UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM
September 13, 2011
3:30 – 5:00 p.m.

Approval of Order

A.   Approval of current agenda items and order

B.   Election of Vice Chairperson

Reports and Announcements

A.   President Werner

B.   Provost Intemann

C.   Chairperson LaPorte

D.   Vice Chairperson

Standing Committee Reports	**Chairperson**	**Appendix**	**Page(s)**
A. Rules Committee	Korns		
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Boser	A	2-23
C. University-Wide Graduate Committee	Piper/Baumer		
D. University Development and Finance Committee	Domaracki		
E. Academic Affairs Committee	Dugan/Perdue		
F. Awards Committee	Wisnieski		
G. Noncredit Committee	Pike		
H. Library and Educational Services Committee	Jozefowicz		
I. Research Committee	Bonach	B	24-33
J. Student Affairs Committee	Colen		

Senate Representative Reports	**Representative**		
A. University Planning Council	Reilly		
B. Presidential Athletic Advisory Council	Hinrichsen		
C. Academic Computing Policy Advisory Committee	McGowan		
D. University Budget Advisory Committee			

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:

- **COMM 493 Internship**
- **JRNL 102 Basic Journalistic Skills**

FOR ACTION:

1 University-Wide Undergraduate Curriculum Committee and Liberal Studies Committee

  a Handbook Changes

    i   Two new pages for Liberal Studies (pages 33 and 87)

Liberal Studies Proposal Submission Guidelines

All curriculum proposals for Liberal Studies follow the procedures outlined in the University-Wide Undergraduate Curriculum Committee (UWUCC) curriculum handbook. New and revised Liberal Studies courses and revisions to the Liberal Studies portion of any program also come to the Liberal Studies Committee for review, and are forwarded for action to the UWUCC and University Senate.

This list is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee.

New or revised course proposals must include:

1. One copy of the course syllabus (**in UWUCC Syllabus of Record Format**), with signed UWUCC cover sheet attached to the Liberal Studies Office (See Appendix B UWUCC Curriculum Handbook http://www.iup.edu/page.aspx?id=24247)

2. Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

3. One sheet of paper for your answers to the four questions listed on the Liberal Studies Course Approval General Information page (p. 88)

New or revised program proposals must include:
1. One copy of the proposal, following the UWUCC guidelines, with signed cover

sheet attached, to the Liberal Studies Office.

2. Syllabi for new or revised courses that are part of the program revision must also be included.

Note: If this is a new course not previously approved by the University Senate, you need to provide answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures for new courses or course revisions, see appropriate sections of this Handbook.

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.

Please Number All Pages
Please see Appendix B for specific instructions, checklists, and criteria.

Liberal Studies Course Approval Checklist
Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

_____ Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked

_____ Course syllabus in UWUCC format

_____ UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.

_____ Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

_____ Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.

Please Number All Pages

ii   **On page 1 of the Handbook the current wording is:**

Membership on the committee includes the Vice President for Academic Affairs (ex-officio), twelve faculty elected by and from the Senate faculty, an additional faculty member appointed as co-chair by the APSCUF president, and three students appointed by and from the Student Congress.

Proposed language:
Membership on the committee includes the Vice President for Academic Affairs (ex-officio), twelve faculty elected by the faculty as a whole to serve on UWUCC and be at-large members of Senate, an additional faculty member appointed as co-chair by the APSCUF president, and three students appointed by and from the Student Congress.

Rationale: Although the way members of UWUCC are elected changed a number of years ago the language on page one of the handbook was not altered to say elected by faculty as a whole.

iii   **Current wording of UWUCC Approval box in the Flow Chart for Approval of Name, Number, or Prefix Changes and the Flow Chart for Approval of Catalog Description Changes:**

UWUCC Approval **(Honors College if appropriate and Liberal Studies if appropriate)**

Proposed Wording

(Honors College if appropriate and Liberal Studies if appropriate) **UWUCC Approval**

Rationale: At some point the order of these approvals was switched in the handbook, Honors College and/or Liberal Studies Committee approvals come before UWUCC not afterwards.

iv   **Addition of reference to Registrar webpage with unavailable course numbers on**

page 7

Current:

COURSE PROPOSALS

Course Name, Number, and Prefix Changes

All changes in course titles or numbers must receive the approval of the department curriculum committee, the department chairperson, the appropriate college committee, the College Dean, UWUCC, and the Senate.

Before selecting a new course number, please check with the Registrar's office for available numbers.

Proposed:

COURSE PROPOSALS

Course Name, Number, and Prefix Changes

All changes in course titles or numbers must receive the approval of the department curriculum committee, the department chairperson, the appropriate college committee, the College Dean, UWUCC, and the Senate.

Before selecting a new course number, please check the list of Unavailable Course Numbers link on the web at http://www.iup.edu/page.aspx?id=23041   - OR - www.iup.edu/registrar choose Faculty from the menu column, then click on the Program, Major, and Concentration Codes link, then click on the Unavailable Course Numbers link

Rationale: This website will make it easier for departments and the curriculum committee to check to see if a course number is available. This is important to ensure that there are not conflicts with inactive course numbers and new or renumbered courses.

v   **In several locations in the handbook where the directions said to forward an electronic copy of the proposal or send a diskette we are deleting the reference to**

the diskette and are only mentioning an electronic copy.

vi   In several locations in the handbook the current (e.g. 14 weeks x 3cr = 42 hours) was   changed to (e.g., 14 weeks x 3cr = 42 academic hours of 50 minutes).

Rationale: This change was made to better clarify how hours are calculated for courses.

vii   Other changes to the handbook represent items already approved by Senate for Liberal Studies and formatting changes. The entire handbook is found at http://www.iup.edu/page.aspx?id=15349 It is linked to the Senate, Liberal Studies, and UWUCC web pages.

viii   Distance Education Review Form Current layout and proposed layout see following:

Rationale: By separating the directions from the signature section, the layout will be easier to use and prevent issues of inconsistency of pages when revisions are made to proposals.

ix   Current and Proposed UWUCC cover pages, which incorporate all of the new Liberal Studies categories, see following.

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: ▨

Instructor(s) of Record: ▨

Phone: ▨   **Email:** ▨

Step One: Proposer

1. Provide a brief narrative rationale for each of the items, A1- A5.

   1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

   2. How will <u>each objective</u> in the course be met using distance education technologies?

   3. How will instructor-student and student-student, if applicable, interaction take place?

   4. How will student achievement be evaluated?

   5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: ☐ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____

Signature of Department Designee   Date

Endorsed: _____

Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☐ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☐ Approved as distance education course   ☐ Rejected as distance education course

_____
Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

Undergraduate Distance Education Review Directions

Step One: **Proposer**

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
2. How will <u>each objective</u> in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?

B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

<u>Existing and Special Topics Course</u>

Course: ▢

Instructor(s) of Record: ▢

Phone: ▢   **Email:** ▢

<u>**Step Two**</u>**:   Departmental/Dean Approval**

        Recommendation: ☐ Positive (The objectives of this course can be met via distance education)
                           ☐ Negative

_____
Signature of Department Designee   Date

Endorsed: _____
                  Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

<u>**Step Three**</u>**: University-wide Undergraduate Curriculum Committee Approval**

        Recommendation: ☐ Positive (The objectives of this course can be met via distance education)
                           ☐ Negative

_____
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

<u>**Step Four**</u>**: Provost Approval**

☐ Approved as distance education course   ☐ Rejected as distance education course

_____
     Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

LSC Use Only No: LSC Action-Date:	UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
CURRENT	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Proposing Department/Unit	Phone

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

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1. Course Proposals (check all that apply)

_____New Course _____Course Prefix Change _____Course Deletion

_____Course Revision _____Course Number and/or Title Change _____Catalog Description Change

Current Course prefix, number and full title | *Proposed course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course. _____ Other: (e.g., Women's Studies,
_____ This course is also proposed as an Honors College Course.   Pan-African)

3. Program Proposals _____Catalog Description Change _____Program Revision

_____New Degree Program _____Program Title Change _____Other

_____New Minor Program _____New Track

Current program name | *Proposed program name, if changing*

4. Approvals		**Date**
Department Curriculum Committee		
Chair(s)		
Department Chair(s)		
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs		

* where applicable

LSC Use Only Proposal No:	*UWUCC Use Only* Proposal No:

LSC Action-Date:	UWUCC Action-Date:	Senate Action Date:

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) **PROPOSED**	Email Address
Proposing Department/Unit	Phone

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

    ___ New Course   ___ Course Prefix Change   ___ Course Deletion

    ___ Course Revision   ___ Course Number and/or Title Change   ___ Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

    ____ This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

    ____ Learning Skills ____ Knowledge Area _____ Global and Multicultural Awareness ___ Writing Intensive (include W cover sheet)

    ____ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

        _____ Global Citizenship   _____ Information Literacy   _____ Oral Communication

        _____ Quantitative Reasoning   _____ Scientific Literacy

3. Other Designations, as appropriate

    ___ Honors College Course   ___ Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

    ___ New Degree Program   ___ Catalog Description Change   ___ New Track   ___ Other

    ___ New Minor Program   ___ Program Title Change   ___ Liberal Studies Requirement Changes

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		
Department Chairperson(s)		
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs		

    b Liberal Studies Criteria Revisions:

i **Mathematics Current Language:**

Students are required to complete at least one mathematics course to fulfill the Liberal Studies Mathematics requirement. Additional mathematics requirements may be specified by the student's major or college.

In addition to the required Liberal Studies Mathematics courses, students must complete one additional Quantitative Reasoning Competency-Across-the-Curriculum (CAC) course.

Mathematics Proposed Language Change (Deletion):

Students are required to complete at least one mathematics course to fulfill the Liberal Studies Mathematics requirement. Additional mathematics requirements may be specified by the student's major or college.

ii **Natural Sciences Current Language:**

Students are required to complete two (2) courses in Natural Science. Unless specified by their major department or college, students may choose Natural Science Option 1 of eight credits (two lab science courses) or Option 2 of seven credits (one lab science course and one non-lab science course). With either option, students are not required to take the same science prefix for both courses unless that requirement is specified by their major department or college. Lab science courses cover a core set of laboratory practices and scientific methodology concepts and include a laboratory component for at least one credit.

In addition to these two required Natural Science courses, students must complete one additional Scientific Literacy Competency-Across-the-Curriculum (CAC) course. The Scientific Literacy CAC course may be accomplished in any other part of a student's curriculum including other Liberal Studies courses, major courses or electives.

Natural Sciences Proposed Language:

Students are required to complete two (2) courses in Natural Science. Unless specified by their major department or college, students may choose Natural Science Option 1 of eight credits (two lab science courses) or Option 2 of seven credits (one lab science course and one non-lab science course). With either option, students are not required to take the same science prefix for both courses unless that requirement is specified by their major department or college. Lab science courses cover a core set of laboratory practices and scientific methodology concepts and include a laboratory component for at least one credit.

iii **English Composition I Current Language:**

The recommended assessment strategy for this course is evaluation of a valid random sample of writing portfolios. The portfolios include a major project and reflection on that project.

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

- sections where students create web-based writings
- sections designed to link with Living/Learning Communities or First Year Seminar courses

English Composition I Proposed Language:

The recommended assessment strategy for this course is evaluation of a valid random sample of writing portfolios. The portfolios include a major project and reflection on that project. Faculty preparing syllabi designed to fulfill the Liberal Studies English Composition I requirement are encouraged to include:

- sections where students create web-based writings
- sections designed to link with Living/Learning Communities

iv Introduction to Liberal Studies Current Language:

The contents of the Liberal Studies Curriculum Handbook are intended to serve as a guide for faculty and departments in their efforts to develop courses for the Liberal Studies curriculum.

Introduction to Liberal Studies Proposed Language:

This section is intended to serve as a guide for faculty and departments in their efforts to develop courses for the Liberal Studies curriculum.

Rationale: At the 1-26-10 Senate meeting the criteria for Mathematics and Natural Sciences were passed. In addition, at the 2-23-10 Senate meeting the criteria for English Composition I were passed. In all three of these versions there were references to courses in the originally proposed curriculum that are not a part of the newly revised curriculum that passed the senate 3-22-11.   Therefore, the highlighted sections containing those references are being removed. Finally, the Introduction to Liberal Studies section that was passed in Senate contained one sentence from the original language that needs to be updated.

2 Department of Geoscience—Catalog Description Revision

Current Catalog Description for Geoscience:

Geology is a far-ranging science and encompasses various aspects of the Earth system. In addition to the solid Earth, this system includes the oceans and atmosphere, climate change, and most aspects of our immediate environment. Professional geologists are thus engaged in a wide range of activities, depending on their interests. Scientific questions addressed by geologists include the evolution of life, the origin of volcanic activity, the assessment of

volcanic and earthquake hazards, the evolution of our planetary neighbors, climate change, and perhaps most importantly, the human impact on our environment.

The department offers a B.S. degree with a major in Geology that is divided into two tracks: Geology and Environmental. Either track gives students the necessary foundation to pursue a wide variety of career goals. In addition, education degrees are offered for students who are interested in teaching. The degrees and courses in the program emphasize hands-on learning, including outdoor instruction and student-oriented research and professional experiential learning opportunities. In addition to on-campus instruction and class-related field trips, the department also offers several regional geology Field Workshops, which take place in Newfoundland, the Northern Rockies region, Florida and the Bahamas, and the American Southwest.

The B.S. degree with a major in Geology/Geology Track is designed for students who are interested in pursuing any of the various subdisciplines in geology, including oceanography/ marine geology, climate change, volcanology, paleontology, meteorology, and geophysics. There also is considerable overlap between geology and stronomy, as geologists study the evolution of other planetary bodies, such as the Moon, Mars, and Venus; the curriculum reflects this link and provides the groundwork for planetary studies. The Geology Track thus provides students with the foundation needed to pursue a wide variety of career goals, including research (and postgraduate studies), teaching, or careers as professional geologists working with private businesses or environmental firms or as consultants for federal and state agencies.

The B.S. degree with a major in Geology/Environmental Track is designed for students who wish to pursue careers in the rapidly expanding environmental field. While our planet has evolved over a 4.5 billion-year history, our presence has had a significant impact upon our surroundings, in spite of our brief time of residence. Geologists play a key role in dealing with environmental issues, and the Environmental Track prepares students to solve environmental problems. Graduates from this track will be prepared for direct entry into jobs with federal or state agencies and private environmental consulting firms, as well as postgraduate studies.

The B.S. in Education degree with a major in Earth and Space Science prepares students to become certified teachers in Pennsylvania and other states. Earth and Space Science teachers in middle and high school grades teach subjects that require a broad and solid foundation in science. Coursework includes study of geology, meteorology, oceanography, and astronomy. A basic understanding of the cognate sciences, biology, chemistry, physics, and mathematics is also an essential part of the major. Courses in pedagogy, including the teaching of English language learners and students with special needs, complement the subject matter studies. Students create
and present lessons, first in Geoscience courses and then in school classrooms, culminating in the student teaching experience in the last semester.

The Minor in Geology is designed for students who desire a background in Geology, in conjunction with degrees in business or one of the social or physical sciences.

Proposed Catalog Description for Geoscience:

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Geology is the broad science that encompasses all aspects of the Earth system. In addition to the solid Earth, this system includes the oceans and atmosphere, climate change and most aspects of our immediate environment. Professional geologists are thus engaged in a wide range of activities, depending on their interests. Scientific questions addressed by geologists include: the evolution of life; the origin of volcanic activity; the assessment of volcanic and earthquake hazards; the evolution of our planetary neighbors; climate change; mineral and energy resources; and the human impact on our environment.

The Geoscience Department offers a B.S. degree in Geology that is divided into three tracks: Geology, Environmental, and Energy Resources. All tracks give students the necessary foundation to pursue a wide variety of career goals. In addition, we offer a B.S. degree in Earth and Space Science Education for those students who are interested in teaching. The degrees and courses in our program emphasize hands-on learning, including outdoor instruction, student-oriented research, and professional experiential learning opportunities. In addition to on-campus instruction and class-related field trips, the department also offers several regional geology Field Workshops, which take place in Newfoundland, the northern Rockies region, Florida and the Bahamas, and the American Southwest.

The B.S. in Geology/Geology Track is designed for students who are interested in pursuing many of the various sub-disciplines in Geology, including Oceanography/Marine Geology, Climate Change, Volcanology, Paleontology, and Geophysics. There is also considerable overlap between geology and astronomy, as geologists study the evolution of other planetary bodies, such as the Moon, Mars and Venus; our curriculum reflects this link and provides the groundwork for planetary studies. The Geology Track thus provides students with the foundation needed to pursue a wide variety of careers, including research and graduate studies, or working as professional geologists for energy resource companies, environmental consulting firms, or federal and state regulatory agencies.

The B.S. in Geology/Environmental Track is designed for students who wish to pursue careers in the environmental field. In addition to air and water quality issues, pollution often impacts the subsurface in ways that are difficult to detect and remediate. Geologists therefore play a key role in dealing with complex environmental issues; the Environmental Track prepares students to solve a variety of environmental problems. Graduates from this track will be prepared for direct entry into jobs with federal or state agencies and private environmental consulting firms, as well as graduate studies.

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

The B.S. in Education-Earth and Space Science prepares students to become certified middle and high school teachers in Pennsylvania and other states. Earth and Space Science teachers in grades 7 to 12 teach subjects that require a broad and solid foundation in science. Coursework includes study of geology, meteorology, oceanography, and astronomy. A basic understanding of the cognate sciences, biology, chemistry, and physics, and mathematics is also an essential part of the major. Courses in the foundations of education and pedagogy complement the subject matter studies. Students create and present lessons, first in their courses and then in school classrooms, culminating in the student teaching experience in the final semester.

The Minor in Geology is designed for students who want a background in Geology in conjunction with their main area of study. This minor may be particularly appropriate for students pursuing degrees in business or one of the social or physical sciences.

Rationale: This catalog description revision for the Geoscience Department was approved by UWUCC last spring along with the other revisions from the department, but was accidently left off the April Senate Agenda

3 Department of Health and Physical Education—New Course, Course Revisions, Course Title Changes and Catalog Description Changes

a New Course

HPED 480 Professional Issues in Athletic Training   3c-0l-3cr
Prerequisites: HPED 380 and 477
An exploration of topics related to professional development and responsibility in athletic training. An application of current research findings in athletic training be examined. Preparation for the Board of Certification (BOC) examination will be addressed.

Rationale: This course is intended to serve as a senior capstone for athletic training students. Students will use this course to synthesize their professional knowledge accrued from their time in the athletic training program and prepare for their entry into the professional athletic training workforce. Topics to be emphasized include Board of Certification examination preparation, introduction to athletic training research and professional roles and responsibilities of the entry-level athletic trainer.

b Course Revisions

i Title Change and Catalog Description Change:

Current Catalog Description:

HPED 345 Athletic Training   3c-0l-3cr
Prerequisite: HPED 221 or equivalent applied anatomy course
A survey of common athletic injuries with emphasis on etiology, pathophysiology, and classification. General injury assessment and management procedures are also presented.

Proposed Catalog Description:

HPED 345 Survey of Orthopedic Injuries in Sport and Exercise   3c-0l-3cr
Prerequisites: C or better in HPED 221 or BIOL 150, and C or better in HPED 175
A survey of common musculoskeletal injuries associated with participation in athletic activities, with emphasis on etiology, pathophysiology, and classification. General injury assessment and management procedures are also presented.

Rationale: The old course title is outdated and does not accurately represent course content. The new title is consistent with present-day course titles that are typically content specific within accredited Athletic Training programs. No changes to the course content are being proposed.
Regarding the prerequisites, the HPE Department has consistently allowed students wishing to pursue graduate studies in allied health to take BIOL 150 in place of HPED 221. The prerequisite change will eliminate the need for these students to obtain overrides. HPED 175 is an introductory course in Athletic Training that is intended to familiarize students with the profession, and should be the first major course taken prior to investing time in more advanced courses such as this one. Failure to add this course as a prerequisite was an oversight when HPED 175 was instituted. The department will waive the HPED 175 prerequisite for non-majors (i.e. Natural Sciences Pre-Physical Therapy majors) who may choose to take this course as an elective. Adding the C or better requirement will make this consistent with program admission guidelines which already state "C or better in all major courses."

ii   **Course Title Change and Catalog Description Change:**

Current Catalog Description:

HPED 346 Athletic Training Lab   0c-2l-1cr
Corequisite: HPED 345
Develops basic athletic training skills for the beginning and intermediate athletic training student. Emphasizes athletic taping and wrapping, contemporary immobilization and ambulation devices, protective sports equipment, and transportation and transfer of the injured athlete.

Proposed Catalog Description:

HPED 346 Preventive and Acute Care Skills in Athletic Training   0c-2l-1cr
Corequisite: HPED 345
Develops essential athletic training skills for the beginning and intermediate athletic training student. Emphasizes athletic taping and wrapping, open and closed wound care, vital signs and anthropometric measurements, immobilization and ambulation devices, protective equipment fitting, and transportation and transfer of the injured athlete.

Rationale: The old course title is outdated and does not accurately represent course

content. The new title is consistent with present-day course titles in Athletic Training education, which are typically content specific. No new content is being added to the course, the new description is simply more comprehensive/inclusive of all skills taught and practiced.

iii   Course Title Change and Catalog Description Change:

Current Catalog Description:

HPED 365 Advanced Athletic Training   **3c-2l-4cr**
Prerequisites: HPED 345, 346
Teaches assessment procedures, evaluation methods, and proper athletic training protocol for neuromuscular and skeletal muscle injuries. In addition, administrative issues in athletic training are addressed emphasizing accurate medical documentation. Emphasizes subjective and objective assessment and documentation of findings.

Proposed Catalog Description:

HPED 365 Orthopedic Injury Assessment in Athletic Training   **3c-2l-4cr**
Prerequisites: HPED 345, 346
Teaches assessment procedures, evaluation methods, and proper athletic training protocol for neuromuscular and musculoskeletal injuries. In addition, administrative issues in athletic training are addressed emphasizing accurate medical documentation. Emphasizes subjective and objective assessment and documentation of findings.

Rationale: The new title and change in the course description more appropriately reflect course content, and they are in line with contemporary practice in Athletic Training education programs. No changes in the actual course content are being proposed.

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

Current Catalog Description:

HPED 380 Seminar in Sports Medicine   **2c-0l-2cr**
Prerequisite: HPED 345 or instructor permission
Presents comprehensive instruction in such areas as health care administration, program, human, information and resource management, ethics and legal considerations in Athletic Training.

Proposed Catalog Description:

HPED 380 Organization and Administration in Athletic Training   **3c-0l-3cr**
Prerequisite: HPED 345 or instructor permission
Presents comprehensive instruction in such areas as health care administration; program, human, information, and resource management; and ethics and legal

considerations in Athletic Training.

Rationale: New title more appropriately reflects course content, and is in line with contemporary practice in Athletic Training education programs. **Addition of one credit** is needed to cover additional course content added by accrediting body and more thoroughly address content previous taught in the course. **Course description** changes are simply editorial.

v   **Course Revision and Catalog Description Change:**

Current Catalog Description:

HPED 385 General Medical Conditions in Athletic Training   2c-0l-2cr
Prerequisites: HPED 345 and 365 or instructor permission
An overview of general health assessment and physical examination techniques related to the physically active. A systemic approach is used to address issues related to the anatomy, pathology, physiology, and diagnostic testing of both general conditions and diseases of the human body in physically active individuals and individuals with disabilities.

Proposed Catalog Description:

HPED 385 General Medical Conditions in Athletic Training   2c-2l-3cr
Prerequisite: HPED 345 or permission of instructor
Provides an overview of general health assessment and physical examination techniques related to the athletic population. A systemic approach will be used to address issues related to the anatomy, pathology, physiology and diagnostic testing of both general conditions and diseases of the human body.

Rationale: Due to the increased volume of competencies required for accreditation, the addition of 1 lab credit is needed to thoroughly teach clinical skills associated with course content as well as to utilize the simulation laboratory for assessing clinical competence in general medical assessment. HPED 365 was previously listed as a prerequisite simply to enforce program sequencing, not because it has prerequisite content. The change in prerequisite is due to new program course sequencing (which will result in HPED 365 and 385 being taken concurrently). HPED 365 is not listed as a corequisite because there is nothing related to content that necessitates taking them together, and to allow for future sequencing changes when needed without the need for additional course proposals.

4 Department of Sociology—Program Footnote Revision

Current Footnote:

(*) 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**.**

Proposed Footnote:

(*) 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. In order to student teach, students must have a 3.0 cumulative GPA in the major (social science and history courses). To be licensed to teach Education/Sociology majors must apply for Social Studies Education certification.

Rationale: The coordinator of the Social Studies Education program has requested that this footnote be made comparable to the footnote in the Social Studies Education/History Track to make the program requirements comparable and to close a potential loophole.

5 Departments of Mathematics and Special Education and Clinical Services—Course Revision

Current Catalog Description:

EDEX 221 Methods of Teaching Mathematics to Persons with Disabilities   3c-0l-3cr
Prerequisites: MATH 151, EDEX 111
Emphasizes recent developments in elementary curriculum and instructional techniques for developing concepts; implications of recent resource developments and materials helpful to the prospective special education teacher. Also emphasizes methods of helping children learn mathematical concepts through physical activity and ways to adapt regular classroom materials to meet needs and abilities of slow and disabled learners.

Proposed Catalog Description:

EDEX 221 Methods of Teaching Mathematics to Secondary Students with   2c-0l-2cr
Disabilities
Prerequisite: EDEX 111
Incorporates recent developments in curriculum and instructional techniques for planning and teaching mathematical concepts and skills to students at the secondary level with special needs. Emphasizes the development, use, and adaptation of manipulatives, visual aids, technology, and other appropriate supportive materials to enhance the conceptional understanding of mathematics by students with special needs. Intended for secondary education majors who will be working with special needs students at the secondary level in a variety of settings. May not be taken by secondary mathematics education majors. Offered once a year.

Rationale: The Pennsylvania Department of Education (PDE) has recently changed teacher certification for special education. In the past students could choose special education as a major. This is no longer possible. Students must choose a dual certificate–either Pre K-8/Special Education, Reading Specialist/Special Education, or 7-12 Secondary Education/Special Education. The focus of this course has changed from being taught for Special Education majors to being taught for those Secondary Education majors, other than Mathematics Education majors, who wish to obtain 7-12 Secondary Education/Special Education Certification. Therefore the course title is being revised to reflect this. In the past Special Education majors took MATH 151 as part of their program, but Secondary Education majors do not take MATH 151 so this has been eliminated at a prerequisite.

The course has been reduced to 2 credits from 3 credits in order to help make it possible for students to complete a Secondary Education Certification as well as a Special Education Certification. The catalog description has been revised to reflect the above changes and to match PDE's guidelines. Also course outcomes and the course outline have been revised to match PDE's guidelines. The evaluation methods and bibliography have been updated and revised.

6 Departments of Professional Studies in Education and Special Education and Clinical Services—Catalog Description Changes—prerequisite changes only

Course Prefix, Number, and Title	Current Prerequisite	Proposed Prerequisite
ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners	ECED/EDEX major	ECSP major
ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners	ECED/EDEX major, admission to Teacher Education Step 1	ECSP major, admission to Teacher Education Step 1
ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners	ECED/EDEX major, admission to Teacher Education Step 1	ECSP major, admission to Teacher Education Step 1
ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners	ECED/EDEX major, admission to Teacher Education Step 1	ECSP major, admission to Teacher Education Step 1
ECED 411 Social Studies for All PreK to Grade 4 Learners	ECED/EDEX major, admission to Teacher Education Step 1	ECSP major, admission to Teacher Education Step 1
ECED 451 Literacy for the Developing Reader: Grades 2-4 Learners	ECED/EDEX major, admission to Teacher Education Step 1	ECSP major, admission to Teacher Education Step 1
ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners	ECED/EDEX major, successful completion of Teacher Education Step 1, admission to Teacher Education Step 2, concurrent enrollment in EDUC 461, 471	ECSP major, successful completion of Teacher Education Step 1, admission to Teacher Education Step 2, concurrent enrollment in EDUC 461, 471

Rationale: All Early Childhood Education (ECED) and Education of Exceptional Persons (EDEX) majors are now Early Childhood/Special Education (ECSP) majors. With the new major there will no longer be ECED or EDEX stand alone majors. The course names, numbers, catalog descriptions, and objectives will all remain the same; the only change is the prerequisite. For ECSP 314, based on experience from our current programs, it is anticipated that all ECSP majors will not be ready for Admission to Teacher Education Step 1 by Semester 4. To accommodate this bi-modal distribution we have developed a sequence that allows semester four and five to be interchangeable. By eliminating the prerequisite of Admission to Teacher Education Step 1 in the semester five courses, students who are not ready for semester four will be able to skip semester four and still take the courses within the major currently sequenced as semester five while preparing for Praxis I, earning the appropriate number of credits, and/or raising their GPAs. Students who skipped semester four to qualify for Admission to Teacher Education Step 1 while taking semester five courses may then revert back to semester four and complete the skipped Professional Sequence 1 Block. The ECSP departments need the flexibility to offer the courses in this manner so students can complete the program within four years.

Appendix B
Research Committee
Chair Bonach

The committee met on May 3, 2011. There were 30 USRC Small Grant proposals and 24 proposals were funded totaling $34,728.00.

- Dr. Abbas Ali
- Dr. Lynn Botelho
- Dr. Framarz Byramjee
- Dr. Sharon Deckert
- Dr. Kevin Eisensmith
- Dr. Susan Glor-Scheib
- Dr. Robert Heasley
- Dr. Linda Jennings
- Dr. Krys Kaniasty
- Dr. Becky Knickelbein
- Dr. Werner Lippert
- Dr. Carl Luciano
- Dr. Robert Major
- Dr. John Mueller
- Dr. Ben Rafoth
- Dr. Heather Powers
- Dr. Varinder Sharma
- Dr. Jin Su
- Dr. Veronica Watson
- Dr. Marjorie Zambrano-Paff
- Dr. Kimberly Desmond
- Dr. Anson Long
- Dr. Crystal Machado
- Dr. Ronald See

FOR INFORMATION:

UNIVERSITY SENATE RESEARCH COMMITTEE (USRC) SMALL GRANTS PROGRAM

Important Note: Effective August 2011, the guidelines have been updated and clarified. Please read carefully. Proposals submitted using old guidelines will not be reviewed. Please pay special attention to the guidelines describing "Proposal Content" as there have been several modifications to the requirements. Should you have any questions or require assistance, please contact the USRC committee chair, Dr. Kathryn Bonach (kbonach@iup.edu) or the Assistant Dean for Research, Dr. Hilliary Creely (hcreely@iup.edu).

A.   PURPOSE

The purpose of the University Senate Research Committee (USRC) Small Grants Program is to encourage research, creative activity, and innovative teaching projects. The grant program is the result of USRC recognition that there is a need to support projects that arise throughout the year. The awards provide flexibility to take advantage of unique, rapidly evolving opportunities in research, creative activity, or curricular innovation. Faculty and administrators are eligible to apply for USRC funding. [1]

B.   AWARD CATEGORIES AND AMOUNTS

USRC small grants fund two categories of scholarly work: 1) research and scholarship (including innovative pedagogy) and 2) travel to present papers/scholarly work. Projects can be funded up to a maximum of $2,000 except for travel grants to present at conferences within the United States, for which a maximum of $750 may be requested and for which a "dollar-for-dollar" match is required.

1)   Research & Scholarship
   Category includes:
   A) Cooperative Programs. Grants to develop cooperative programs with industry or local agencies. Projects must demonstrate a research and scholarly focus. Although worthwhile, grants do not fund community service projects.
   B) Research and Scholarship: Grants support research and scholarly opportunities. Projects must demonstrate the standards of quality and excellence expected in the discipline or area. Project must be faculty-driven. Proposals requesting support for student honors projects, theses, or dissertations will not be funded.
   C) Faculty-Student Research Awards. Grants provide support for faculty members and students to work on research projects together. The proposal must demonstrate that students will share significant research activities. The proposal must explain how the project is collaborative work and how both faculty members and students **will benefit** from the faculty/student research project. Project must be faculty-driven and

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[1] Graduate students who are currently IUP temporary faculty are encouraged to apply for graduate student funding from the School of Graduate Studies and Research. The funding information can be located at http://www.iup.edu/page.aspx?id=65579 .

substantially related to the faculty member's research focus or interests. Proposals requesting support for student honors projects, theses, or dissertations will not be funded

D) New Investigator Awards. Grants to initiate a research or scholarly project for new faculty, five years or fewer at IUP, who have never had a USRC grant.

E) Innovative Pedagogy. Funds may be used to help develop a quantitative or qualitative research study that examines teaching data or effectiveness. Research agendas and data analysis are required components of the project. Projects to develop, prepare, or revise courses will not be funded.

2) Travel to present papers/scholarly work
Category includes:

A) International Travel. Grants to present papers and posters at international conferences held outside the United States. Applicants are strongly encouraged to apply well in advance of the conference date.

B) Domestic Travel. Grants to present papers and posters at domestic conferences held within the United States. Applicants may apply for up to $750; a "dollar-for-dollar" match is required. Applicants are strongly encouraged to apply well in advance of the conference date.

If a grant is awarded to an applicant, it may not be assumed that he/she will receive the full amount requested. The USRC grants are a competitive process with limited yearly funding available. Based upon the quality of the proposal the committee may determine when appropriate that the grantee receive partial funding for the amount requested.

C. <u>PROPOSAL CONTENT</u>

The University Senate Research Committee places great emphasis on clear and concise communication of the proposed project, written for a colleague who may not be knowledgeable in your discipline. The committee will not review applications that are incomplete or do not follow the guidelines.

Every proposal must be page numbered and must include:

1. **<u>Title Page</u>**

   Complete the Title Page using the format provided**.** List <u>all</u> Senate support since 2008-2009 including Fellowship Awards and Small Grant Awards. The Abstract should fit in the space allocated. When submitting a proposal for travel funding, the abstract on cover page must include the title of the presentation, conference title, date and fiscal year of conference, and the rationale for attendance at this conference. The Title Page cannot exceed one page. If the applicant is the Department Chair, the College Dean should sign the cover sheet.

2. **<u>Project Description</u>**

   Describe the project in **<u>at least one but not more than three double-spaced pages</u>**. Discuss the significance of the project or conference, funding merit, and provide a

bibliography of cited works as well as a brief description of applicant qualifications if these are not apparent (as relevant to the project) in the Curriculum Vitae. Attachments for international and domestic travel are in addition to the Project Description.

For Research & Scholarship Projects:

State the significance of the proposal and the rationale of the request for funding. Include the method of research or the plan for completion of proposed activities. Include a timeline of proposed activities, including IRB/IACUC review (if applicable.) Succinctly review your qualifications for completing the project, if these qualifications are not evident from your resume. All proposals must include a short bibliography of works cited in the narrative.

For Travel to Present papers/scholarly work

Provide a summary of the conference paper or poster that will be presented. State the background and significance, the research methods or description of the work that was completed, and the research findings and discussion. For conference presentations including human subjects, provide information on IRB/IACUC approval. All proposals must include a short bibliography of works cited in the narrative.

Provide a description of the conference that explains the scholarly nature of the conference and the expected conference audience. For international conference presentations, also discuss the international nature of the conference.

Applicants proposing to co-present at a conference must explain each person's contribution to the work being presented, as well as justify why more than one presenter is needed at the conference. There must be some overwhelming reason why two presenters should be funded to present the same paper.

Required Attachments for Travel:

Attach the following:
- Call for Proposals
- Acceptance Letter. If the proposal writer does not yet have an acceptance letter, s/he is advised to apply without the acceptance letter, rather than miss the proposal deadline. The applicant should forward the acceptance letter as soon as it is received.
- Letter of Support on letterhead from the Department Chair or the College Dean if the Department Chair is the Applicant.
- When available, conference presenter acceptance rate information

3. **Line Item Budget**

- Include a line item budget using the USRC template provided in the guidelines.

- Provide budget notes that explain expenses clearly and show how summary totals were calculated.
- Describe other support, including personal funds.
- Proposals for domestic travel (Presentations within the United States) must show a "dollar-for-dollar" match.
- Identify the source of the matching funds in the budget notes.

Budget Limitations:
- No funds may be used for an investigator's salary or for release time during the academic year.
- Student wages will be paid at the hourly rate currently authorized by IUP ($7.25 an hour for undergraduates and $8.25 an hour for graduate students).

Unacceptable Expenses
- Thesis and Dissertation costs
- Duplicate expenses with state system and other awards
- Guest speakers and related expenses
- Gift cards for research participants
- "Submission," "application," and "page print" costs for articles and books (limited funds are available from the School of Graduate Studies and Research to assist with some of these expenses. For additional information, please visit: http://www.iup.edu/page.aspx?id=98048
- Graduate assistants
- Tuition and associated costs of lessons and study
- Computers, phones, laptops, portable devices such as iPads
- Other items prohibited by relevant state and federal regulations.

4. **Curriculum Vitae or Resume**

   Attach a one-page curriculum vitae or resume (can be two-sided).

5. **IRB/IACUC Approval**

   If required, research projects must secure IRB or IACUC approval prior to release of funds. If relevant, applicants may supply a letter from IRB/IACUC chair indicating that IRB/IACUC approval is not necessary.

6. **Checklist**

   Download, print, complete, and attach the USRC Small Grant application checklist (available at: http://www.iup.edu/research/senateresearchgrants/default.aspx)

D. **PROGRAM REQUIREMENTS**

- Only proposals seeking funding for activities that start AFTER the committee meeting

will be considered. Proposals that request funding before the committee meeting are ineligible for funding and will not be considered. Application deadlines and committee meeting dates are listed in Section F of these guidelines.

- Reports for all previous Senate grants must be received before new Senate grant awards will be made.
- Faculty may not receive more than $4,000 in Senate awards during a single year or more than $7,000 over a three-year period.

E. SUBMISSION REQUIREMENTS

Applicants must submit one (1) original and nine (9) copies of the proposal to the Assistant Dean for Research, Room 113, Stright Hall by the 4:30 pm deadline. Proposals and any corrections to an already submitted proposal will not be accepted after the 4:30 p.m. deadline. If a proposal is late, the materials will be returned to the applicant and the applicant will be advised to consider resubmitting the materials for the next USRC competition deadline. Under no circumstance will the School of Graduate Studies and Research make copies of a proposal.

If a proposal is not funded and faculty are encouraged to revise and resubmit their proposal, use track changes or different font color or highlight the changes made on the resubmission so the committee can clearly see revisions. A new title page with signatures must be included with the revised proposal. The entire proposal, not just the revised section, must be resubmitted. Faculty must submit 1 original and 9 copies of the resubmission.

The USRC holds eight competitions for Small Grants. Applications must be received by the posted deadlines for consideration for that month's grant review.

Applicants will be notified of their award decision via a formal letter from the USRC within one week of the meeting.

F.   APPLICATION DEADLINES FOR ACADEMIC YEAR 2011-2012

Competition ●	Proposal Deadlines Deliver to 113 Stright Hall by 4:30pm *Submit 1 original + 9 copies*	Meeting Dates University Senate Research Committee (USRC)
September	Friday, September 9, 2011	Tuesday, September 20, 2011
October	Friday, October 7, 2011	Tuesday, October 18, 2011
November	Friday, November 4, 2011	Tuesday, November 15, 2011
December	Friday, December 2, 2011	Tuesday, December 13, 2011
February ✦	Friday, January 27, 2012	Tuesday, February 7, 2012
March	Friday, February 24, 2012	Tuesday, March 6, 2012
April	Friday, March 23, 2012	Tuesday, April 3, 2012
May ✳	Friday, April 27, 2012	Tuesday, May 8, 2012

- Travel proposals will be accepted for all eight competitions for presentations to be given between September 20, 2011 and June 30, 2012.
✦ Travel proposals will be accepted beginning with the February 2012 competition for conference presentations to be given July 1, 2012 or later.
✳ For the April deadline (May Competition) Small Grant proposals for research and scholarly activity are for projects beginning July 1, 2012 or later.

G.   FINAL REPORTS

Each awardee must submit a final report to the Office of the Assistant Dean for Research, School of Graduate Studies and Research. For awards received for projects occurring during the 2011-2012 fiscal year, reports are due on or before August 31, 2012. For awards received for projects occurring during the 2012-2013 fiscal year, reports are due on or before August 31, 2013.

There is no formal final report form. The final report should be 1-2 pages in length. Highlight what you want to convey to the University Senate Research Committee; e.g. the significance/success of your project. It should document the project's activities and accomplishments, publication plans, and copies of publications, reports, or other products developed during the award period. Awards made for conference presentations within the United States should also include documentation about match expenditures. A final report must be filed in order to be considered for future awards.

UNIVERSITY SENATE RESEARCH COMMTTEE
SMALL GRANTS PROGRAM

NAME: **EMAIL:**

DEPARTMENT: **DEPARTMENT ADDRESS:**

COLLEGE: **INITIAL YEAR AT IUP:**

CATEGORY UNDER WHICH YOU ARE APPLYING: Choose an item.

PROJECT TITLE:

AMOUNT REQUESTED FROM USRC: $ **CONTRIBUTED BY OTHERS: $**

PREVIOUS SENATE SUPPORT SINCE 2008-2009 most recent first; use additional sheets as necessary)

Academic Year	Amount Awarded	Report Submitted Y/N	Project Title
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			

BRIEF PROJECT ABSTRACT:

REQUIRED SIGNATURES:

APPLICANT_____ **DATE**_____

DEPARTMENT CHAIR_____ **DATE**_____

USRC SMALL GRANTS BUDGET SUMMARY
REQUIRED FORMAT

Provide summary totals for each budget category in the table below. Provide budget detail in the "Budget Notes" section. Round off all numbers to the nearest dollar; list only whole dollar amounts.

Project Budget	Proposed Grant	University Contribution	Other Sources (grants, et.al)	Personal Contribution	TOTALS
Student Wages					
Student Benefits					
Operating Expenses					
Travel: Transportation Per Diem Lodging					
Other (specify)					
TOTALS	*	**	***	****	*****

For matching funds provided by IUP (department, college, Provost, President), the following section must also be completed and signed.

Source of Funds	SAP Fund Center	Fiscal Year	AMOUNT	Approved By (Signature required) Signature of approval constitutes a financial commitment. Funds will automatically be transferred upon approval of project
				Date:
				Date:

* This total amount equals the grant amount requested from the University Senate Research Committee and must be listed on the title page of the proposal. Requested amounts in this column cannot exceed $750 for domestic travel or $2000 for all other projects. Check addition carefully.

** This total amount equals internal contributions; for example, funds from within the department, college, Provost, and President.

*** This total amount equals funds from other revenue sources, such as grants, contracts, or sponsored agreements. It DOES NOT include personal contribution.

**** This total amount equals funds you personally contribute to the project, if necessary.

***** This equals the grand total amount of the project.

<u>Budget Notes</u> – Provide supporting detail for <u>ALL</u> budget items summarized above. Show how particular amounts were calculated.   Identify source of all University Contributions and Other Revenue.