

**UNIVERSITY SENATE AGENDA**

**EBERLY AUDITORIUM**

March 25, 2014

3:30 – 5:00 p.m.

**Approval of Order**

- A. Approval of minutes from Feb. 25<sup>th</sup> Senate meeting
- B. Approval of current agenda items and order

**Reports and Announcements**

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson LaPorte
- D. Parliamentarian Smith-Sherwood
- E. Vice Chairperson Chandler

**Appendix**

**Page(s)**

**Standing Committee Reports**

**Chairperson**

A. Rules Committee	Korns	A	2
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Lewis	B	3-25
C. University-Wide Graduate Committee	Piper/Baumer	C	26-29
D. Library and Educational Services Committee	Ford		
E. Research Committee	Bonach	D	30
F. Student Affairs Committee	Stocker		
G. University Development and Finance Committee	Wick		
H. Academic Affairs Committee	Dugan/Perdue		
I. Awards Committee	Wisnieski/Ritchey		
J. Noncredit Committee	O'Neil	E	31-33

**Senate Representative Reports**

**Representative**

A. University Planning Council	Reilly	F	34-35
B. Presidential Athletic Advisory Council	Hinrichsen		
C. Academic Computing Policy Advisory Committee	Ford		
D. University Budget Advisory Committee	Radell	G	36-37

**New Business**

**Adjournment**

**Appendix A  
Rules Committee  
Chair Korn**

**FOR ACTION:**

**Senate Bylaws Change Request**

**Proposal:** Amend Bylaws IV.C.2.a regarding the membership of the University-Wide Undergraduate Curriculum Committee.

**Rationale:** The provost and vice president of academic affairs is an ex-officio member of two committees: University-Wide Undergraduate Curriculum and Academic Committee. The language regarding membership on the Academic Committee permits the provost and vice president of academic affairs to appoint a designee. This amendment to the bylaws permits the provost and vice president of Academic Affairs to appoint a designee to the University-Wide Undergraduate Curriculum Committee. This amendment was recommended to the Rules Committee as a formal action by the University-Wide Undergraduate Curriculum Committee.

***Current Bylaw:***

2. Membership:
  - a. Ex officio: The provost and vice president for Academic Affairs, and the president of APSCUF or her/his designee from the FACULTY.

***Proposed Bylaw:***

2. Membership:
  - a. Ex officio: The provost and vice president for Academic Affairs or her/his designee, and the president of APSCUF or her/his designee from the FACULTY.

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

**FOR INFORMATION:**

The following were approved by the UWUCC to be offered as distance education courses:  
 Note that the provost is the final signature on these proposals.

- MATH 471 Algebra for Elementary and Middle Level Teachers

**FOR ACTION:**

**1 College of Humanities and Social Sciences, Asian Studies Program—Program Revision and Program Catalog Description Change**

**a Program Revision:**

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>Bachelor of Arts—Asian Studies</b>		<b>Bachelor of Arts—Asian Studies</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 3cr	<b>43</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Mathematics:</b> 3cr <b>Liberal Studies Electives:</b> 3cr, no courses with CHIN or JAPN prefixes	<b>43-44</b>
<b>Major:</b>	<b>33</b>	<b>Major:</b>	<b>33</b>
<b>Required Courses:</b>		<b>Required Courses:</b>	
ASIA 200 Introduction to Asian Studies	3cr	ASIA 200 Introduction to Asian Studies	3cr
<b>Controlled Electives: (1)</b> One of the following sequences of intermediate Asian languages: (2) CHIN 201 Intermediate Chinese CRLG 251 Arabic IV CRLG 255 Hindi IV CRLG 258 Japanese IV CRLG 259 Korean IV CRLG 264 Hebrew IV	30cr 0-6cr	<b>Controlled Electives: (1)</b> <b>Intermediate Asian language: (2)</b> CHIN 201 Intermediate Chinese CRLG 251 Arabic IV CRLG 255 Hindi IV CRLG 259 Korean IV CRLG 264 Hebrew IV JAPN 201 Intermediate Japanese	15cr 0-4cr 4cr 3cr 3cr 3cr 3cr 4cr
<b>Category A: Exclusively Asia-Focused: (3,4)</b> At least 23cr earned through the following courses: ANTH/SOC 272 Cultural Area Studies: China ANTH/SOC 273 Cultural Areas Studies: Southeast Asia ARHI 224 Introduction to Asian Art ARHI 423 Art of Japan ARHI 424 Art of India and Southeast Asia ARHI 425 Arts of China GEOG 256 Geography of East Asia GEOG 257 Geography of South and Southeast Asia	23-30cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr	<b>Category A: Exclusively Asia-Focused: (3,4)</b> At least 24cr earned through the following courses: ANTH 272 Cultural Area Studies: China ANTH 273 Cultural Areas Studies: Southeast Asia ARHI 224 Introduction to Asian Art ARHI 423 Art of Japan ARHI 424 Art of India and Southeast Asia ARHI 425 Arts of China GEOG 256 Geography of East and Southeast Asia GEOG 257 Geography of South and Southwest Asia	24-30cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr

HIST 206	History of East Asia	3cr	HIST 206	History of East Asia	3cr
HIST 330	History of the Islamic Civilization	3cr	HIST 330	History of the Islamic Civilization	3cr
HIST 331	Modern Middle East	3cr	HIST 331	Modern Middle East	3cr
HIST 332	History of Early China	3cr	HIST 332	History of Early China	3cr
HIST 334	History of Modern China	3cr	HIST 334	History of Modern China	3cr
HIST 337	History of Modern Japan	3cr	HIST 337	History of Modern Japan	3cr
PLSC 383	Political Systems: Asia	3cr	PLSC 383	Political Systems: Asia	3cr
PLSC 384	Political Systems: Middle East	3cr	PLSC 384	Political Systems: Middle East	3cr
RLST 220	Buddhism	3cr	RLST 220	Buddhism	3cr
RLST 311	Eastern Philosophy	3cr	RLST 311	Eastern Philosophy	3cr
RLST 370	Religions of China and Japan	3cr	RLST 370	Religions of China and Japan	3cr
RLST 373	Advanced Studies in Buddhism	3cr	RLST 373	Advanced Studies in Buddhism	3cr
RLST 375	Religions of India	3cr	RLST 375	Religions of India	3cr
RLST 380	Islam	3cr	RLST 380	Islam	3cr
<b>Category B: Substantially Asia-Focused: (3,4,5)</b>		0-3cr	<b>Category B: Substantially Asia-Focused: (3,4,5)</b>		0-3cr
No more than 3cr earned through the following courses:			ARHI 321 History of World Ceramics		3cr
BTST 342	Intercultural Business Communication	3cr	BCOM 342	Intercultural Business Communication	3cr
ECON 339	Economic Development I	3cr	ECON 339	Economic Development I	3cr
ECON 350	Comparative Economic Systems	3cr	ENGL/FNLG 396	The Literature of Emerging Nations	3cr
ENGL/FNLG 396	The Literature of Emerging Nations	3cr	GEOG 104	World Geography: Global Context	3cr
GEOG 104	World Geography: Global Context	3cr	GEOG 254	Geography of Russia and the Soviet Sphere	3cr
GEOG 254	Geography of Russia and the Soviet Sphere	3cr	MGMT 459	Seminar in International Management	3cr
MGMT 459	Seminar in International Management	3cr	PLSC 101	World Politics	3cr
PLSC 101	World Politics	3cr	PLSC 285	Government II: Non-Western Political systems	3cr
PLSC 285	Comparative Government II: Non-Western Political systems	3cr	RLST 110	World Religions	3cr
RLST 110	World Religions	3cr			
<b>Minor:</b>		<b>15-21</b>			
<b>Free Electives:</b>		<b>23-29</b>	<b>Free Electives:</b>		<b>42-44</b>
<b>Total Degree Requirements:</b>		<b>120</b>	<b>Total Degree Requirements:</b>		<b>120</b>
<p>(1) At least 12cr must be at the 300 level or higher.</p> <p>(2) A student who has acquired an intermediate level of proficiency in an Asian language, but not through an accredited college program, may apply to the Asian Studies Committee to be exempt from 3cr in intermediate language instruction. Such credits in these cases are to be replaced by taking additional Category A classes. Students who take advanced-level Asian language courses at IUP or another university may apply to the program director to have such credits partially fulfill the Category A requirements.</p> <p>(3) Unless given permission by the director of the Asian studies major, no more than 9cr of courses with the same departmental prefix may count towards the major.</p> <p>(4) The subject matter varies in rotating topic courses (e.g., ENGL 344, 397, 398, or 399; HIST 403; and RLST 485); courses that utilize the case study approach (e.g., ECON 345, 346, MGMT/MKTG 350; MGMT 452, 454, MKTG 430, 441, and SOC 362); and special topics courses (i.e. classes numbered 281 and 481). When concerned with Asian studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee.</p> <p>(5) Certain courses may require additional prerequisites.</p>			<p>(1) At least 12cr must be at the 300 level or higher.</p> <p>(2) A student who has acquired an intermediate level of proficiency in an Asian language, but not through an accredited college program, may apply to the Asian Studies Committee to be exempt from 3cr in intermediate language instruction. Such credits in these cases are to be replaced by taking additional Category A classes. Students who take advanced-level Asian language courses at IUP or another university may apply to the program director to have such credits partially fulfill the Category A requirements.</p> <p>(3) Unless given special permission by the Asian Studies Committee, no more than 9cr of courses with the same departmental prefix may count towards the major.</p> <p>(4) The subject matter varies in rotating topic courses (e.g., ENGL 344, 397, 398, or 399; HIST 403; and RLST 485); courses that utilize the case study approach (e.g., ECON 345, 346, MGMT/MKTG 350; MGMT 452, 454, MKTG 430, 441, and SOC 362); and special topics courses (i.e. classes numbered 281 and 481). When concerned with Asian studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee.</p> <p>(5) Certain courses may require additional prerequisites.</p>		

**Rationale:** Both Chinese and Japanese had been 3cr classes but are now 4cr classes. The former requirement that Asian Studies majors take 6cr of intermediate language no longer works well for these languages. The Asian Studies Committee is therefore reducing the language sequence requirement to no more than 4 credits (those students taking a CRLG class will continue to receive 3cr toward this requirement). Please note that students are still taking the same amount of language, but 8 or 9 credits (8 for CHIN and JAPN, 9 for CRLG classes) are now considered as pre-requisite courses instead of being part of the requirement. In the former curriculum, only 6 credits were regarded as prerequisite. Japanese language instruction is no longer provided through the CRLG program. Instead the language sequence JAPN 101, 102, and 201 has been added to the IUP catalog.

We increased Category A electives to at least 24 credits, which is an increase of 1 credit from the current curriculum. Please note that although those students completing our major's language requirement through CHIN or JAPN must take one more credit toward the major requirements than those who do so through CRLG classes, the latter must take 9 credits of CRLG prerequisites while the former only take 8 credits of language prerequisites (with all prerequisites counting toward free electives). Hence all majors actually take the same number of credits.

We are removing the minor because very few majors at IUP have a requirement for an additional minor. While most of our majors willingly choose to have a second major or a minor, we have found that some students consider it more in their interest to take more Asian Studies classes and/or language classes. To accommodate such students, we will continue to strongly recommend at least an additional minor, but not require it. ARHI 321 is being added to the program. Economic Development I has not been offered in quite a few years and the Department of Economics does not plan to offer it in the foreseeable future.

## **b Program Catalog Description Change:**

### **Current Catalog Description:**

The Committee of Asian Studies offers a major and a minor to provide students with the opportunity to increase their knowledge of the world's largest, most populous, and most diverse continent. The program emphasizes an interdisciplinary approach and requires students to complement their Asian Studies degree with a minor or second major, preferably in such fields as anthropology, economics, fine arts, geography, history, international business, international studies, journalism, political science, and religious studies. Students enrolled in the Asian Studies major or minor will find that the course offerings furnish excellent preparation for careers in business, government, journalism, and teaching.

To complete the Asian Studies major, a student must take a minimum of 33 credits in courses dealing with Asia and 15-18 credits in a minor of the student's choice (with a second major also fulfilling the latter requirement). All Asian Studies majors must take ASIA 200 and must demonstrate at least an intermediate level proficiency of an Asian Language, doing so either by passing the intermediate sequence of one of the Asian languages offered at IUP or by demonstrating that they have acquired the equivalent proficiency level elsewhere. There are two categories of courses: (1) Category A:

Exclusively Asia-Focused and (2) Category B: Substantially Asia-Focused. At least 23 credits must come from Category A; no more than 3 credits may come from Category B. To minor in Asian Studies, students must complete a minimum of 18 credits, at least 12 of which must be outside of their major. ASIA 200 is required of all Asian Studies minors. At least 12 credits must come from Category A (Exclusively Asia-Focused). Three credits of an Asian language course may apply to the Category A requirement. No more than 3 credits from Category B (Substantially Asia-Focused) may be applied to the minor.

### **Proposed Catalog Description:**

The Committee of Asian Studies offers an interdisciplinary major and a minor to provide students with the opportunity to increase their knowledge of the world's largest, most populous, and most diverse continent. Students enrolled in the Asian Studies major or minor will find that the course offerings furnish excellent preparation for careers in business, government, journalism, and teaching.

To complete the Asian Studies major, a student must take a minimum of 33 credits in courses dealing with Asia. All Asian Studies majors must take ASIA 200 and must demonstrate at least an intermediate level proficiency of an Asian Language, doing so either by passing the intermediate sequence of one of the Asian languages offered at IUP or by demonstrating that they have acquired the equivalent proficiency level elsewhere. The remaining courses to be taken fall into two groups: "Category A: Exclusively Asia-Focused" and "Category B: Substantially Asia-Focused." At least 23 credits must come from Category A; no more than 3 credits may come from Category B. It is highly recommended that students complement their Asian Studies degree with a minor or second major, preferably in such fields as Anthropology, Economics, Fine Arts, Geography, History, International Business, International Studies, Journalism, Political Science, or Religious Studies.

To minor in Asian Studies, students must complete a minimum of 18 credits, no more than 6 of which may have the prefix of their major. ASIA 200 is required of all Asian Studies minors. At least 12 credits must come from Category A (Exclusively Asia-Focused). 3 credits of an Asian language course may apply to the Category A requirement. No more than 3 credits from Category B (Substantially Asia-Focused) may be applied to the minor.

## **2 Department of Nursing and Allied Health Professions—New Course**

### **NURS 102 Disaster Preparedness and Related Health Issues 3c-01-3cr**

Designed for individuals to learn to prepare against common types of terroristic threats, technical hazards, and natural disasters. Focuses on developing and maintaining emergency plans before, during, and after a disaster. Addresses health issues and preparation of families and communities for disasters.

**Rationale:** This course is an elective. The course material is not required in the nursing curriculum and is not intended to be a liberal studies course. However, all nursing students are required to complete a minimum of 4 credits of free electives; in addition, many nursing students take 7 credits of free electives when not required to take NURS 450.

### 3 Department of Physics—Course Revision

#### Current Catalog Description:

##### **EOPT 150 Fundamentals of Photonics and Laser Safety**

**2c-01-3cr**

**Prerequisites:** PHYS 100 or Placement Test

Introduces the field of photonics. Acquaints the student with the various concepts associated with the nature of light and lasers. Explores the nature of light and lasers using hands-on explorations, problem solving techniques, and practical current applications. Topics include: nature and property of light, optical handling and positioning, basic geometrical optics, basic physical optics and principles of lasers.

#### Proposed Catalog Description:

##### **EOPT 150 Fundamentals of Photonics and Laser Safety**

**3c-01-3cr**

Introduces the field of photonics. Acquaints the student with the various concepts associated with the nature of light and lasers. Explores the nature of light and lasers using problem solving techniques and practical current applications. Topics include: nature and property of light, basic geometrical optics, basic physical optics and principles of lasers.

**Rationale:** The purpose of this course revision is to map the course objectives to the new Liberal Studies Expected Undergraduate Student Learning Objectives (EUSLO). The prerequisites are also being removed as well as the lab experiments, since that is not necessary for a Liberal Studies Non-lab Natural Science Course. There are a few reasons why we would like EOPT 150 to be a Liberal Studies Knowledge area course: One issue some of us in Physics have with the more traditional Liberal Studies science knowledge courses is that they are too broad. The students receive a smattering of each topic, but there is no depth. Part of the reasons there is little depth, at least in some Physics Liberal Studies courses, is the mathematics background necessary for the course. EOPT 150 explores one area of physics, lasers, in much detail hopefully allowing a non-science student to appreciate the depth of the scientific process.

A second issue has to do with our entering majors who do poorly the math placement test and who do not place into MATH 125. They cannot take PHYS 131. These students will start off in the A.S. in Electro-Optics and Laser Engineering Technology with EOPT 150. Lastly, we removed the lab requirement to make this course less constrained by the lab equipment, lab space and lab supervision. However, for these students in the E.O.L.E.T. Program, they will not be badly affected because each core EOPT course has a built in lab component to fully develop their hands-on skills.

### 4 Department of Health and Physical Education—Catalog Description Change

#### Current Catalog Description:

##### **HPED 344 Adapted Physical Activity and Sport**

**3c-01-3cr**

**Prerequisites:** HPED 209, 221

Recognition of structural deviations, corrective exercises, physical activity, and sport for individuals with a wide range of disabilities

### **Proposed Catalog Description:**

#### **HPED 344 Adapted Physical Activity and Sport** **3c-01-3cr**

**Prerequisites:** HPED 209 and one of the following: HPED 221, 256, or BIOL 150

Recognition of structural deviations, corrective exercises, physical activity, and sport for individuals with a wide range of disabilities

**Rationale:** The Department of Health and Physical Education is proposing a change to the prerequisite requirements for HPED 344. Currently, HPED 209 Motor Behavior and HPED 221 Human Structure and Function are the prerequisites for HPED 344. In the past, all HPED students were required to take HPED 221. Now, Sport Administration majors are required to take HPED 256 Applied Human Structure and Conditioning. Additionally, some Athletic Training and Exercise students that are interested in attending occupational or physical therapy school take BIOL 150 Human Anatomy instead of HPED 221 Human Structure and Function. The Department of Health and Physical Education feels that HPED 221, HPED 256, and BIOL 150 are all acceptable prerequisites for HPED 344 Adapted Physical Activity and Sport.

### **5 Department of Philosophy—Course Revision, Catalog Description Change, and Title Change**

#### **Current Catalog Description:**

#### **PHIL 232 Philosophical Perspectives on Love, Marriage, and Divorce** **3c-01-3cr**

Examines the philosophical foundations of contemporary Western institutions and ideologies of romantic love. Considers major positions in both the history of philosophy and contemporary philosophy. Investigates the concepts, problems, and philosophical theories central to understanding romantic love, marriage, and divorce.

#### **Proposed Catalog Description:**

#### **PHIL 232 Philosophies of Love** **3c-01-3cr**

Examines the philosophical foundations of contemporary institutions and ideologies of romantic love. Considers major positions in both the history of philosophy and contemporary philosophy. Investigates the concepts, problems, and philosophical theories central to understanding romantic love, marriage, and divorce.

**Rationale:** PHIL 232 was a Liberal Studies Elective under the old LS requirements. It is being submitted as a Liberal Studies Elective under the new LS program. Like all of our lower-level courses, PHIL 232 was designed to introduce the discipline of philosophy to students, whatever their major(s) might be. While the original course had some global content, significant new global content has now been added. PHIL 232 will now begin with a more detailed exploration of significant differences between Eastern and Western philosophies and institutions of love and end with an examination of the views of both Asian and Western Feminists. The original course included only Western Feminists.

Some of the worst violations of the human rights of women in global cultures occur within marriage. Suttie and bride burning in India are two examples; spousal abuse in America is another. By exploring philosophical discussions of love, marriage, human rights, and related global issues, students will gain an understanding of the ethical and behavioral consequences



of their decisions and actions on themselves, their partners, and society. This knowledge will provide them with the background and tools necessary to make important relationship decisions affecting their own lives and the lives of others. Students will also gain knowledge of, and respect for, the love, marriage, and divorce practices and values of some other cultures and historical periods (including but not limited to Medieval and contemporary India, Ancient Greece, and Medieval Europe).

Concerns about human rights, social justice, and gender equality as related to love, marriage, and divorce will be explicitly addressed, especially in the first unit, which examines cultural differences in love and marriage as well as violations of the rights of wives, and in the last unit, which includes essays by both Asian and Western feminists.

## 6 Department of Chemistry—Program Revisions (Biology Course Changes)

### a Bachelor of Arts—Chemistry

Current Requirement:		Proposed Requirement:	
Other Requirements: BIOL 111 Principles of Biology I		Other Requirements: BIOL 202 Principles of Cell and Molecular Biology	
	4cr		4cr

### b Bachelor of Science—Chemistry

Current Requirement:		Proposed Requirement:	
Other Requirements: BIOL 111 Principles of Biology I		Other Requirements: BIOL 202 Principles of Cell and Molecular Biology	
	4cr		4cr

### c Bachelor of Science—Chemistry/Pre-medical Track

Current Requirement:		Proposed Requirement:	
Other Requirements: BIOL 111 Principles of Biology I		Other Requirements: BIOL 202 Principles of Cell and Molecular Biology	
	4cr		4cr

### d Bachelor of Science in Education—Chemistry

Current Requirement:		Proposed Requirement:	
Other Requirements: BIOL 111 Principles of Biology I		Other Requirements: BIOL 202 Principles of Cell and Molecular Biology	
	4cr		4cr

## 7 Department of History—New Course

### HIST 207 The History of the Middle East 3c-01-3cr

History of the Middle East from the late Byzantine and Sassanid period, Islam, medieval Islamic civilization and the rise of early modern dynasties, European imperialism, the origins of modern nation states, and the contemporary Middle East.

**Rationale:** This course will create a 200 level survey of the Middle East to accompany other department surveys. It is designed for history majors and others interested in the topic. It would not be possible to fit all the content in this course into any of the other courses in the

department.

## 8 Department of Finance and Legal Studies—New Courses

### a **BLAW 440 The Law of Property Oil and Gas Leasing I** **3c-01-3cr**

**Prerequisite:** BLAW 235

Designed to give students an understanding of fundamental energy law including oil and gas law. Includes analysis of natural resource leases and contracts, rights and ownership of the mineral estate, law of capture, contracts, clauses and covenants of the oil and gas lease, oil and gas operating agreements, title and conveyance of oil and gas leases, pooling and utilization on private and federal lands, easements and right of ways in connection with natural resource exploration, environmental considerations and impacts of natural resource drilling and exploration, the legal structure of the energy industry, (Public Utility Holding Company Act, Federal Energy Regulatory Commission) land use restrictions and eminent domain.

**Rationale:** With the increasing interest, profit and employment in the Energy and Shale industry this course will benefit our students and the local economy. This course will be included as a major area elective in our undergraduate and graduate program.

### b **BLAW 441 The Law of Property Oil and Gas Leasing II** **3c-01-3cr**

**Prerequisites:** BLAW 440

Second legal course in the energy/oil and gas sequence and will build upon and advance concepts from the first course. Specifically geared toward the sophisticated legal understanding required to be employed as “landman” in the oil and gas fields. Covers these topics: the Habendum Clause, the drilling and rental clause, dry hole, cessation of production, and drilling operation provisions, delayed rental and bonus provisions, forfeiture and related provisions, implied covenants, prudent operator standard, implied drilling covenants, protection covenants, development, marketing and reasonable care covenants, assignments of royalties, royalty calculation under various state laws, drilling and operating agreements, assignment of working interest, pooling and utilization issues and problems, oil and gas forms and leases, lien subrogation rights, environmental impacts from drilling standpoint and landowner standpoint. Industry guest speakers may also address these issues.

**Rationale:** With the increasing interest, profit and employment in the Energy and Shale industry this course will benefit our students and the local economy. This course will be included as a major area elective in our undergraduate and graduate program.

## 9 Department of Foreign Languages—Deletion of a Minor and a Course Deletion

### a **Deletion of Minor:**

The Minor--Spanish for Elementary Education is to be deleted, and all references to the minor program are to be deleted under the Department of Professional Studies in Education page 67.

The Minor also called Spanish for Elementary Teaching under the Department of Foreign Languages page 109 is to be deleted, and all references to the minor program are to be deleted.

**Rationale:** The minor in Spanish for Elementary Education was originally created for the former major called the Bachelor of Science in Education—Elementary Education. When this major was replaced by the Bachelor of Science—Early Childhood Education/Special Education, the structure of that major resulted in this minor no longer being feasible. (With the change in the major came a change in the student teaching requirements, from a one-semester experience in an elementary classroom in the former major, to one-half semester in a pre-K-4 classroom plus one-half semester in a Special Education classroom in the current major. This new student teaching structure for the major renders unobtainable the semester in a Spanish partial immersion or Spanish-English classroom that is required by the minor in Spanish for Elementary Education.)

**b Course Deletion:**

The course SPAN 290 Spanish for Elementary Teaching should be deleted.

**Rationale:** The deletion of the minor in Spanish for Elementary Teaching makes this course obsolete.

**10 Department of Biology—Catalog Description Changes**

**a Current Catalog Description:**

**BIOL 151 Human Physiology** **3c-2l-4cr**

**Prerequisites:** BIOL 103, or 105, 111, or HPED 221, or instructor permission. Non-BIOL majors and controlled elective for BIOL majors

The study of the mechanisms but with the human organism functions. Mechanisms covered range from the molecular/subcellular to the tissue, organ, and organism levels. Organ systems examined include the nervous, muscular, cardiovascular, respiratory, endocrine, renal, digestive, and reproductive. Emphasizes three major themes: (1) that organ functions are dependent on the underlying molecular and cellular processes, (2) that all organ systems utilize biological control systems to maintain organ homeostasis, and (3) that each organ function is closely controlled and dependent on the interaction/integration with functions from other organ systems.

**Proposed Catalog Description:**

**BIOL 151 Human Physiology** **3c-2l-4cr**

**Prerequisites:** Non-BIOL majors and controlled elective for BIOL majors

The study of the mechanisms but with the human organism functions. Mechanisms covered range from the molecular/subcellular to the tissue, organ, and organism levels. Organ systems examined include the nervous, muscular, cardiovascular, respiratory, endocrine, renal, digestive, and reproductive. Emphasizes three major themes: (1) that organ functions are dependent on the underlying molecular and cellular processes, (2) that all organ systems utilize biological control systems to maintain organ homeostasis, and (3) that each organ function is closely controlled and dependent on the interaction/integration with functions from other organ systems.

**b Current Catalog Description:**

**BIOL 261 Ornithology**

**2c-3l-3cr**

**Prerequisites:** BIOL 111-112 or BIOL 103-104

A study of birds of the region. Indoor laboratory as well as early morning and possibly weekend field trips required.

**Proposed Catalog Description:**

**BIOL 261 Ornithology**

**2c-3l-3cr**

A study of birds of the region. Indoor laboratory as well as early morning and possibly weekend field trips required.

**Rationale:** Because of the recent Biology course revisions the prerequisites are being removed. The department may later revise the prerequisites.

**11 Department of Adult and Community Education— Program Revision and Prefix Changes**

**a Program Revision:**

<p><b>Current Catalog Description:</b></p> <p><b>Department of Adult and Community Education</b></p>	<p><b>Proposed Catalog Description:</b></p> <p><b>Department of Adult and Community Education</b></p>
<p>The department is a graduate department offering two tracks leading to the master of arts degree: adult and community education and adult education and communications technology.</p> <p>The MA degree in adult and community education helps students develop skills related to teaching and planning educational programs for adults in a wide variety of settings, including business and industry, the community, social service organizations, health agencies and hospitals, colleges and universities, the government, and religious institutions. The MA degree in adult education and communications technology, administered jointly with the Department of Communications Media, prepares students to become adult educators with an emphasis on the use of technology, including computers, production design, radio and television, and distance education technology. Completion of appropriate requirements allows a student in the AECT track to apply for</p>	<p>At the undergraduate level, the Department of Adult and Community Education offers the B.S.Ed. degree with a Business Education major. At the graduate level, the department offers the M.A. in Adult and Community Education with tracks in Adult and Community Education (offered fully online) and Adult Education and Communications Technology, and the M.Ed. in Business Education/Workforce Development with tracks in Business, Computer, and Information Technology (with PDE K-12 Teaching Certification in Business, Computer, and Information Technology), Workforce Development, and Administrative (Vocational Education Administration). In addition, the department offers a Certificate of Recognition in E-Learning. Refer to the <i>Graduate School Catalog</i> for further details on the graduate programs.</p> <p><b>Business Education Major (Bachelor of Science in Education)</b></p> <hr/> <p>The IUP Business Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE). The program leads to the degree of Bachelor of Science in Education and Pennsylvania teacher certification in Business, Computer, and Information Technology for grades K-12.</p> <p>The program in business education is dedicated to preparing teachers who will be qualified and certified to instruct students to live and work in a business environment.</p> <p>The major is intended for those interested in teaching in public elementary, junior/middle, and senior high schools, vocational-technical schools, private business schools, or industry. Students have</p>

PDE certification as an instructional technology specialist. Refer to the *Graduate School Catalog* for further details.

a choice of the following certification areas: business, computer, and information technology or marketing education.

Admission to this program requires entering students to meet the guidelines for admission to the College of Education and Educational Technology. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process, to enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.

Before graduation, each business education student must document completion of 500 hours of business work-related experience. This experience can be acquired during summer vacations and in offices on the campus during the regular school term. Previous documented experience may also be counted.

**Bachelor of Science in Education—Business Education (\*) (1)**

**Liberal Studies: 46-47**

As outlined in Liberal Studies section with the following specifications:

**Mathematics:** MATH 115

**Natural Science:** Option I recommended

**Social Science:** ECON 121, PSYC 101

**Liberal Studies Electives:** 6cr, ECON 122, MATH 214, no courses with BTED prefix

**College: Professional Education Sequence: 31**

BTED 411	Methods in Business and Information Technology I	3cr
BTED 412	Methods in Business and Information Technology II	3cr
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDSP 102	Educational Psychology	3cr
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 441	Student Teaching	12cr
EDUC 442	School Law	1cr

**Major: 42**

**Required Courses:**

**Business Administration Core: 27cr**

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BCOM 321	Business and Interpersonal Communications	3cr
BLAW 235	Legal Environment of Business	3cr
FIN 310	Fundamentals of Finance	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MGMT 310	Principles of Management	3cr
MKTG 320	Principles of Marketing	3cr
QBUS 215	Business Statistics	3cr

**Business, Computer, and Information Technology Certification: 15cr**

	BTED/COSC/IFMG 101 Computer Literacy	3cr
	BTED 401 Web Design	3cr
	BTED 470 Technology Applications for Education	3cr
	BTST 383 Microcomputer Software Solutions	3cr
	MGMT 105 Introduction to Business	3cr
	<b>Free Electives:</b>	<b>0-1</b>
	<b>(#) Total Degree Requirements:</b>	<b>120</b>
	(*) See requirements leading to teacher certification, titled “Admission to Teacher Education,” in the College of Education and Educational Technology section of this catalog.	
	(1) Students can transfer credit from another regionally accredited institution.	
	(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.	
	<b>Tech Prep</b>	
	The department has signed articulation agreements with high schools throughout western Pennsylvania. Graduates of these approved programs have the opportunity to schedule advanced courses and develop higher-level skills to enhance employment options. For additional information, contact the department secretary at 724-357-2470.	

**Rationale:** The transfer of the Business Education programs, both undergraduate and graduate, was initiated by Dr. Robert Camp, Dean, Eberly College of Business. This transfer was subsequently approved by Dr. Moerland, Provost, Dr. Camp, Dean of the Eberly College of Business, Dr. Nardi, Interim Dean of the College of Education and Educational Technology, Dr. Wilkie, Chairperson of the Technology Support and Training Department, and Dr. Dean, Chairperson of the Adult and Community Education Department.

**b Prefix Changes:**

Current Course Prefixes and Titles:		Proposed Course Prefixes and Titles:	
BTST 281	Special Topics	BTED 281	Special Topics
BTST 401	Web Design	BTED 401	Web Design
BTST 442	Training Methods in Business and Information Technology	BTED 442	Training Methods in Business and Information Technology

**12 Department of English—Program Revision, Program Catalog Description Change, and New Course**

**a New Course:**

**ENGL 485 Honors English Portfolio/H** **1c-0l-1cr**

**Prerequisites:** Declared English Major; must be enrolled in English Honors Track; must be enrolled in ENGL 484.

As one of the requirements for achieving English Honors, students construct an Honors version of the summative portfolio required of all BA majors. Complements the objectives and semester topic of the section of ENGL 484 Topics in English Studies in which the student is concurrently enrolled.

**Rationale:** ENGL 485 complements ENGL 484 Topics in English Studies, the English BA Major’s Capstone course, but is designed for English majors wishing to earn English Department Honors. ENGL 484 requires students to complete an English Studies Portfolio, a graduation requirement. This course asks students to do things with their portfolio that does not happen in 484: (1) reflect on the disciplinary function and history of portfolios and on the relationship between the form and content of portfolio, (2) to synthesize that reflection in the selection of materials and construction of their own portfolio, and (3) to display their portfolios to the IUP public.

**b Program Revision:**

<b>Current Program:</b>		<b>Proposed Program:</b>	
<b>English Honors Track</b>	<b>12</b>	<b>English Honors Track</b>	<b>7</b>
<b>Prerequisites:</b> Declared Major in English, Completion of ENGL 101, 122, and 202; 15cr in the major, including at least two survey courses; and permission of English honors track program committee		<b>Prerequisites:</b> Declared Major in English, Completion of ENGL 101, 122, and 202; 15cr in the major, including at least two survey courses; and permission of English honors track program committee	
<b>Required Courses:</b> ENGL 480/H/ Distinction in English Seminar HNRC 499 Honors Senior Synthesis (1) 6cr in any combination of the following options: ENGL 483/H/ Honors Thesis in English Any H-designated English course (2)	3cr *cr  0-6cr 0-6cr	<b>Required Courses:</b> ENGL 485/H/ Honors English Portfolio 6cr in any combination of the following options: ENGL 483/H/ Honors Thesis in English Any H-designated English course	1cr  0-6cr 0-6cr
(1) Credits for HNRC 499 are counted in the Liberal Studies synthesis requirement. (2) If 6cr of H-designated course work is the option chosen, then one of those H-designated courses must be 300- or 400-level.			

**c Program Catalog Description Change:**

**Current Catalog description**

The honors program is open by departmental permission to declared English majors with a minimum 3.25 cumulative GPA and a 3.5 GPA in English courses. To determine how honors track courses will be integrated into existing requirements for the English major, students should consult their advisors or a member of the English honors track program (HTP) committee.

To apply, students must submit a letter of application, a list of English courses taken (with instructors’ names), and a portfolio demonstrating high quality work in English courses to the HTP. To be accepted, students must receive favorable evaluations from a majority of professors of courses taken and portfolio approval by the HTP committee.

Students complete ENGL 480/H/ Distinction in English Seminar, HNRC 499, which fulfills the Liberal Studies synthesis requirement, and 6 credits in any combination of the following: ENGL 483 (0-6 cr) and 0-6 credits of H-designated major courses, 3 credits of

which must be upper level. Students must earn at least a grade of B in each course completed for the honors track.

### **Proposed Catalog Description**

The honors program is open by departmental permission to declared English majors with a minimum 3.25 cumulative GPA and a 3.5 GPA in English courses.

To apply, students must submit a letter of application and a list of English courses taken (with instructor's names) to the Chair of the Honors Track Program. To be accepted, students must receive favorable evaluations from a majority of professors of courses taken and approval by the Honors Track Program committee.

Students must complete one upper-level (300-400) H-designated course (3 credits) or ENGL 483/H: Honors Thesis in English, and ENGL 484 Topics in English Studies. In conjunction with ENGL 484, students must take ENGL 485/H Honors Portfolio.

## **13 Department of Special Education and Clinical Services—New Courses and New Minor**

### **a New Courses:**

#### **i SPLP 312 Advanced Audiology and Hearing Disorders 3c-0l-3cr**

**Prerequisite:** SPLP 222

Contains advanced audiological topics concerning auditory function, types and causes of hearing disorders, advanced evaluation procedures and techniques for hearing, and social, emotional, and educational impacts of various auditory disorders on adults and children.

**Rationale:** This course is a higher-level content course that provides information to students who will be screening, evaluating and/or treating clients with these diagnoses or to students who are interested in obtaining more in-depth information on audiological disorders. The course is designed for Speech-Language Pathology and Audiology majors, students in other majors, and for future Pre-Audiology Track students. The information and experiences contained in this course are more advanced than those obtained in the SPLP 222 or SPLP 311 courses. This advanced information regarding testing procedures and congenital and acquired forms of hearing loss take an entire semester to teach and learn

#### **ii SPLP 422 Central Auditory Processing Disorders in the Educational Setting 3c-0l-3cr**

**Prerequisite:** SPLP 222

Includes three sections: (1) introductory information about central auditory processing disorders (CAPD), (2) screening instruments and test batteries used by audiologists and speech-language pathologists, and (3) management and remediation options used by professionals, parents, and children with the diagnosis. The introductory information covers the characteristics, causes, co-morbid conditions, influences on, and prevalence of CAPD. The various models and profiles of auditory processing disorders will be presented. The personnel responsible for a multidisciplinary approach to assessing and treating CAPD are discussed. Terminology used by audiologists and SLPs are presented, as well as anatomical and



physiological aspects of central auditory processing. Covers samplings of test materials commonly used in clinics, and (if time allows) get hands-on practice administering screenings and diagnostic tests. The final third of the class focuses on environmental modifications, remediation activities, and compensatory strategies used by therapists for CAPD diagnoses.

**Rationale:** This course is a higher-level content course that provides information to students who will be evaluating and treating clients with this diagnosis or to students who are interested in obtaining more in-depth information on audiological disorders. The course is designed for Speech-Language Pathology and Audiology majors, students in other majors, and for future Pre-Audiology Track students. Due to the time limitations in a semester and the vast amount of information about central auditory processing and its remediation, it would be impossible to incorporate this information into another course. Its description, identification process, and remediation process take an entire semester to teach and learn.

**b New Minor:**

**i Program Catalog Description:**

**Audiology Minor**

A minor in audiology introduces the student to essential information regarding hearing loss, audiological testing, and clinical knowledge of the profession. In addition, information about Deaf culture and basic sign language will be provided. This course of study will enable students to have a better understanding of the needs of persons with hearing loss and the Deaf, as it relates to speech and language acquisition, genetics, use of appropriate amplification devices, and the structure and function of the hearing mechanism.

The minor is a 24-25 credit program with 18 required and 6-7 elective credits. Required credits include the core courses that are essential to understanding basic and advanced audiological concepts, basic concepts of hearing science and acoustics, implications of processing auditory information, and basic communication needs within the deaf and hard-of-hearing populations. The elective credits allow the minor candidate to select a more focused area of concentration.

Students must maintain a cumulative GPA of not less than 3.0 to enter and complete the minor. Students must also receive a “C” or better in all courses to complete the minor.

This minor is of interest to students in the following majors: speech-language pathology and audiology, special education, education, criminology, nursing, pre-medical fields, psychology, educational psychology, and safety science.

ii **New Minor:**

**Audiology Minor** **18**

**Required Courses:**

EDHL 114	Introduction to Persons with Hearing Loss	3cr
EDHL 115	Introduction to American Sign Language	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 311	Aural Rehabilitation	3cr
PLP 312	Advanced Audiology and Hearing Disorders	3cr
SPLP 422	Central Auditory Processing Disorders in the Educational Setting	3cr

**Elective Courses: (Choose 6-7 credits)**

BIOL 106	Human Genetics and Health	4cr
EDHL 215	Intermediate Amer. Sign Language	3cr
EDSP 376	Behavior Problems (1)	3cr
PHYS 105	Physics of Light and Sound	3cr
SPLP 111	Introduction to Comm. Disorders	3cr

(1) Has a prerequisite of EDSP 102

**Rationale:** The Audiology Minor is, in essence, the result of two recent changes within the Special Education and Clinical Services Department. First, the Deaf Education major has been placed into moratorium and will no longer be an offered program at IUP. That, along with the retirements/resignations of faculty members, has contributed to an inadequate number of instructors available to provide courses for a Deaf Education Minor to continue to exist. In addition, Dr. Cynthia Richburg is no longer acting as the “liaison” between IUP and the Doctor of Audiology program at Bloomsburg University. This has freed Dr. Richburg to teach more courses in the profession of audiology to the speech-language pathology and audiology undergraduate majors. It also allows Dr. Richburg the opportunity to provide a minor to students in other allied health majors (pre-med, pre-dentistry, pre-physical therapy, etc.) or who are in majors needing more knowledge for working with children and adults who have hearing loss (special education, education, psychology, etc.). The Audiology Minor is a logical replacement for the Deaf Education Minor, and it is assumed that the students who historically wished to have a minor in Deaf Education will desire the knowledge and training contained within the Audiology Minor.

**14 Department of Human Development and Environmental Studies—Course Deletions**

The courses **FSMR 110 Introduction to Fashion**  
**FSMR 350 Apparel Industry I**  
**FSMR 360 Apparel Industry II** should be deleted.

**Rationale:** FSMR 180 Introduction to Fashion updated the course content and objectives of FSMR 110. FSMR 350 was replaced by FSMR 280 Introduction to Apparel Buying. FSMR 360 was replaced by FSMR 380 Applications in Apparel Buying.

**15 Department of Theater and Dance—Revision of Minor**

<b>Current Minor:</b>	<b>Proposed Minor:</b>
<p><b>Minor—Theater</b> <span style="float: right;"><b>15</b></span></p> <p>Students interested in a theater minor must meet with the department chairperson to work out an approved list of courses to serve the intended purpose of the theater minor.</p>	<p><b>Minor—Theater</b> <span style="float: right;"><b>18</b></span></p> <p>The Theater Minor provides a foundation; students must meet with the department chair for initial advisement to be admitted into the minor. The theater minor will be tailored to individual student goals with a course plan. (1)</p> <p><b>Required Course</b> <span style="float: right;"><b>3</b></span>            THTR 111 Foundations of Theater 3cr</p> <p><b>One Course From the Following</b> <span style="float: right;"><b>3</b></span>            THTR 120 Stagecraft 3cr            THTR 121 Costume Workshop 3cr            THTR 221 Basic Stage Lighting 3cr            THTR 486 Practicum in Production (2) 0-3 var.</p> <p><b>Electives</b> <span style="float: right;"><b>12-15</b></span>            Courses with a THTR prefix as advised (3)</p>
	<p>(1) THTR 101 satisfies the Liberal Studies Fine Arts requirement, but may not be counted toward a Theater Minor.</p> <p>(2) Practicum credit is gained through assignment to theater and dance company productions under the supervision of a faculty member. It is usually granted at 1-2 credits for an assignment. Therefore more than one assignment will need to be completed if a student wishes to accumulate exactly 18 credits in the minor. It is possible to complete one practicum assignment, and complete the balance of the minor with additional electives. This will usually result in 19 or 20 credits in the minor.</p> <p>(3) 6 credits at 300 or above is recommended.</p>

**Rationale:** This is a response to the Board of Governors mandate that all minors have 18 credits instead of 15 credits. We are using this occasion to also enhance the requirements as follows below. This is consistent with how students have been advised over recent years. 1) Providing a unified, foundational course that is for practitioners of the art form, as distinctly different from THTR 101 Introduction to Theater which is a Liberal Studies Fine Arts course that educates students to become informed audience members. This course (THTR 111) is also our entry course for our Freshman cohort in the major.

2) Requiring some experiential education in *making* theater by taking one of the courses that include requirements to participate in the creation of Theater-by-the-Grove productions, or to take our Practicum in Production course for faculty supervised performance or production work onstage or backstage. 3) Making explicit that the minor is for study beyond the introductory Liberal Studies Fine Arts course which is designed to address general education student learning outcomes.

## 16 Department of Geography and Regional Planning— New Courses, Course Revisions, Course Title Changes, and Biology Fast Track Changes

### a New Courses:

#### i **RGPL 203 Planning History** **3c-0l-3cr**

Examines the history of the planning profession and how the planner’s role has evolved over time. Considers the historical context of planning solutions relative to contemporary urban problems by examining the planning tradition from its early antecedents through modern times. Particular attention is directed toward the genesis of planning in the US during the mid-nineteenth and early twentieth centuries. Significant plans, people, projects and movements in the history of planning are discussed in relation to the evolving traditions of the planning profession.

**Rationale:** The proposed course will fit into our undergraduate curriculum for the Regional Planning program as a core course. The course will function as a “bridge” or “step” between our “portal” liberal studies RGPL 103: World Cites course and our RGPL 350: Introduction to Planning course.

Our existing courses are largely technical in nature and focus on skills development and contemporary practice. RGPL 203 would serve to contextualize the development of planning as an endeavor and profession, as well as establish a “horizon of expectation” for higher level course content.

#### ii **RGPL 462 Planning Policy, Implementation, and Administration** **3c-0l-3cr** **Prerequisite:** RGPL 458

Focuses on the planning and implementation of policies to manage the location, timing, type, and intensity of land development. Explores the multi-step process from community plan to project completion. Exposes students to the public environment in which community plans are developed and implemented and walks them through the real world problems of identifying projects, building agency and interagency consensus, finding funding, putting together a project plan, project management, personnel and budget to project completion. (Also offered as GEOG 462; may not be taken for duplicate credit.)

#### **GEOG 462 Planning Policy, Implementation, and Administration** **3c-0l-3cr** **Prerequisite:** RGPL 350

Focuses on the planning and implementation of policies to manage the location, timing, type, and intensity of land development. Explores the multi-step process from community plan to project completion. Exposes students to the public environment in which community plans are developed and implemented and walks them through the real world problems of identifying projects, building agency and interagency consensus, finding funding, putting together a project plan, project management, personnel and budget to project completion. (Also offered as RPGL 462; may not be taken for duplicate credit.)

**Rationale:** This course is meant to remedy a shortcoming in our planning

curriculum identified by the Planning Accreditation Board. Although some parts of this proposal are covered in other courses, the shortfall in common topics was so great we felt a full course was necessary. The course will replace RGPL/GEOG 464 Land Use Policy.

## **b Course Revisions and Course Title Changes**

### **i Current Catalog Description and Title:**

#### **GEOG 256 Geography of East Asia 3c-01-3cr**

Studies China, Japan, Korea, Outer Mongolia, Taiwan. Geographic background for development and wise use and restoration of natural resources are dealt with.

### **Proposed Catalog Description and Title:**

#### **GEOG 256 Geography of East and Southeast Asia 3c-01-3cr**

Provides a critical geographic analysis and understanding of East and Southeast Asia including its natural environment, human landscapes, and historical geography, and how these aspects of place interact with each other in space. Examines East and Southeast Asia at multiple scales by providing a comprehensive analysis of spatial patterns within the region, across the region as a whole, and by considering how East and Southeast Asia interface with a globalizing planet. Explains the political and economic evolution of this region from the period of global colonialism, through the rise and fall of Marxist ideology to its current position as the emergent Asian Pacific Rim. Covers a broad range of topics, including: historical geography; physical geography; human-environment interactions; population dynamics; cultural geography; economic and agricultural development; urbanization and migration; and political geography.

**Rationale:** Course objectives are realigned to the course name change from the Geography of East Asia, which included China, Japan, and the Koreas, to the Geography of East and Southeast Asia to better reflect a more contemporary geographical understanding of the Asian Pacific Rim. Three other objectives were added to enhance global, and multicultural awareness of the Asian Pacific Rim. The course will expand students' global awareness of East and Southeast Asia using a regional approach to teach how the complexity of place can be understood through the spatial interplay between the natural environment and the human condition. This is done by explaining the impact climate, and physiography has on the distribution of arable land, cropping patterns, and population density, and the cultural hearths of Asian civilizations.

Global citizenship is predicated on an awareness of other cultures, and how they came to be the way they are. Current geographic patterns are a temporal amalgam of past patterns. By explaining the historical diffusion of cultural patterns in East and Southeast Asia, students will gain a greater understanding of how geography informs us about place. The cultural patterns examined include the characteristics and geographic evolution of Asian language groups, Eastern religions, and interpretations of places as defined by the map at different time periods. Global political-space economy is also explained, including the rise of Western Civilization, and its impact on Asia through the diffusion of global colonialism,

industrialization, socialism/communism, postcolonial struggles for independence, global terrorism, and asymmetrical power balances in a globalized world.

To promote global awareness this course also examines the role of an industrializing East and Southeast Asia in a global economy, and its impact on world resources, and the planet's environment. This course will critically examine the spatial interconnections between economy and ecosystems, and present the policy dilemmas that face Asian Pacific Rim nations.

**ii Current Catalog Description and Title:**

**GEOG 257 Geography of South and Southeast Asia 3c-01-3cr**

India, Pakistan, Bangladesh, Sri Lanka, Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, and Indonesia are studied with special attention to regional similarities and differences, particularly as they pertain to human adjustment.

**Proposed Catalog Description and Title:**

**GEOG 257 Geography of South and Southwest Asia 3c-01-3cr**

A geographical exploration and analysis of South and Southwest Asia. Provides a survey overview of the complex physical and human geographies of the region, including: demographic transition, gender inequalities, issues of development in the post-colonial global era, religious diversity, the Israeli-Palestinian conflict, U.S. foreign policy toward the region, the exploitation of resources (particularly oil), terrorism, and the rise of radical Islamist movements.

**Rationale:** With the U.S. dependency on foreign oil, recent Arab revolutions, the unresolved Israeli-Palestinian conflict, as well as an ongoing radical Islamist threat, a regional geography course covering Southwest Asia is critical to any globally-oriented curriculum; yet, to date, such a course has been glaringly absent in the Geography Department offerings. Given the proposed inclusion of Southeast Asia into the current GEOG 256 East Asia course, it is a logical step to change the regional scope of GEOG 257 from South and Southeast Asia to South and Southwest Asia. Also, the global implications of the unrest in Afghanistan, a state transitional to the South Asian and Southwest Asian regions, make this regional combination more academically cogent.

To meet IUP's curriculum initiatives that promote Global and Multicultural Awareness, as well as Global Citizenship, the course has been revised to ensure that students will gain a deeper understanding and appreciation for the interconnectedness of all peoples, societies, institutions, and political states. Using a spatial perspective to highlight the complex linkages between the local and the global, this revised course will provide students with a greatly enhanced ability to assess the global implications of seemingly local or regional issues such as: the relationship between Taliban rule in the Afghan-Pakistan border and global opium production, the correlation between poverty in South and Southwest Asia and the rise of a global terrorist threat, and the far-reaching geopolitical implications of oil as the primary fuel of global production systems, a circumstance which enmeshes much of Southwest Asia deep into global affairs.

**c Biology Fast Track Changes**

**i Bachelor of Arts—Geography/Environmental Geographer Concentration**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Natural Science:</b> BIOL 103-104 or GEOS 101-102 and GEOS 103-104 recommended	<b>Natural Science:</b> GEOS 101-102 and GEOS 103-104 recommended

**ii Bachelor of Arts—Geography—Energy Geotechnology/Energy Environmental Compliance Concentration**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Liberal Studies:</b> As outlined in the Liberal Studies 49-50 section with the following specifications: <b>Mathematics:</b> MATH 217 (1) <b>Natural Science:</b> BIOL 103-104 recommended <b>Social Science:</b> GEOG 102 recommended <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IMFG 101 recommended, no courses with GEOG prefix	<b>Liberal Studies:</b> As outlined in the Liberal Studies 49-50 section with the following specifications: <b>Mathematics:</b> MATH 217 (1) <b>Social Science:</b> GEOG 102 recommended <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IMFG 101 recommended, no courses with GEOG prefix

**iii Bachelor of Science—Regional Planning/Environmental Planner Concentration**

<b>Current Requirement:</b>	<b>Proposed Requirement:</b>
<b>Liberal Studies:</b> As outlined in the Liberal Studies 49-50 section with the following specifications: <b>Mathematics:</b> MATH 217 recommended <b>Natural Science:</b> BIOL 103-104 recommended <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IMFG 101 recommended, no courses with RGPL prefix	<b>Liberal Studies:</b> As outlined in the Liberal Studies 49-50 section with the following specifications: <b>Mathematics:</b> MATH 217 recommended <b>Liberal Studies Electives:</b> 9cr, BTED/COSC/IMFG 101 recommended, no courses with RGPL prefix

**iv Current Titles and Prerequisite List:**

**GEOG 345 Biogeography for Environmental Managers** **3c-0l-3cr**

**Prerequisite:** One course from GEOG 341, 342, BIOL 103, 112, 115

**RGPL 345 Biogeography for Environmental Managers** **3c-0l-3cr**

**Prerequisite:** One course from GEOG 341, 342, BIOL 103, 112, 115

**Proposed Title and Prerequisites:**

**GEOG 345 Biogeography for Environmental Managers** **3c-0l-3cr**

**Prerequisite:** One course from GEOG 341, 342, BIOL 103, 115

**RGPL 345 Biogeography for Environmental Managers** **3c-0l-3cr**

**Prerequisite:** One course from GEOG 341, 342, BIOL 103, 115

**Rationale:** Because of the recent revisions in the introductory Biology courses, the department decided to remove the recommendation of BIOL 103/104 from the programs although advisors might still recommend the courses. BIOL 112 is being removed as a potential prerequisite for Biogeography because it has been replaced by BIOL.

## 17 UWUCC Fast Track Policy for Minors

For program minors that are simply adding credits/courses to meet the PASSHE maximum number of credits for a minor of 18 credits, a simplified program revision proposal that includes a table with the current minor requirements on one side and the proposed minor requirements on the other side may be submitted, along with a brief rationale. The PASSHE deadline for approval of these changes is by July of 2015, which means that proposals need to be approved by the final Senate meeting of 2014-15.

## 18 Liberal Studies Committee and UWUCC approved: 1) the above courses in the following categories, 2) the following individuals as Writing Intensive faculty or the following courses as writing intensive, and 3) the removal of the following course from the Liberal Studies Elective List:

- EOPT 150 Fundamentals of Photonics and Laser Safety was approved as a non-lab Liberal Studies Knowledge Area course.
- HIST 207 The History of the Middle East was approved as a Global and Multicultural Awareness course and as a Liberal Studies Elective in the Information Literacy category.
- PHIL 232 Philosophies of Love was approved as a Liberal Studies Elective in the Global Citizenship category.
- GEOG 256 Geography of East and Southeast Asia was approved as a Global and Multicultural Awareness course and as a Liberal Studies Elective in the Global Citizenship category.
- GEOG 257 Geography of South and Southwest Asia was approved as a Global and Multicultural Awareness course and as a Liberal Studies Elective in the Global Citizenship category.
- Jennifer Gossett, Criminology, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Kenneth S. Coles, Geoscience, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Chauna Craig, English, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Anthony Farrington, English, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Janet Goebel, English, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Willard Radell, Economics, ECON 343 Economic History of the United States, was reapproved as a Type III Writing Intensive, Specific Source and Specific Professor Commitment.
- Bradley Rives, Philosophy, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Gary Stoudt, Mathematics, was reapproved as a Type I Writing Intensive, Professor Commitment.
- SAFE 488 Internship was reapproved as a Type II Writing Intensive, Department Commitment course.
- SPAN 364 Survey of Spanish-American Literature was removed from the Liberal Studies Elective category.



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

**FOR ACTION:**

**1. New Course**

**Course:** NURS 711: Simulation in Nursing Education

**Department:** Nursing and Allied Health Professions

**Catalog start date:** Summer 2014

**Catalog description:**

NURS 711: Simulation in Nursing Education 3 credits

This course provides a foundation for the nurse educator to use simulation in nursing education. Students will explore the use of a theoretical framework for developing simulations and focus on designing, implementing, and evaluating simulation scenarios. Students will incorporate reflection/debriefing in simulation teaching learning experiences.

Course prerequisites: none

**Rationale for the course:**

Simulation in Nursing Education will prepare nurse educators for teaching with simulation technology. The course is part of the Simulation and Technology Certificate of Recognition (COR) being offered to graduate nursing students. A similar course is not offered in any other department.

**2. Minor Course Revision (Catalog Description Change)**

**Course:** ANTH 584: Specialized Methods in Archaeology

**Department:** Anthropology

**Catalog Start Date:** Summer 2014

**Current Catalog Description:**

ANTH 584 Specialized Methods in Archaeology 3 credits

Provides an opportunity to learn specialized techniques and approaches presently in use in archaeology. In any one semester, the course will concentrate on one of a range of possible themes. The specific topic varies but focuses on instructing in the mechanics of the selected technique, its application to real archaeological problems, and the interpretation of the results. Prerequisites: None

### **New Catalog Description:**

ANTH 584 Specialized Methods in Archaeology

3 credits

Provides an opportunity to learn specialized techniques and approaches presently in use in archaeology. In any one semester, the course will concentrate on one of a range of possible themes, including lab methods, field methods, statistical methods, computer applications, or text-based approaches. The specific topic varies but focuses on instructing in the mechanics of the selected technique, its application to real archaeological problems, and the interpretation of the results. May appeal to students from other disciplines who wish to gain applied expertise in a topic that is relevant to their own field of study. Interested students should contact the instructor to find out which topic will be taught in any one semester. May be repeated for credit under a different methods title. Prerequisites: None

### **Rationale:**

The proposed change aligns the catalog description of ANTH 484 and ANTH 584, which are taught as a dual-listed course. Additionally, the proposed change makes explicit the past practice that this course may be repeated for credit.

### **3. Course Revision:**

**Course:** MAED 654: Teaching of Problem Solving in Mathematics Education

**Department:** Mathematics

**Catalog Start Date:** Summer 2014

### **Old Catalog Description:**

ELMA 654 – Teaching of Problem Solving in Pre-K-12 Mathematics

3 credits

Prerequisites: Appropriate major or permission of the instructor.

This course is intended to teach teachers how to become better problem solvers and teaches problem-solving techniques appropriate for the classroom.

### **New Catalog Description:**

MAED 654 – Teaching of Problem Solving in Mathematics Education

3 credits

Prerequisites: Appropriate major or permission of the instructor.

This course is intended to teach teachers how to become better problem solvers and teaches problem-solving pedagogy appropriate for the K-12 mathematics classroom.

### **Summary and rationale:**

- The course number and title are being changed to align with the proposed new M.Ed. in Mathematics Education program.

- “Course Outcomes” are replacing “Course Objectives” in the Old Syllabus. This will bring the syllabus in line with the Graduate Curriculum Handbook guidelines.
- The Course Outcomes have been modified so that they reflect what the student will be able to do at the conclusion of the course. Outcomes were also modified to target higher level cognition.
- Readings and assignments have been added to the Course Outline as is specified in the Graduate Curriculum Handbook.
- The Evaluation Methods have been expanded to include more detail as to the requirements of each evaluation method.
- Required Textbooks have been added.
- Bibliography has been updated.

#### 4. New Dual/Cross Listed Course

**Course:** RGPL 462/GEOG 562: Planning Policy, Implementation, and Administration

**Department:** Geography and Regional Planning

**Catalog start date:** Summer 2014

**Catalog description:**

GEOG 562 Planning Policy, Implementation, and Administration

3 credits

Focuses on the planning and implementation of policies to manage the location, timing, type, and intensity of land development. Explores the multi-step process from community plan to project completion. Exposes students to the public environment in which community plans are developed and implemented and walks them through the real world problems of identifying projects, building agency and interagency consensus, finding funding, putting together a project plan, project management, personnel and budget to project completion.

Prerequisites: RGPL 458/GEOG 558

**Rationale for the course:**

This course is meant to remedy a shortcoming in our planning curriculum identified by the Planning Accreditation Board. Although some parts of this proposal are covered in other courses, the shortfall in common topics was so great we felt a full course was necessary.

#### 5. Revision to Graduate Curriculum Handbook

<b>Policy</b>	<b>Proposed Language</b>
Library and IT Language for Handbook	There are a number of resources that students may access to support learning in the distance education environment: <u>IUP LIBRARIES</u> The IUP Libraries makes every effort to provide the highest level of support for distance education and off-campus access to library resources. Most of the time, off-campus students can simply visit the IUP Libraries website <a href="http://www.iup.edu/library">http://www.iup.edu/library</a> to get electronic

	<p>access to the catalog and online databases, twenty-four hours a day. IUP Libraries offers two online services— <b>Ask a Librarian</b> <a href="http://answers.lib.iup.edu">http://answers.lib.iup.edu</a> and <b>Research Guides</b> <a href="http://libraryguides.lib.iup.edu">http://libraryguides.lib.iup.edu</a>— that provide answers to common questions and guidance on doing library research online. Students can also contact a librarian at the Reference Desk [724 -357-3006 or toll free 1-866-836-8815] during regular reference hours. In addition, FAQ’s about distance education library services and helpful research hints can be found on the IUP Libraries Distance Education Services page <a href="http://www.iup.edu/page.aspx?id=77153">http://www.iup.edu/page.aspx?id=77153</a> and the Distance Education Services Research Guide <a href="http://libraryguides.lib.iup.edu/distance_services">http://libraryguides.lib.iup.edu/distance_services</a>.</p> <p><b><u>IT SUPPORT</u></b></p> <p>For support with D2L, myIUP, or other IUP computing resources, go to: <a href="http://www.iup.edu/itsupportcenter/help/default.aspx">http://www.iup.edu/itsupportcenter/help/default.aspx</a> or call (724) 357-4000.</p>
--	--

**FOR INFORMATION:**

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

- **ACCT 501:** Advanced Accounting
- **HSAD 761:** Health Services Administration Practicum
- **HSAD 609:** Ethical and Social Issues in Health Care
- **MAED 611:** Algebra for Secondary Teachers
- **MAED 614:** Precalculus and Discrete Math for Secondary Teachers
- **MAED 616:** Writing in Mathematics Education
- **MAED 654:** Teaching of Problem Solving in Mathematics Education
- **NURS 953:** Research Seminar I

**Appendix D**  
**Research Committee**  
**Chair Bonach**

The USRC met March 4, 2014. Overall, there were 23 USRC Small Grant proposals and the decision was made to fund 19 proposals totaling \$17,207; \$15,207 from the FY 2013-2014 budget, \$2000 from the FY 2014-2015 budget. The next meeting will be held on April 8, 2014 at 3:30 P.M. in Stright 301. At that meeting the USRC Small Grants and Senate Fellowships will be determined.

- Dr. Francis Allard
- Dr. Ryan Beeken
- Dr. Fredalene Bowers
- Dr. Mukesh Chaudry
- Ms. Christine Clewell
- Ms. BA Harrington
- Mr. Nathan Heuer
- Ms. Linda Jennings
- Dr. DeAnna Laverick
- Ms. Mary Logan-Hastings
- Dr. John Lowery
- Mr. Christopher McGinnis
- Dr. Maureen McHugh
- Dr. Bruce Novak
- Dr. Raymond Pavloski
- Dr. Marveta Ryan-Sams
- Dr. Christopher Schaney
- Dr. Veronica Watson

**Appendix E**  
**Noncredit Committee**  
**Chair O’Neil**

**FOR INFORMATION**

On February 4, 2014 the Non-credit subcommittee of Senate met with Dr. Michele Petrucci to oversee the **American Language Institute**.

The American Language Institute (ALI) is IUP’s intensive English program. The ALI offers full-time, non-credit programs for international students and visitors.

The ALI offers intensive programs each semester: Fall, Spring and Summer for two sessions in the Fall and Spring semesters.

The ALI offers several programs of study to meet the language needs and academic areas of interest of international students. Following are the programs offered:

**English for Academic Purposes (EAP)**

The ALI’s main program, EAP is for nonnative English speakers who need preparation in English before starting degree programs at IUP or other U.S. colleges and universities. EAP is an 10-week program in the Summer and a 14-week program in the Fall and Spring semesters.

**ALI Provisional (ALI-P)**

This program was designed for students who want to study English before starting a bachelor’s (undergraduate) degree at IUP. Students can receive a provisional admission to undergraduate programs at IUP while they study at the ALI to meet the university’s language proficiency requirement.

**ALI-IUP Bridge Program**

This program provides advanced ALI students an opportunity to take credit-bearing courses at IUP while refining their English skills for the U.S. academic context. Admission to the Bridge Program requires a TOEFL score no lower than 20 points below the admission standard and approval from the ALI. Students in the Bridge Program are permitted to take up to two IUP course per semester. Students who successfully complete nine credit hours at IUP through the Bridge program may be eligible to waive the TOEFL and IELTS requirements for undergraduate admission.

**English for Specific Purposes (ESP)**

By special arrangement only. This program is for groups of students with specific needs, such as the spouses of IUP students seeking a home-based language program, or prospective graduate students who seek to attend IUP or another U.S. institution and want discipline-specific English language studies.

**English for Visitors (EV)**

By special arrangement only. This program is for a group of students interested in learning about America through specially designed ALI courses focusing on English language instruction and American culture (history, politics, education, etc.). EV programs typically run from two to eight weeks.

***Following is an excerpt from the ALI’s most current Annual Report:***

**What are your center’s plans for the upcoming year?**

Marketing and recruiting are on our radar as is the need to diversify our student population. During the Fall semesters, the mix is more balanced (Japanese, Taiwanese and Chinese students from our exchange partners

with Saudi Arabian and Libyan students) but in the Spring semester and Summer session, the balance is definitely skewed towards the Saudi students. This is a challenge for the students and teachers and something we need to work on addressing.

Of course, continuing to build on our momentum but turning more towards the issues related to curriculum, pedagogy and methodology. We want to strive to implement the best practices in the field of Intensive English Programs at the ALI. To this end, the ALI, as an integral part of the Office of International Education, will be part of the forthcoming 5 year Program Review. We will also further investigate the feasibility and ROI of applying for accreditation.

With a strong administrative foundation and committed, quality teachers, the ALI is in a strong position to excel.

**What are your center’s needs for the upcoming year?**

We’ll continue to make improvements on the operational aspects of the ALI; in particular, D2L access for instructors, payroll/HR issues, and registration process. We’ll also continue work on our curriculum development. The OIE is advocating for an International Recruiter which has the potential to benefit the ALI and all other admitting offices at IUP. We continue to need a more diverse student population; especially during Spring semester and Summer session when fewer exchanges from Asia attend the ALI.

An online contract system, which we know is in the works, would be extremely helpful for the ALI as we produce +100 contracts per year which currently need to be typed. It is an inefficient system.

**Are there any changes in your current ongoing community relationships? If yes, please address:**

In Fall 2012, students and instructors visited various business and organizations in the community during the Community Participation course (i.e. Yarnick’s Farm, Indiana Historical Society, Indiana Gazette). In Spring 2013, we assisted the ARIN-IU by sending students to their Friday grant-funded, ESL program. In Summer 2013, the ALI rented and planted a bed in the Community Garden at Mack Park.

**Please describe**

**a. The personnel commitment to the operation of this unit:**

For 2012-2013:

- Assistant Director: ALI – 100% (SUA)
- ALI Secretary – 100% (AFSCME)
- Clerical Support – 50% (AFSCME)
  - July 1 – December 1, 2012 – ALI Secretary – *EARLY RETIREMENT*
  - March 25, 2013 – present – OIE Receptionist
- Student workers (2-3)
- Contracted “Student Advisors” (3)
- Graduate Assistants (3)
- Contracted Instructors (12-20/semester, including summer)

**b. The financial operating commitment to this unit:**

Self-generating through ALI tuition fees as approved by IUP’s Council of Trustees.

**c. Sources of funding from IUP for personnel and operating commitments (e.g. assigned complement, college operating budget transfer, etc.):**

Not applicable.

*The following table is to be used to report your Center/Institute activity during FY 2012-2013. Please complete the following form and return it as part of your report.*

**Annual Reporting Form**  
**IUP Centers and Institutes/July 1, 2012 – June 30, 2013**

Organization <sup>1</sup> or Individual <sup>2</sup> Information		Number of Clients Served		Amount of Income Requested (grants applied for or contracts bid on)	Amount of Income Received (grants, contracts, fees, etc.)	Pro Bono Value (If public service with no monetary remuneration)
Service provided to <sup>3</sup>	Type of Organization Receiving Service <sup>4</sup>	PA Residents	Non-PA Residents			
Intensive English Program	Saudi Arabian Cultural Mission, IUP overseas exchange partners, and individuals students	0	International students enrolled @ ALI (approximate): FA12 – 120 SP13 – 100 SU13 – 50	00.00	720,000.00 (ALI tuition – approved by IUP Council of Trustees)	00.00
<b>TOTAL</b>		<b>0</b>	<b>270</b>	<b>00.00</b>	<b>720,000.00</b>	<b>00.00</b>

<sup>1</sup> For the purpose of this report, an organization is defined as any group having specific responsibilities and united for a particular purpose.



<sup>2</sup>For the purpose of this report, individuals are defined as persons or families seeking services that are not affiliated with an organization.

<sup>3</sup>If service is provided to an organization (as defined above), list name of organization. If service is provided to individuals/families (as defined above), write

“individual,” or “family” in column one without providing names. Please provide number of individuals/families served.

<sup>4</sup>Types of organizations would include schools, agencies, local government, private companies, etc.

**Appendix F**  
**University Planning Council**  
**Senator Reilly**

The University Planning Council (UPC) met on February 27th and there were four items on the agenda

1. MSCHE liaison visit report

A recap was provided on Dr. D. Klinman's visit to IUP on Feb 26th. Dr. Klinman has set April 30th as the deadline to have the revisions requested on the Self-Study Design Proposal resubmitted.

2. UBAC budget update:

*More accurate and detailed information can be found in the report from UBAC—Appendix G*

3. Performance funding update

- Increased 3rd and 4th year retention.
- Decided to use as a measure the #of degrees awarded for STEM goals.

4. Further discussion: Strategic Planning / Retention and student success.

Budget: Deficit \$2.6 million started closer to \$7 million but work has been down to get it down. However, there is urgency to look at next year's \$6.8 million.

One of the ways to do this is to look at student retention. Student retention has a profound financial impact. How many freshmen return for year 2? Whatever we do to increase that number can be applied at all transitions between the years. These are all directly related to our financial well-being. Retention is student success

Freshmen to sophomore retention looks to be 73%. Recently it was 77%. 1% is equal to \$400,000-\$500,000. If we were at 77% we would not have to deal with the \$1.3 million deficit. We can get back to 77% and even go higher—10% more than where we are now—83%. This is just on retention. We control this, therefore a high priority. What do we do? We have had superb efforts at the individual level—faculty to student level, program/department level. But what about at the institution level—attention to retention is something all are doing. However, some more steps need to be implemented. What can we do? We have discussed the 4 elements: academic standing; financial, soci-economic factors; motivation/fit for the discipline. What works at one institution might now work at our institution.

A committee has been working on a framework and it has been broken down into 5 areas:

1. Veterans Outreach—grand opening April 4th. Currently open and supporting military students.
2. Transition Supports—transfer students, Punxy or Northpointe students, enhance advising for undecided majors
3. Academic tutoring—writing center, many depts. have discipline, tutoring center services
4. Supporting at-risk students, ARA, A-dean knowledge of students who struggle, Academic Success Mentors
5. Student Support Services

A copy of the blue print will be posted on a drive—to be share. Let Dr. Moerland know if you would like access to this document.

The question still remains: Where does the information feed to? Talks are currently underway with a consulting agency—Educational Advisory Board. This agency will take our data—historical data, cleaned of names, and have them chart out a pathway for student success.

Discussion then followed on what we can do to help undecided students? Right now we are talking about 300-500 students. Some discussion points included:

- A separate college
- Increase advising support for faculty who are working with these students
- Focus on advising—those who advise this particular group of students
- Could the college try this again—give a workload release.

**Appendix G**  
**University Budget Advisory Committee**  
**Senator Radell**

The committee met on March 11, 2014.

Topics:

Dr. Wooten projected an approximate \$2.5 million shortfall of which about \$1.25 million is projected to be absorbed by the central budget and about \$1.25 million is projected to come from operating budgets of Divisions.

Selected revenue assumptions and realities behind the numbers in the attached financial tables:

- ▶ Politically, level-appropriations appears to be the best that we can expect from Harrisburg. There was some discussion of why key decision-makers in Harrisburg are not sufficiently aware of the contributions of the state universities to the Commonwealth's economy.
- ▶ Tuition increases are sufficiently constrained that we cannot expect a tuition increase that will recover the accumulated losses of appropriations over the past decades.
- ▶ Realistic enrollment projections do not indicate that a larger freshman class is likely or would be large enough to resolve the projected revenue shortfalls.
- ▶ Retention was discussed as a means of mitigating projected budget shortfall. Retention and related measures of enrollment management were explored to stabilize graduation class sizes. Retention measures centered on historical and projected **graduation-class** success indicators were discussed as non-traditional quasi-retention metrics with more relevance to the budget than the most widely reported retention measures. Graduation class size maintenance has the advantage of reflecting the effect of attracting transfer students as well as the effect of retaining members of the original cohort of a graduation class. Maintenance of **graduation-class** sizes and improvement of those class sizes over historical averages was discussed as a realistic way that enrollment management could contribute to a better budget projection.
- ▶ Process ethics such as making the budget process to address the intermediate term \$5 million remaining shortfall transparent and fair were discussed as was incentivizing greater productivity and efficiency in operations through revenue-sharing from efficiencies achieved through a fair allocation of re-budget at the end of the fiscal year.
- ▶ "Don't be afraid to kick the can down the road." Don't commit to long term austerity solutions that constrain future growth. Don't eschew short-run personnel policies that would enable long term growth in capability and quality of the IUP brand (e.g., don't rule out greater use of temporaries with greater credit hour production in the short-run to support a strong enough budget to support conversion to "permanent" positions 3-5 years into the future or; creating

positive incentives in the summer terms [as is done with the winter term under Article 27] to encourage greater revenue/cost ratios without using negative incentives).

This is just a sampling of what was offered in a very interesting and informative discussion with many committee members contributing suggestions and comments. Please see the attached reports for the numbers that were presented.

- University Budget Advisory Committee Minutes February 24, 2014



Attachment I - UBAC  
Minutes - 2-24-14.pdf

- Planning and Development FY2015-16 Budget – Impact Tuition Percentage Increases and Increases in State Appropriations



Attachment II.pdf

- Impact “Student Success” - The Role and Importance of Retention



Attachment III.pdf

- Approaches to Dealing with Projected FY2015-16 Budget Deficit (Shortfall)



Attachment IV.pdf

WR