardiography (ECG), including an understanding of electrophysiology, electrode lead placement, both rhythm strips and 12-lead interpretation. Utilizing electrocardiograms, students will also be able to recognize normal and abnormal rhythms, including those ECG abnormalities brought about by exercise. Normal and abnormal responses during Graded Exercise Testing will also be interpreted.

Proposed Catalog Description:

HPED 414 Exercise Electrocardiography **1c-1l-2cr**

Prerequisites: PESP/Exercise Science Majors and HPED 343 with a grade of C or better

An introduction to the basic concepts of electrocardiography (ECG), including an understanding of electrophysiology, electrode lead placement, both rhythm strips and 12-lead interpretation. Utilizing electrocardiograms, students will also be able to recognize normal and abnormal rhythms, including those ECG abnormalities brought about by exercise. Normal and abnormal responses during Graded Exercise Testing will also be interpreted.

Rationale: The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The certification requires course sequencing and academic standards to be in place to maintain accreditation.

5 Department of Human Development and Environmental Studies - Course Revision, Catalog Description and Course Number Change, and New Courses

a Course Revision, Catalog Description and Course Number Change:

Current Catalog Description:

FSMR 110 Introduction to Fashion **3c-0l-3cr**

Survey of aesthetic, cultural, socio-psychological, and economic factors related to the meaning and use of clothing and fashion for the individual and society.

Proposed Catalog Description:

FSMR 180 Introduction to Fashion **3c-0l-3cr**

Survey of fashion careers and industry functions including design, production, retail channels, and current trends.

Rationale: Due to the continually changing nature of the fashion industry as well as the expertise of newer faculty, we realized that the course contents need to be updated. Therefore, this course will become FSMR 180 which reflects this need. The new course number FSMR 180 reflects that this course is one of the four separate key FSMR courses (FSMR 180, 280, 380, 480). It will be clear to students that the four separate key FSMR courses are in a sequence and that FSMR 180 is the foundation of this series. The course description of FSMR 180 was modified to reflect the appropriate topics that are covered in this course.

b New Courses:

i FSMR 280 Introduction to Apparel Buying 3c-0l-3cr

Prerequisites: FSMR 180 with a grade of C or better, and Liberal Studies Math 101 or higher
Focus on using mathematical concepts in merchandising applications used for apparel buying. Students will develop and determine assortment plans, cost of merchandise, profitability, and retail sale prices.

Rationale: This course is intended to be taken during a student's sophomore year within the B.S. Fashion Merchandising Program. The proposed course contains vital, foundational content necessary prior to enrolling in FSMR 380 Applications in Apparel Buying. The content of this proposed course cannot be incorporated into an existing course because its volume and depth prevents it from being implemented effectively without detracting from the educational quality of an existing course.

ii FSMR 380 Applications in Apparel Buying 3c-0l-3cr

Prerequisites: FSMR 280 with grade of C or better
Focus on the development of a six-month stock and sales plan for a retail business using computer applications. This will include projecting retail sales, controlling inventory, calculating the amount of merchandise to purchase, determining markup percentages, and effectively using markdowns to manage inventory.

Rationale: This course is intended to be taken during a student's junior year within the B.S. Fashion Merchandising Program. The content of this proposed course cannot be incorporated into an existing course because its volume and depth prevents it from being implemented effectively without detracting from the educational quality of an existing course.

6 Department of Professional Studies in Education and Department of Special Education and Clinical Services – New Track

Proposed Catalog Description and Track:

The **Urban Track**, within the Early Childhood/Special Education (ECSP) major offered by the Departments of Professional Studies in Education and Special Education and Clinical Services, prepares students for teaching in urban school districts especially in low-income communities with high minority enrollments where the need for high-quality teachers is great. Coursework and field experiences emphasize the historical, economic, political, and socioeconomic contexts of urban schools and seek to develop within future teachers the skills, knowledge-base and sensitivities for working with students whose backgrounds and life experiences often

differ in significant ways from their own.

Bachelor of Science in Education–Early Childhood Education/ Special Education Urban Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Humanities:** HIST 195 **Mathematics:** MATH 151 **Natural Science:** SCI 101, 102, 103, 104 (1) **Social Science:** GEOG 101, 102, or 104, PSYC 101 **Liberal Studies Electives:** 3cr, MATH 152			46
College:			22
Preprofessional Education Sequence:			
COMM 103	Digital Instructional Technology or		
EDEX 103	Special Education Technology	3cr	
EDSP 102	Educational Psychology	3cr	
Professional Education Sequence:			
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr	
EDUC 442	School Law	1cr	
EDUC 461	Student Teaching	5cr	
EDUC 471	Student Teaching	5cr	
Major:			63
Required Courses: (2)			
ECED 117	Family, Community and School Relationships in a Diverse Society	2cr	
ECED 200	Introduction to Early Childhood Education	3cr	
ECED 221	Literature for the Young Child and Adolescent	3cr	
ECED 250	Language Development	3cr	
ECED 280	Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr	
ECED 310	Science, Health, and Safety for All PreK-Grade 4 Learners	3cr	
ECED 351	Literacy for the Emergent Reader PreK-Grade 1 Learners	3cr	
ECED 411	Social Studies for All PreK to Grade 4 Learners	3cr	
ECED 451	Literacy for the Developing Reader Grades 2-4 Learners	3cr	
ECSP 112	Growth and Development: Typical and Atypical	3cr	
ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr	
ECSP 340	Introduction to Classroom and Behavior Management for All PreK to Grade 4 Learners	3cr	

ECSP 440	Professional Seminar: Teacher as Researcher and Advocates for All PreK to Grade 4 Learners	2cr	
EDEX 110	Introduction to Exceptional Persons	3cr	
EDEX 323	Instruction of English Language Learners with Special Needs	2cr	
EDEX 425	Methods and Curriculum (Mild – Moderate Disabilities)	3cr	
EDEX 435	Methods and Curriculum (Severe – Profound Disabilities)	3cr	
EDEX 460	Family Perspectives on Disability	3cr	
EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury	3cr	
EDEX 478	Education of Persons with Mental Retardation/ Developmental Disabilities and Physical/Multiple Disabilities	3cr	
ELED 313	Teaching Mathematics in the Elementary School	3cr	
MATH 320	Mathematics for Early Childhood	3cr	
Other Requirements:			6
FDED 440	Orientation to Teaching in Urban Centers	3cr	
FDED 441	Field Experiences in Urban Centers	3cr	
Total Degree Requirements:			137

(*) See requirements leading to teacher certification, titled "3–Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.
(1) This sequence of 10cr fulfills the Liberal Studies Natural Science requirement.
(2) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

Rationale: The National Association for the Accreditation of Teacher Education (NCATE) mandates that all teacher candidates have coursework and field experiences that expose them to diverse student populations in structured, positive settings. The Urban Track is an important diversity initiative within our College that allows our ECSP majors to specialize in urban teaching. The Pennsylvania Department of Education has mandated that all teacher preparation programs change their certifications from K-6 certifications to PreK-4 and 4-8 certifications and to require a Special Education certification to include a content area certification. This mandate has involved the Professional Studies in Education Department and the Special Education and Clinical Services Department in creating a new curriculum in order to meet the guidelines for the new certification programs. As a result of these curriculum changes, the Urban Track has had to also adapt to the new curriculum without changing or removing any of the new courses required to obtain the PreK-4 certification and the Pre-K-Grade 8 Special Education certification.

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

FOR INFORMATION

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

NURS 864: Technology in Nursing Education

FOR ACTION

1. Minor Course Revision ELMA 556

Name of Program: M.Ed. in Elementary and Middle School Mathematics Education

Sponsoring Department: Mathematics

Catalog Start Time: Spring 2012

ELMA 556 Geometry for Elementary/Middle Level Teachers 3c-0l-3sh

Summary of Changes

Rationale for Name Change: The name changes is more descriptive of course content and makes this dual-level course name consistent with its undergraduate counterpart.

Rationale for Prerequisite Change – Students taking the graduate course have an education degree which will have included a course that will satisfy the prior prerequisite requirement. Prerequisite courses are not longer necessary. With current prerequisites, many students in the program require overrides making registration difficult.

Old Name and Prerequisites	**New Name and Prerequisites**
ELMA 556: Principles of Geometry I	ELMA 556: Geometry for Elementary/Middle Level Teachers
Prerequisite: Math 152 or equivalent	Enrolled in Master of Education in Elementary and Middle School Mathematics Education or permission of instructor.

Catalog Description

Current – ELMA 556 Principles of Geometry I
Students become acquainted with an informal, intuitive approach to geometry. Activities and materials for teaching geometrical concepts to children are an integral part of the course.

Proposed – ELMA 556 Geometry for Elementary/Middle Level Teachers

Students become acquainted with an informal, intuitive approach to geometry. Activities and materials for teaching geometrical concepts to children are an integral part of the course.

2. Minor Course Revision ELMA 571

Name of Program: M.Ed. in Elementary and Middle School Mathematics Education

Sponsoring Department: Mathematics

Catalog Start Time: Spring, 2012

ELMA 571 Algebra for Elementary/Middle Level Teachers 3c-0l-3sh

Summary of Changes

Rationale for name change and description change -The name and description change is more descriptive of the course content and makes this dual-level course more consistent with its undergraduate counterpart.

Rationale for Prerequisite Change -Students taking the graduate course have an education degree which will have included a course that will satisfy the prior prerequisite requirement. With current prerequisites, many students in the program require overrides making registration difficult.

Old Name and Prerequisites	**New Name and Prerequisites**
ELMA 571: Principles of Algebra	ELMA 571: Algebra for Elementary/Middle Level Teachers
Prerequisite: Math 152 or equivalent	Enrolled in Master of Education in Elementary and Middle School Mathematics Education or permission of instructor.

Catalogue Description

Current **-** ELMA 571 Principles of Algebra 3c-01-3sh
Concepts of basic algebra structure such as group, ring, integral, domain, field, and vector space are studied within the context of the mathematical maturity of the student. Other topics include relations and functions, systems of equations, and inequalities. Consideration is given to the development of these concepts in the mathematics curriculum.

Proposed - ELMA 571 Algebra for Elementary/Middle Level Teachers
Topics include multiple representations of sequences, integers, expressions, equations, systems of equations, inequalities, and matrices. Representations of expressions and equations will be employed through the use of hand-on and visual aides and with appropriate technology. Connections will be made with the teaching and learning of algebraic concepts at the Elementary and Middle Level.

3. New Course DUAL-Listed Course: ELMA 561

Name of Program: M.Ed. in Elementary and Middle School Mathematics Education

Sponsoring Department: Mathematics

Catalog Start Time: Spring 2012

ELMA 561 Discrete Mathematics for Elementary/Middle Level Teachers 3c-0l-3sh

Catalog Description

Topics in discrete mathematics, including systematic counting, graph coloring, networks, and their applications, as well as the historical background and the role of discrete mathematics in today's world. Uses a problem-solving, hands-on approach to content. Explores curricular materials, resources, and activities relevant to teaching discrete mathematics at the Elementary/Middle Level. This is a dual level course.
Prerequisite: Enrolled in Master of Education in Elementary and Middle School Mathematics Education, or permission of instructor.

Rationale

MATH 461 had already been approved by the Senate. However, the changes in ELMA 561 reflect the need for differentiation from the undergraduate course. These changes are indicated in the course syllabus as bold-faced and italicized:

- Course Outcome 7 is added, specific to graduate students.
- Evaluation Methods are modified to incorporate a graduate student assignment.
- The "D" grade has been eliminated in the Grading Scale.

4. New Dual Level Course MKTG 533

Name of the Program: Masters of Business Administration

Sponsoring Department: Marketing

Catalog Start Term: Spring 2012

MKTG 533 Advertising **3cr-0l-3sh**

Catalogue Description

An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economics, social, and ethical aspects of advertising are also considered.
Prerequisite: MKTG 603 Marketing Management

Rationale:

Advertising is an integral aspect of marketing along with other areas of marketing communication. Many of our students work with advertising and promotion related content early in their careers. Inclusion of this course within our curriculum will better prepare students for a marketing career. This course will be one of the electives for the Marketing Concentration part of the MBA program. The course will require a basic undergraduate level Principles of Marketing course as a prerequisite. The four hundred level of the course will be offered as an elective for undergraduate marketing majors.

5. New Dual Level Course MKTG 543

Name of the Program: Masters of Business Administration

Sponsoring Department: Marketing

Catalog Start Term: Spring 2012

MKTG 543 New Product Design and Branding 3cr-0l-3sh

Catalogue Description

Discusses the new product design, development, branding and launch process companies use to bring a new concept to market by satisfying customer's unmet needs. It blends the perspectives of marketing, design, and the process of product creation. A step-by-step process from product planning and concept generation to commercialization and product launch planning will be covered.
Prerequisite: MKTG 603 Marketing Management.

Rationale

The marketing curriculum is missing a specific course in the area of product management, an important area in the technologically and competitively dynamic business environment. This course focuses on value creation and provides invaluable tools and skills in product design and branding to our students. Inclusion of this course within our curriculum will better prepare students for a marketing career.
This course will be one of the electives for the Marketing Concentration part of the MBA program. The course will require a basic undergraduate level Principles of Marketing course as a prerequisite. The four hundred level of the course will be offered as an elective for undergraduate marketing majors.

6. New Dual Level Course MKTG 544

Name of the Program: Masters of Business Administration

Sponsoring Department: Marketing

Catalog Start Term: Spring 2012

MKTG 544 Green Marketing **3cr-0l-3sh**

Catalogue Description

Entails a diverse perspective to understanding the impact of human consumption on the environment and development of marketing strategies to improve the human-environment interaction through creation, communication, and delivery of superior value and customer relationship management.
Prerequisite: MKTG 603 Marketing Management

Rationale
Green Marketing has become an important aspect of marketing management. Green Marketing practices have evolved as an essential component for an organization's viability in the marketplace. Inclusion of this course within a curriculum will better prepare students for a marketing career. This course will be one of the electives for the Marketing Concentration part of the MBA program. The four hundred level of the course will be offered as an elective for undergraduate marketing majors.

7. New Dual Level Course MKTG 545

Name of the Program: Masters of Business Administration

Sponsoring Department: Marketing

Catalog Start Term: Spring 2012

MKTG 545 Social Media Marketing **3cr-0l-3sh**

Course Description

Explores the online marketing activities, practices, and interactions of individuals and organizations using conversational electronic media. Assorted social media interactive networking tools and applications will be examined. Students will study and develop social media marketing programs.
Prerequisite: MKTG 603 Marketing Management.

Rationale

Social Media Marketing has become an important component of an organization's integrated marketing communications plans. Social Marketing practices have evolved as essential interactive tools for an organization's communicative platform in the marketplace. Inclusion of this course within a curriculum will better prepare students for a marketing career. This course will be one of the electives for the Marketing Concentration part of the MBA program. The course will require a basic undergraduate level Principles of Marketing course as a prerequisite. The four hundred level of the course will be offered as an elective for undergraduate marketing majors.

8. New Dual Level Course

Name of the Program: Masters of Business Administration

Sponsoring Department: Marketing

Catalog Start Term: Spring 2012

MKTG 546 Marketing Ethics **3cr-0l-3sh**

Catalogue Description

Applies major ethical theories to marketing problems, focuses on resolving dilemmas and vested interests of primary and secondary stakeholders, and addresses ethical issues of importance to marketing managers. Various topics cover ethical issues in relation to strategic planning, marketing research, product, pricing, distribution, and promotion decisions. The course also discusses issues concerning digital ethical marketing, marketing ethics in global context, and managing and leading ethical marketing systems.
Prerequisite: MKG 603 Marketing Management

Rationale

The role of ethics in marketing and business education is increasingly salient in view of several recent cases in corporations involving unethical behavior. This elective will expose students to ethical frameworks to aid their decision-making behaviors. Inclusion of this course within our curriculum will better prepare students for a marketing career.
This course will be one of the electives for the Marketing Concentration part of the MBA program. The course will require a basic undergraduate level Principles of Marketing course as a prerequisite. The four hundred level of the course will be offered as an elective for undergraduate marketing majors.

9. Minor Program Revision

Program: Master of Arts in Sociology

Sponsoring Department: Sociology

Catalog start term: Fall 2012
Description of Proposal

Exchange required core course for the Master of Arts in Sociology Program: Replace SOC 761 Microcomputing Applications in Sociology with SOC 762 Analysis of Social Data; Delete SOC 761 course listing.

Side-by-side Comparison of the Current vs. Proposed Program

Current Program	Proposed Program
Department of Sociology Advanced training in sociology should enable students to think insightfully and critically about society and human relationships and to serve more effectively in a variety of professions. The department's M.A. in Sociology prepares students for employment in human services, government agencies, corporations, higher education, and social research positions. Recent graduates are working as directors of human services agencies, alcohol treatment supervisors, domestic violence program staff members, mental health professionals, researchers, data analysts, direct service practitioners, and educators. The M.A. in Sociology is designed to prepare students for such opportunities with two programs of study: the General Sociology Program and the Human Services Program. In addition to School of Graduate Studies and Research admissions requirements, the applicants to the Sociology M.A. program should have completed at least 12 hours of undergraduate social science courses with an average of "B" or better. Students not meeting this requirement may be admitted if they agree to take additional undergraduate or graduate sociology courses designated by the department. Master of Arts in Sociology Students select either a six-credit thesis option or a non-thesis option. Students selecting the thesis option must successfully complete a six-credit thesis (see requirements for the thesis listed under the catalog description for SOC 795). Including the six-credit thesis, the thesis option requires a total of 36 credit hours for those in both the General Sociology and the Human Services programs. The non-thesis option in both programs requires a total of 36 credit hours and successful completion of a comprehensive exam. Additional courses are available from other departments on related topics such as counseling, individual assessment, women's studies, criminology, cross-cultural studies, public policy and finance, community and urban planning, statistical analysis, and program evaluation. Up to nine credit hours may be taken outside the department. No more than one-third of a student's total credit hours	*Department of Sociology* Advanced training in sociology should enable students to think insightfully and critically about society and human relationships and to serve more effectively in a variety of professions. The department's M.A. in Sociology prepares students for employment in human services, government agencies, corporations, higher education, and social research positions. Recent graduates are working as directors of human services agencies, alcohol treatment supervisors, domestic violence program staff members, mental health professionals, researchers, data analysts, direct service practitioners, and educators. The M.A. in Sociology is designed to prepare students for such opportunities with two programs of study: the General Sociology Program and the Human Services Program. In addition to School of Graduate Studies and Research admissions requirements, the applicants to the Sociology M.A. program should have completed at least 12 hours of undergraduate social science courses with an average of "B" or better. Students not meeting this requirement may be admitted if they agree to take additional undergraduate or graduate sociology courses designated by the department. Master of Arts in Sociology Students select either a six-credit thesis option or a non-thesis option. Students selecting the thesis option must successfully complete a six-credit thesis (see requirements for the thesis listed under the catalog description for SOC 795). Including the six-credit thesis, the thesis option requires a total of 36 credit hours for those in both the General Sociology and the Human Services programs. The non-thesis option in both programs requires a total of 36 credit hours and successful completion of a comprehensive exam. Additional courses are available from other departments on related topics such as counseling, individual assessment, women's studies, criminology, cross-cultural studies, public policy and finance, community and urban planning, statistical analysis, and program evaluation. Up to nine credit hours may be taken outside the department. No more than one-third of a student's total credit hours

may be dual-level (500-level) courses. Students who enrolled for dual-level courses while undergraduates at IUP may not repeat the same courses for credit as graduate students.	may be dual-level (500-level) courses. Students who enrolled for dual-level courses while undergraduates at IUP may not repeat the same courses for credit as graduate students.
General Sociology Program	General Sociology Program
The General Sociology Program is designed especially for those students preparing for research professions, doctoral studies, or teaching in the social sciences.	The General Sociology Program is designed especially for those students preparing for research professions, doctoral studies, or teaching in the social sciences.
I. Required Core (9 cr.) SOC 705 Research Seminar in Sociology 3 cr. SOC 761 Microcomputing Applications in Sociology 3 cr. * SOC 709 Contemporary Sociological Theory 3 cr.	I. Required Core (9 cr.) SOC 705 Research Seminar in Sociology 3 cr. **SOC 762 Analysis of Social Data 3 cr. *** SOC 709 Contemporary Sociological Theory 3 cr.
II. Either A. (Thesis Option) SOC 795 Thesis 6 cr. Approved electives (including at least 9 cr. in Area of Specialization) 21 cr.	II. Either A. (Thesis Option) SOC 795 Thesis 6 cr. Approved electives (including at least 9 cr. in Area of Specialization) 21 cr.
or	or
B. (Non-Thesis Option) Approved electives (including at least 9 cr. in Area of Specialization) 27 cr. Comprehensive exam 0 cr.	B. (Non-Thesis Option) Approved electives (including at least 9 cr. in Area of Specialization) 27 cr. Comprehensive exam 0 cr.
III. Areas of Specialization (choose one) [1] A. Sociology of Deviance B. Sociology of the Family/Sociology of the Lifecourse C. Medical Sociology D. Sociology of Organizations E. Social Stratification F. Social Change	III. Areas of Specialization (choose one) [1] A. Sociology of Deviance B. Sociology of the Family/Sociology of the Lifecourse C. Medical Sociology D. Sociology of Organizations E. Social Stratification F. Social Change
A specialization enables the student to select a combination of three to five courses (including courses from various other departments) focusing on a particular area of interest. Complementary courses are offered in Women's Studies, Clinical Psychology, Counselor Education, Criminology, Public Administration, Adult and Community Education, Political Science, Library Relations, History, and other departments or programs.	A specialization enables the student to select a combination of three to five courses (including courses from various other departments) focusing on a particular area of interest. Complementary courses are offered in Women's Studies, Clinical Psychology, Counselor Education, Criminology, Public Administration, Adult and Community Education, Political Science, Library Relations, History, and other departments or programs.
Human Services Program	Human Services Program
The Human Services Program is designed to prepare students to work in a variety of human service fields and to offer advanced training for those already employed in human service professions. The Human Services Program is designed for those interested in service delivery to special client groups like the aging, the abused, and the alcohol dependent, or for those interested in human service administration or evaluation.	The Human Services Program is designed to prepare students to work in a variety of human service fields and to offer advanced training for those already employed in human service professions. The Human Services Program is designed for those interested in service delivery to special client groups like the aging, the abused, and the alcohol dependent, or for those interested in human service administration or evaluation.
I. Required Core (15 cr.) SOC 710 Sociology of Human Services 3 cr. SOC 711 Human Services Administration 3 cr. or SOC 712 Methods for Human Service Practitioners 3 cr. SOC 705 Research Seminar in Sociology 3 cr. SOC 761 Microcomputing Applications in Sociology 3 cr. * SOC 709 Contemporary Sociological Theory 3 cr.	I. Required Core (15 cr.) SOC 710 Sociology of Human Services 3 cr. SOC 711 Human Services Administration 3 cr. or SOC 712 Methods for Human Service Practitioners 3 cr. SOC 705 Research Seminar in Sociology 3 cr. **SOC 762 Analysis of Social Data 3 cr. *** SOC 709 Contemporary Sociological Theory 3 cr.

II. Internship (6 cr.) SOC 798 Internship 6 cr.	II. Internship (6 cr.) SOC 798 Internship 6 cr.
III. Areas of Specialization (Choose one) 1 A. Administration and Evaluation of Human Services B. Alcohol and Drug Abuse C. Health and Medicine D. Children and Families E. Aging	III. Areas of Specialization (Choose one) 1 A. Administration and Evaluation of Human Services B. Alcohol and Drug Abuse C. Health and Medicine D. Children and Families E. Aging
A specialization enables the student to select a combination of three to five courses (including courses from various other departments) focusing on a particular area of interest. Complementary courses are offered in Women's Studies, Clinical Psychology, Counselor Education, Criminology, Public Administration, Adult and Community Education, Political Science, History, and other departments or programs.	A specialization enables the student to select a combination of three to five courses (including courses from various other departments) focusing on a particular area of interest. Complementary courses are offered in Women's Studies, Clinical Psychology, Counselor Education, Criminology, Public Administration, Adult and Community Education, Political Science, History, and other departments or programs.
IV. Either A. (Thesis Option) SOC 795 Thesis 6 cr. Approved electives in a chosen area of specialization 9 cr.	IV. Either A. (Thesis Option) SOC 795 Thesis 6 cr. Approved electives in a chosen area of specialization 9 cr.
or	or
B. (Non-Thesis Option) Approved electives including at least 9 cr. in a chosen area of specialization [2] 15 cr. Comprehensive exam 0 cr.	B. (Non-Thesis Option) Approved electives including at least 9 cr. in a chosen area of specialization [2] 15 cr. Comprehensive exam 0 cr.
Both thesis and non-thesis options in the Human Services Program require a total of 36 credit hours.	Both thesis and non-thesis options in the Human Services Program require a total of 36 credit hours.
[1] Students may also design their own specialization, with the approval of the graduate coordinator. [2] No more than 9 of these 15 semester hours of approved electives may be from outside the department.	[1] Students may also design their own specialization, with the approval of the graduate coordinator. [2] No more than 9 of these 15 semester hours of approved electives may be from outside the department.

Summary of the Rationale for Revision

Under this proposal, one required core course in the Master of Arts in Sociology Program, SOC 761 Microcomputing Applications in Sociology, will be replaced by SOC 762 Analysis of Social Data, which is already listed in the course catalog. The existing SOC 761 course listing will be deleted.

The course description for SOC 761 is outdated and does not appropriately reflect the needs of a computing or analytical course pursuant to an MA in Sociology. SOC 762 was added to the course catalog with this program revision in mind, but the paperwork was not completed to exchange one required course for another. The course description for SOC 762 is more in keeping with the emphasis and content of the existing required class as it is currently taught. Because the content of the courses is not expected to differ substantially based on the course number, students are expected to be equally prepared for completing program requirements. The course title and description for SOC 762 will also help our MA graduates when applying to doctoral programs, because some admissions committees have questioned whether the

current course which is not clearly labeled as an analysis or statistics course, fulfills their expectations of a quantitative masters-level course.

Catalog Description

Current required course, to be deleted from program and from course catalog:

SOC 761 Microcomputing Applications in Sociology 3 cr.
Analysis of data for social research, human service agencies, or policy organizations. Students develop database management systems which can be applied to social research, human service agencies, or policy organizations, as well as spreadsheets for program budgeting, evaluations, and forecasting. Required for M.A. in Sociology. Prerequisite: COSC 101 or equivalent.

The replacement course is **already listed** in the catalog. It will become the new required course in the program:

SOC 762/862 Analysis of Social Data 3 cr.
Introduces students to statistics and their use in analyzing and understanding social phenomena and social data. In particular, helps students develop the skills and knowledge needed to conduct their own quantitative research, both as graduate students and as professionals, and to better understand and critique research which students come across in their work. By the end of the course, students will have an understanding of the concepts underlying the use of statistics, the ability to critique and question statistics they encounter in daily life, the ability to use professional statistical software (such as SPSS) comfortably, and the ability to use many different statistical techniques in their own research. It will also provide a foundation for learning more advanced statistics.

Brief Summaries of Each Change

The current required course, SOC 761 Microcomputing Applications in Sociology, will be deleted from the catalog. The course SOC 762/862 Analysis of Social Data already exists in the catalog.

All mentions of the required core course SOC 761 in the MA Program in Sociology will be replaced with SOC 762 as a required core course in the MA Program in Sociology.

Appendix C
Library and Educational Services Committee
Chair Jozefowicz

During the Fall 2011 semester LESC has met/is planning to meet face-to-face on September 20, October 18, November 17, and December 13.

For the 2011-2012 academic year, the following individuals have been elected to the specified positions for committee leadership and committee liaisons:

- LESC Chair: Stephanie Brewer Jozefowicz
- LESC Vice Chair: Theresa Gropelli
- LESC Secretary: Sharon Franklin-Rahkonen
- LESC Liaison to the Distance Education Planning and Work Group: Beverly Chiarulli
- LESC Liaison to the Academic Computing Policy Advisory Committee (ACPAC): Ben Ford
- LESC Liaison to the Educational Services Fee (ESF) Committee: to be determined

Major talking points at the September 20 LESC meeting included the following:

- IUP Acceptable Use of Information Technology Resources Frequently Asked Questions (FAQ) document final review (see below for LESC Item #1—this is a FOR INFORMATION item)…please note: from Fall 2010 through Summer 2011, LESC members worked with IT services staff to develop this document to provide clarification and examples of issues related to the IUP Acceptable Use Policy in the form of Frequently Asked Questions IT services staff has faced since the Fall 2009 implementation of the IUP Acceptable Use Policy (this policy was previously passed by the University Senate on April 28, 2009)…IT services will be posting this FAQs document to the IUP webpages to accompany the IUP Acceptable Use Policy

- Overview of various recent Library services related announcements/issues/reports
  - Extended main campus regular semester IUP Library hours consistent with last year's pilot program:

Mondays – Thursdays	7:45 am to 12:45 am
Fridays	7:45 am to 7:00 pm
Saturdays	11:00 am to 5:00 pm
Sundays	1:00 pm to 12:45 am

  - IUP Library information literacy instruction session opportunities
  - IUP Copyright Guidelines development status across campus

- Overview of various recent IT services announcements/issues/reports
  - Rollout of Student Picture software for faculty use
  - PATH Lab availability
  - Desire2Learn workshop training
  - Elimination of Legacy as an email option for IUP imail users
  - Rollout for Online Student Orientation
  - URSA/Banner downtime/upgrade planned for late September

FOR INFORMATION

LESC Item #1

Acceptable Use of Information Technology Resources
Frequently Asked Questions (FAQ)

The following links contain important background information related to Acceptable Use at IUP:

- IUP Acceptable Use Policy: www.iup.edu/itsupportcenter/policies/default.aspx
- IUP's Standard Terms and Conditions for Contracts: www.iup.edu/page.aspx?id=74035

Question: What is an "Acceptable Use of Information Technology Resources Policy" and why does IUP need one?
Information Technology (IT) resources are intended to support the university's instructional, research, and administrative operations. The objective of the Acceptable Use of Information Technology Resources Policy (AUP) is to create a framework to ensure that IT resources are used in an appropriate fashion, and support the university's mission and institutional goals. In addition to legal requirements surrounding computing – such compliance with copyright violations – IUP must create additional requirements upon its user community so the computer network and university-owned computer equipment function in an efficient, cost-effective manner in support of the university's mission as well as within requirements of the Pennsylvania State System of Higher Education (PASSHE). The AUP is intended to address those additional requirements.

Question: I understand that I must abide by the law when using the IUP computer network and university-owned IT equipment. As long as I do this, am I automatically in compliance with IUP„s AUP?
No. See the AUP's Responsibilities of Users of IT Resources section for details.

Question: What are considered to be „unacceptable" uses of IUP IT resources in addition to those uses that are illegal?
A variety of activities would violate the AUP. See the AUP's Prohibited Uses of IT Resources section for details.

Question: I am a student that uses the Internet for social networking, gaming and downloading movies and music. Are these considered acceptable?
Yes – to the extent that the usage complies with the AUP (all legal requirements observed and all AUP compliances met).

Question: What happens if I am charged with violating the Acceptable Use Policy?
Specifics can be found in the AUP's Procedures section.

Question: I am interested in learning more about illegal computer activities, such as those related to copyright infringement. Where can I learn more?
There are numerous websites with important information. The following links are just some of these:
www.law.cornell.edu/uscode/18/1030.html
www.brown.edu/cis/policy/copyright.php
www.cit.cornell.edu/policies/university/privacy/responsible/illegal.cfm

Question: I am a university employee and would like to use the Internet for personal use over lunch, during my break time or during off hours. Is this permissible?
Strictly from the AUP perspective, this is permissible to the extent that the usage complies with the AUP (all legal requirements observed and all AUP compliances met). Employment restrictions could exist that are outside the scope of the AUP.

Question: What is considered to be confidential communication via email?
E-mail contents should always be considered 'public' because the sender does not know who the receiver will forward the e-mail to. Thus, while IUP does have an E-Mail as an Official Means of Communication Policy designed to reduce paper and delivery costs, this Policy never requires that sensitive and/or confidential information be transmitted via e-mail and users should be extremely cautious in using this medium for that purpose.

Question: How can I interfere with the normal operation and proper IT function?
IUP deploys a variety of restrictions in order to protect network integrity for all users. For example, IUP controls wireless bandwidth within the university setting so that non-university traffic does not interfere with IUP wireless users. IUP also prohibits the connecting of devices to the network that could compromise the monitoring of the entire network.

Question: How does IUP define a "user" of the IUP computer network?
Anyone using an information technology-related resource that is owned and/or operated by the university is considered to be a user of the network. See the Definitions portion of the AUP for more details.

Question: I am a faculty member with a business related to my academic discipline. Is use of the IUP network for my business an acceptable use of the network?
Strictly from the AUP perspective, this is permissible to the extent that the usage complies with the AUP (all legal requirements observed and all AUP compliances met). Restrictions could exist from other agreements or requirements outside the scope of the AUP.

Question: IUP encourages civic engagement among students and faculty. May students, faculty and staff use the IUP computing network to engage in civic activities?
Strictly from the AUP perspective, this is permissible to the extent that the usage complies with the AUP (all legal requirements observed and all AUP compliances met). Restrictions could exist from other agreements or requirements outside the scope of the AUP.

Question: May the university monitor my use of the IUP computing network?
While the university recognizes the role of privacy in institutions of higher learning and will endeavor to honor that ideal, there is no expectation of privacy of information stored on or sent through PASSHE/University-owned IT resources, except as required by law.

Question: Who is responsible for providing security for my Internet-connected devices on the IUP network?
The user and their actions are at the core of security practices. See the Responsibilities of Users of IT Resources section in the AUP for details.

Question: What happens to my use of the system if my computer becomes infected with a virus?
No explicit action is taken by the university. If, however, the virus subsequently results in activity that in some manner violate the AUP, it is possible IUP may take steps to disable connections to the network by that individual and/or machine until the situation is resolved.

Question: If a user uses too much of the system, can the user be disconnected from the system?
The university is obligated to maintain the integrity of its IT resources and therefore reserves the right to disable access when the integrity is jeopardized by an individual user's excessive bandwidth usage.

Question: If so, how would I know when I'm using too much of the system?
Only extreme situations would typically result in a user having their access disabled due to excessive use, though the university retains the right to adjust these measures as the situation warrants. In a shared user community such as IUP's, a number of factors would determine if the usage was considered excessive for the given situation – such as the demands of other users at the time.

Question: May I use the system to help me find my lost pet or to sell my house?
Strictly from the AUP perspective, this is permissible to the extent that the usage complies with the AUP (all legal requirements observed and all AUP compliances met). Restrictions could exist from other agreements or requirements outside the scope of the AUP. However, members of the IUP community are strongly encouraged to utilize website-centric avenues such as IUP Daily and/or The Beak to communicate this type of information.

Appendix D
Research Committee
Chair Bonach

The committee met on September 20, 2011. Overall there were 17 USRC Small Grant proposals and the decision was made to fund 9 proposals totaling $11,801.00. The next USRC meeting is October 18, 2011 at 3:15 pm in 110 Stright Hall.

- Dr. Timothy Austin
- Dr. Ronald See
- Dr. Christy Chunta
- Dr. Kevin Eisensmith
- Dr. Kelly Heider
- Dr. Valeri Helterbran
- Dr. Christopher Kuipers
- Dr. Lisa Hammett Price
- Dr. Varinder Sharma

Appendix E
Student Affairs Committee
Chair Desmond

Involuntary Withdrawal Policy - DRAFT

I. Purpose

The purpose of this policy is to provide a procedure for determining whether an identified student's behavior poses a Direct Threat (as defined herein) and for responding to such behavior. Rarely does student behavior pose a Direct Threat. However, involuntary withdrawal may be appropriate when:

- the student displays behavior which would not fall within the scope of the Student Behavior Regulations or the Academic Integrity Policy, but that poses a Direct Threat;
- the student demonstrates a risk of repeated display of such behavior.

II. Policy

In the absence of other reasonable means or University procedures available for addressing a student's behavior which poses a Direct Threat, the University will consider and, if appropriate, implement the involuntary, total withdrawal of the identified student from the University.

The student may appeal an involuntary withdrawal decision, or may seek reenrollment to the University at a later time, in accordance with the guidelines and procedures articulated below. The decision regarding an appeal or reenrollment request will be considered on the basis of whether the student continues to pose a Direct Threat.

III. Definitions

A. Direct Threat – behavior which poses:

- significant risk to the health or safety of the identified student or others, or
- significant risk of damage to University property, or
- substantial disruption to the activities or education of the identified student or others, or
- substantial disruption to the orderly operation of the University.

B. Significant Risk–behavior which has a high probability of *substantial harm* to the student and/or the University community, given information concerning the behavior that is available at the time of concern.

IV. Guidelines and Procedures

A. Review Process

1. When made aware of an identified student whose behavior could warrant involuntary withdrawal, the Vice President for Student Affairs (or designee) will convene and oversee an Involuntary Withdrawal Review Team, to advise him/her whether or not a Direct Threat exists. Members of this team will include a representative from the Health Center, the Counseling Center, Disability Support Services, and the student's academic dean (or designee). Depending on the nature

of a particular case, other individuals who can assist in evaluating the potential risk posed by the student may be identified to advise the Vice President and Review Team.

The goal of the Vice President and Review Team will be to ascertain whether the student's behavior poses a Direct Threat. Factors to consider may include:

- the nature, duration, and severity of the risk of harm;
- the likelihood that the potential harm will occur;
- if the student asserts to have a legally protected disability entitled to reasonable accommodation, consideration should be given to whether reasonable modification of University policies, practices, and procedures would sufficiently mitigate the risk.

2. The Vice President and Review Team may request to review educational records and/or to consult with various University community members or others who may be knowledgeable of the student and/or the behavior of concern.

3. The Vice President and Review Team may request that the student take part in a medical/psychological evaluation. In such a case, the Vice President and Review Team will identify a qualified and licensed health professional who is independent from the University to conduct the evaluation. The University will be responsible for the fees associated with this evaluation.

4. The Vice President and Review Team may request a personal meeting(s) with the student, assuming s/he is cooperative and able to safely comply with such a request. Although it is highly desirable that the student choose to attend such a meeting(s), the review process may proceed if s/he does not attend. At the meeting(s), the Vice President and Review Team should present and discuss the information that is available for consideration.

5. Based upon the Review Team's assessment, if the Vice President concludes that a Direct Threat exists, an appropriate next step will be determined, which may entail involuntary, total withdrawal of the student from the University, but would not preclude other actions depending on the particular situation.

6. The review decision will be communicated by the Vice President to the student, and will provide the primary information that led to the decision. Any conditions for later reenrollment will also be communicated at that time.

7. At any time prior to conclusion of the review process, the student may withdraw voluntarily. Conditions for reenrollment when such student withdraws can be determined by the Vice President and Review Team, and will be communicated to the student by the Vice President.

B. Appeal Process

1. The decision of the Vice President may be appealed in writing by the student to the IUP President.

2. An appeal must be filed within 10 calendar days after the decision of the Vice President is communicated to the student.

3. The President's decision on the appeal will be final and conclusive.

4. During the appeal process the student will remain totally withdrawn from the University.

C. Reenrollment Process

1. An involuntarily withdrawn student may later request reenrollment to the University. A request must be made to the Vice President for Student Affairs. In his/her request, the student should provide evidence that s/he would no longer pose a Direct Threat, and that any conditions for reenrollment have been met. Such student is responsible for any fees associated with treatment, activities, and/or evaluations that s/he has taken part in or obtained in an attempt to demonstrate appropriateness for reenrollment.

2. The Vice President will convene and oversee the Involuntary Withdrawal Review Team regarding the reenrollment of the student.

3. The Vice President and Review Team may request an updated, independent, University-obtained medical/psychological evaluation and/or request to meet with the student. The University will be responsible for the fees associated with this evaluation.

4. The decision of the Vice President will be based on a determination of whether the student can return safely to the University community and no longer pose a Direct Threat.

D. Emergency Situation

At any time prior to the initiation or conclusion of the review process, the Vice President may implement an interim involuntary withdrawal of the student from the University, should immediate action appear warranted. A review process, as outlined above, should occur as soon as reasonably possible to consider the interim decision.

Reasonable deviation from these procedures due to crisis and/or emergency situations will not invalidate the need for a review process and its subsequent decision.

V. Recision

This policy shall not be rescinded or modified except by action of the IUP President, following consultation with the University Senate, and in accordance with University Senate By-Laws and Constitution.

VI. Publication Statements and Distribution

The IUP office of the Vice President for Student Affairs will publicize and transmit this policy to all members of the University community.

Appendix F
University Planning Council
Senator Reilly

The council met on Oct 3, 2011

1. Dr. Werner provided a brief recap of the performance funding. June 1, 2012 is the deadline for selecting the remaining 5 variables we are allowed to select. The allocation of funding for next year will be made using the old variables.

2. Dr. Mack discussed issues and possible solutions on the steady decline of graduate students in particular students at the Masters level during the past 4 years.