

**UNIVERSITY SENATE AGENDA**

**EBERLY AUDITORIUM**

September 10, 2013

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

**Standing Committee Reports**

|   | <b>Chairperson</b> | <b>Appendix</b> | <b>Page(s)</b> |
|---|--------------------|-----------------|----------------|
| A. Rules Committee                                    | Korns              |                 |                |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist/Lewis     | A               | 2-21           |
| C. University-Wide Graduate Committee                 | Piper/Baumer       | B               | 22             |
| D. Student Affairs Committee                          | Desmond            |                 |                |
| E. University Development and Finance Committee       | Wick               |                 |                |
| F. Academic Affairs Committee                         | Dugan/Perdue       | C               | 23-29          |
| G. Awards Committee                                   | Wisnieski          |                 |                |
| H. Noncredit Committee                                | O'Neil             |                 |                |
| I. Library and Educational Services Committee         | Jozefowicz         |                 |                |
| J. Research Committee                                 | Bonach             | D               | 31             |

**Senate Representative Reports**

|   | <b>Representative</b> |   |       |
|---|-----------------------|---|-------|
| A. University Planning Council                  | Reilly                | E | 32-35 |
| B. Presidential Athletic Advisory Council       | Hinrichsen            |   |       |
| C. Academic Computing Policy Advisory Committee | Ford                  |   |       |
| D. University Budget Advisory Committee         | Soni                  |   |       |

**New Business**

**Adjournment**

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

**FOR INFORMATION:**

PASSHE Board of Governors Policy 1990-06 A: Academic Degrees was amended on January 19, 2012. For Bachelor of Arts degrees the “major program should not exceed 42 semester credit hours including required cognate courses, unless approved by the chancellor. For the Bachelor of Science degrees the “courses required by the major, including required cognate courses in related disciplines, must comprise at least 40 semester credit hours but no more than 60 semester credit hours, unless approved by the chancellor.” All programs need to be in compliance by August 1, 2015.

**FOR ACTION:**

**1 Correction from March 20, 2012 Approved Minutes**

**Current Approved Title:**

**FRNC 201 Intermediate French I 4c-0l-4cr**

**Proposed Approved Title:**

**FRNC 201 Intermediate French 4c-0l-4cr**

**Rationale:** When the four credit version of Intermediate French was approved in March 2012 the I was accidentally included in the title when it should have been removed.

**2 Corrections from April 30, 2013 Approved Minutes**

**a HPED 375 Correction:**

**Approved Catalog Description:**

**HPED 375 Physiological Basis of Strength Training 3c-3l-4cr**

**Prerequisites:** HPED, PESP-EXSC, ATHL majors and HPED 221 with a grade of C or higher

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

**Proposed Catalog Description:**

**HPED 375 Physiological Basis of Strength Training 3c-01-3cr**

**Prerequisites:** HPED, PESP-EXSC, ATHL majors and HPED 221 with a grade of C or higher

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

**Rationale:** The credits were incorrectly listed on both the current and proposed catalog descriptions for this course.

**b BS-Physics/Electro-Optics correction:**

| <b>Approved Program Description:</b>                    |            | <b>Proposed Program Description:</b>                    |           |
|---|------------|---|-----------|
| <b>Bachelor of Science–Physics/Electro Optics Track</b> |            | <b>Bachelor of Science–Physics/Electro Optics Track</b> |           |
| <b>Major:</b>   | <b>38</b>  | <b>Major:</b>   | <b>38</b> |
| <b>Required Core Courses:</b>                           |            | <b>Required Core Courses:</b>                           |           |
| PHYS 131 Physics I-C Lecture                            | *cr (1, 2) | PHYS 131 Physics I-C Lecture                            | *cr (1)   |
| PHYS 132 Physics II-C Lecture                           | *cr (1, 2) | PHYS 132 Physics II-C Lecture                           | *cr (1)   |
| PHYS 141 Physics I-C Lab                                | *cr (1)    | PHYS 141 Physics I-C Lab                                | *cr (1)   |
| PHYS 142 Physics II-C Lab                               | *cr (1)    | PHYS 142 Physics II-C Lab                               | *cr (1)   |
| PHYS 331 Modern Physics                                 | 3cr        | PHYS 331 Modern Physics                                 | 3cr       |
| PHYS 345 Optics   | 3cr        | PHYS 345 Optics   | 3cr       |
| PHYS 441 Classical Mechanics                            | 3cr        | PHYS 441 Classical Mechanics                            | 3cr       |
| PHYS 451 Electricity and Magnetism                      | 3cr        | PHYS 451 Electricity and Magnetism                      | 3cr       |

**Rationale:** In the Major Required Core Courses section of the BS-Physics/Electro Optics Track program revision there should have only been a footnote reference for footnote one next to PHYS 131 and 132.

**c BSED-English Education Correction:**

| <b>Approved Program Description</b>  |     | <b>Proposed Program Description:</b>   |     |
|--|-----|--|-----|
| <b>Controlled Electives: (3)</b>   |     | <b>Controlled Electives (2)</b>  |     |
| One Film Studies Track course  | 3cr | One Film Studies Track course  | 3cr |
| One British Literature Survey course from ENGL 210 or 211  | 3cr | One British Literature Survey course from ENGL 210 or 211  | 3cr |
| One Literary, Textual, and Cultural Studies Track course:  | 3cr | One Literary, Textual, & Cultural Studies Track course   | 3cr |
| Choose one course from the following LTC Track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463 | 3cr | Choose one course from the following LTC Track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463 | 3cr |
| One general English elective (any track)   |     | One general English elective (any track)   | 3cr |

**Rationale:** On the BSED-English Education Program revision the footnote by Controlled Electives was incorrectly numbered (3) when it should have been (2). Also there was a 3cr missing across from One general English elective (any track).

**d EDEX 415 correction**

**Current Approved Catalog Description:**

**EDEX 415 Preschool Education for Children with Disabilities** **3c-0l-3cr**

**Prerequisites:** Disability Services majors, EDEX minors, 2.75 GPA  
 Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood special education, as an elective for other interested students in related fields, and as a required course for Disability Service majors.

**Proposed Catalog Description:**

**EDEX 415 Preschool Education for Children with Disabilities** **3c-0l-3cr**

**Prerequisites:** Disability Services majors, Special Education minors, 2.75 GPA  
 Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood special education, as an elective for other interested students in related fields, and as a required course for Disability Service majors.

**Rationale:** The name of the minor recently was changed from EDEX to Special Education but the old name was listed incorrectly on the April agenda.

**e BSED/Chemistry—Corrections**

**Current Approved Program:**

**Bachelor of Science in Education – Chemistry (\*)**

**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications:  
**Mathematics:** MATH 125  
**Natural Science:** PHYS 111-121 and 112-122  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 126, no courses with CHEM prefix

**College:**

**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr

**Professional Education Sequence:**

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical

**Proposed Program:**

**Bachelor of Science in Education – Chemistry (\*)**

44 **Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: 44  
**Mathematics:** MATH 125  
**Natural Science:** PHYS 111-121 and 112-122 or 131-141 and 132-142  
**Social Science:** PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 126, no courses with CHEM prefix

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**College:**

**Preprofessional Education Sequence:** 31  
 COMM 103 Digital Instructional Technology 3cr  
 EDSP 102 Educational Psychology 3cr

**Professional Education Sequence:**

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical

|   |   |       |  |   |   |       |  |
|---|---|-------|--|---|---|-------|--|
| EDUC 342  | Experience I                                | 1cr   |  | EDUC 342  | Experience I                                | 1cr   |  |
|   | Pre-Student Teaching Clinical               |       |  |   | Pre-Student Teaching Clinical               |       |  |
|   | Experience II                               | 1cr   |  |   | Experience II                               | 1cr   |  |
| EDUC 441  | Student Teaching                            | 12cr  |  | EDUC 441  | Student Teaching                            | 12cr  |  |
| EDUC 442  | School Law                                  | 1cr   |  | EDUC 442  | School Law                                  | 1cr   |  |
| EDUC 451  | Teaching Science in the Secondary School    | 3cr   |  | EDUC 451  | Teaching Science in the Secondary School    | 3cr   |  |
|   |   | 36-37 |  |   |   | 36-37 |  |
| <b>Major:</b>   |   |       |  | <b>Major:</b>   |   |       |  |
| <b>Required Courses:</b>  |   |       |  | <b>Required Courses:</b>  |   |       |  |
| CHEM 111  | General Chemistry I <i>or</i>               |       |  | CHEM 111  | General Chemistry I <i>or</i>               |       |  |
|   | <i>or</i> 113 Advanced General Chemistry I  | 4cr   |  |   | <i>or</i> 113 Advanced General Chemistry I  | 4cr   |  |
| CHEM 112  | General Chemistry II <i>or</i>              |       |  | CHEM 112  | General Chemistry II <i>or</i>              |       |  |
|   | <i>or</i> 114 Advanced General Chemistry II | 4cr   |  |   | <i>or</i> 114 Advanced General Chemistry II | 4cr   |  |
| CHEM 214  | Intermediate Inorganic Chemistry            | 3cr   |  | CHEM 214  | Intermediate Inorganic Chemistry            | 3cr   |  |
| CHEM 231  | Organic Chemistry I                         | 4cr   |  | CHEM 231  | Organic Chemistry I                         | 4cr   |  |
| CHEM 232  | Organic Chemistry II                        | 4cr   |  | CHEM 232  | Organic Chemistry II                        | 4cr   |  |
| CHEM 325  | Analytical Chemistry I                      | 4cr   |  | CHEM 325  | Analytical Chemistry I                      | 4cr   |  |
| CHEM 341  | Physical Chemistry I                        | 4cr   |  | CHEM 341  | Physical Chemistry I                        | 4cr   |  |
| CHEM 343  | Physical Chemistry Laboratory I             | 1cr   |  | CHEM 343  | Physical Chemistry Laboratory I             | 1cr   |  |
| CHEM 390  | Chemistry Seminar II                        | 1cr   |  | CHEM 390  | Chemistry Seminar II (1)                    | 1cr   |  |
| CHEM 498  | Problems in Chemistry                       | 1cr   |  | CHEM 498  | Problems in Chemistry (1, 2)                | 1cr   |  |
| <b>Controlled Electives: (2)</b>  |   |       |  | <b>Controlled Electives: (2)</b>  |   |       |  |
| BIOC 301 or CHEM 351  |   | 3-4cr |  | BIOC 301 or CHEM 351  |   | 3-4cr |  |
| At least 3cr additional CHEM or BIOC at or above the 300 level  |   | 3cr   |  | At least 3cr additional CHEM or BIOC at or above the 300 level  |   | 3cr   |  |
| <b>Other Requirements:</b>  |   | 8     |  | <b>Other Requirements:</b>  |   | 8     |  |
| BIOL 111  | Principles of Biology                       | 4cr   |  | BIOL 111  | Principles of Biology                       | 4cr   |  |
| GEOS 201  | Foundations of Geology                      | 4cr   |  | GEOS 201  | Foundations of Geology                      | 4cr   |  |
| <b>Free Electives:</b>  |   | 0-1   |  | <b>Free Electives: (1)</b>  |   | 0-1   |  |
| <b>Total Degree Requirements:</b>   |   | 120   |  | <b>Total Degree Requirements:</b>   |   | 120   |  |
| (*) See requirement leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.  |   |       |  | (*) See requirement leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.  |   |       |  |
| (1) Program contains one writing-intensive course (CHEM 343), students need to acquire another W-course in Liberal Studies or as an elective.   |   |       |  | (1) Program contains one writing-intensive course (CHEM 343), students need to acquire another W-course in Liberal Studies or as an elective.   |   |       |  |
| (2) Students in the chemistry education program who wish to earn an ACS-certified degree in chemistry must take two credits of CHEM 498, including a written report, and complete at least 7cr, including two lab courses, of CHEM or BIOC at or above the 300-level. |   |       |  | (2) Students in the chemistry education program who wish to earn an ACS-certified degree in chemistry must take two credits of CHEM 498, including a written report, and complete at least 7cr, including two lab courses, of CHEM or BIOC at or above the 300-level. |   |       |  |

**Rationale:** An additional Natural Science option in Liberal Studies and the location of the numbered footnotes were missing from the revision that was approved by Senate in April.

## f Corrections to BSED-Early Childhood Education/Special Education and BSED-Early Childhood Education/Special Education Urban Track

**Current Approved Program:**

**Bachelor of Science in Education–Early Childhood Education/Special Education**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **43.5(1)**  
**Humanities:** HIST 196  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104 (three of four required)**(2)**  
**Social Science:** GEOG 101, 102, or 104, PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

**College:**

**Preprofessional Education Sequence:**

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

**Professional Education Sequence:**

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 442 School Law 1cr  
 EDUC 461 Student Teaching 5cr  
 EDUC 471 Student Teaching 5cr

**Major:**

**Required Courses: (1)**

ECED 117 Family, Community, and School Relationships in a Diverse Society 2cr  
 ECED 200 Introduction to Early Childhood Education 3cr  
 ECED 221 Literature for the Young Child and Adolescent 3cr  
 ECED 250 Language Development 3cr  
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr  
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr  
 ECED 351 Literacy for the Emergent Reader PreK-Grade 1 Learners 3cr  
 ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr  
 ECED 451 Literacy for the Developing Reader Grades 2-4 Learners 3cr  
 ECSP 112 Growth and Development: Typical and Atypical 3cr  
 ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners 3cr  
 ECSP 340 Introduction to Classroom and Behavior Management 3cr  
 ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners 2cr  
 EDEX 111 Introduction to Exceptional Persons 3cr  
 EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence 3cr **(3)**  
 EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence 3cr **(4)**  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr  
 EDEX 435 Methods and Curriculum (Severe-Profound Disabilities) 3cr  
 EDEX 460 Family Perspectives on Disability 3cr

**Proposed Program:**

**Bachelor of Science in Education–Early Childhood Education/Special Education**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **43.5**  
**Humanities:** HIST 196  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104 (three of four required)**(1)**  
**Social Science:** GEOG 101, 102, or 104, PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

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**College:**

**Preprofessional Education Sequence:**

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

**Professional Education Sequence:**

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 442 School Law 1cr  
 EDUC 461 Student Teaching 5cr  
 EDUC 471 Student Teaching 5cr

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**Major:**

**Required Courses: (2)**

ECED 117 Family, Community, and School Relationships in a Diverse Society 2cr  
 ECED 200 Introduction to Early Childhood Education 3cr  
 ECED 221 Literature for the Young Child and Adolescent 3cr  
 ECED 250 Language Development 3cr  
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr  
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr  
 ECED 351 Literacy for the Emergent Reader PreK-Grade 1 Learners 3cr  
 ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr  
 ECED 451 Literacy for the Developing Reader Grades 2-4 Learners 3cr  
 ECSP 112 Growth and Development: Typical and Atypical 3cr  
 ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners 3cr  
 ECSP 340 Introduction to Classroom and Behavior Management 3cr  
 ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners 2cr  
 EDEX 111 Introduction to Exceptional Persons 3cr  
 EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence 3cr  
 EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence 3cr  
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr  
 EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr  
 EDEX 435 Methods and Curriculum (Severe-Profound Disabilities) 3cr  
 EDEX 460 Family Perspectives on Disability 3cr

|          |   |         |
|----------|---|---------|
| MATH 320 | Mathematics for Early Childhood               | 3cr     |
| MATH 330 | Teaching Mathematics in the Elementary School | 3cr (7) |

|          |   |     |
|----------|---|-----|
| MATH 320 | Mathematics for Early Childhood               | 3cr |
| MATH 330 | Teaching Mathematics in the Elementary School | 3cr |

**Total Degree Requirements: 128.5**

**Total Degree Requirements: 128.5**

(\*) 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.

(\*) See requirements leading to teacher certification, titled “3–Step Process for Teacher Education” in the College of Education and Educational Technology section of this catalog.

(1) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

(1) Students will select three of the four sciences.  
 (2) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

**Current Approved Program:**

**Proposed Program:**

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

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

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **43.5**  
**Humanities:** HIST 196  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104 (2)  
**Social Science:** GEOG 101, 102, or 104, PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **43.5**  
**Humanities:** HIST 196  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104 (1)  
**Social Science:** GEOG 101, 102, or 104, PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

**College: 23**

**College: 23**

**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology *or* 3cr  
 EDEX 103 Special Education Technology 3cr  
 EDSP 102 Educational Psychology 3cr

**Preprofessional Education Sequence:**  
 COMM 103 Digital Instructional Technology *or* 3cr  
 EDEX 103 Special Education Technology 3cr  
 EDSP 102 Educational Psychology 3cr

**Professional Education Sequence:**  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 442 School Law 1cr  
 EDUC 461 Student Teaching 5cr  
 EDUC 471 Student Teaching 5cr

**Professional Education Sequence:**  
 EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 442 School Law 1cr  
 EDUC 461 Student Teaching 5cr  
 EDUC 471 Student Teaching 5cr

**Major: 63**

**Major: 63**

**Required Courses: (1)**  
 ECED 117 Family, Community, and School Relationships in a Diverse Society 2cr  
 ECED 200 Introduction to Early Childhood Education 3cr  
 ECED 221 Literature for the Young Child and Adolescent 3cr  
 ECED 250 Language Development 3cr  
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr  
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr  
 ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners 3cr  
 ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr  
 ECED 451 Literacy for the Developing Reader Grades 2-4 Learners 3cr  
 ECSP 112 Growth and Development: Typical and Atypical 3cr  
 ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners 3cr  
 ECSP 340 Introduction to Classroom and Behavior Management 3cr  
 ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for all PreK to

**Required Courses: (2)**  
 ECED 117 Family, Community, and School Relationships in a Diverse Society 2cr  
 ECED 200 Introduction to Early Childhood Education 3cr  
 ECED 221 Literature for the Young Child and Adolescent 3cr  
 ECED 250 Language Development 3cr  
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr  
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr  
 ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners 3cr  
 ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr  
 ECED 451 Literacy for the Developing Reader Grades 2-4 Learners 3cr  
 ECSP 112 Growth and Development: Typical and Atypical 3cr  
 ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners 3cr  
 ECSP 340 Introduction to Classroom and Behavior Management 3cr  
 ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for all PreK to



|                            |  |      |                                   |  |              |
|----------------------------|--|------|-----------------------------------|--|--------------|
| EDEX 111                   | Grade 4 Learners   | 2cr  | EDEX 111                          | Grade 4 Learners   | 2cr          |
| EDEX 269                   | Introduction to Exceptional Persons  | 3cr  | EDEX 269                          | Introduction to Exceptional Persons  | 3cr          |
| EDEX 278                   | Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury          | 3cr  | EDEX 278                          | Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury          | 3cr          |
| EDEX 323                   | Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities | 3cr  | EDEX 323                          | Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities | 3cr          |
| EDEX 425                   | Instruction of English Language Learners with Special Needs  | 2cr  | EDEX 425                          | Instruction of English Language Learners with Special Needs  | 2cr          |
| EDEX 435                   | Methods and Curriculum (Mild-Moderate Disabilities)  | 33cr | EDEX 435                          | Methods and Curriculum (Mild-Moderate Disabilities)  | 3cr          |
| EDEX 460                   | Methods and Curriculum (Severe-Profound Disabilities)  | 3cr  | EDEX 460                          | Methods and Curriculum (Severe-Profound Disabilities)  | 3cr          |
| EDEX 478                   | Family Perspectives on Disability  | 3cr  | EDEX 460                          | Family Perspectives on Disability  | 3cr          |
| MATH 320                   | Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities | 3cr  | MATH 320                          | Mathematics for Early Childhood  | 3cr          |
| MATH 330                   | Mathematics for Early Childhood  | 3cr  | MATH 330                          | Teaching Mathematics in the Elementary School  | 3cr          |
| MATH 330                   | Teaching Mathematics in the Elementary School  | 3cr  | <b>Other Requirements:</b>        |  | <b>5</b>     |
| <b>Other Requirements:</b> |  |      | FDED 440                          | Orientation to Teaching in Urban Centers   | 2cr          |
| FDED 440                   | Orientation to Teaching in Urban Centers   | 2cr  | FDED 441                          | Field Experiences in Urban Centers   | 3cr          |
| FDED 441                   | Field Experiences in Urban Centers   | 3cr  | <b>Total Degree Requirements:</b> |  | <b>134.5</b> |

**Total Degree Requirements: 134.5**

(\*) See requirements leading to teacher certification, titled “3–Step Process for Teacher Education” in the College of Education and Educational Technology section of this catalog.  
 (1) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

(\*) See requirements leading to teacher certification, titled “3–Step Process for Teacher Education” in the College of Education and Educational Technology section of this catalog.  
 (1) Students will select three of the four sciences.  
 (2) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

**Rationale:** Footnotes were misnumbered in the text and footnote one was missing at the end. EDEX 478 was replaced by EDEX 278 but was still listed in the program and the credits for Other Requirements were missing.

### 3. Department of Mathematics—Course Revisions

#### i Current Catalog Description:

**MATH 101 Foundations of Mathematics 3c-01-3cr**  
 Introduces logic and mathematical way of analyzing problems; develops an appreciation for nature, breadth, and power of mathematics and its role in a technological society; introduces useful mathematics or mathematics related to student interest. Possible topics include logic, problem solving, number theory, linear programming, probability, statistics, intuitive calculus, introduction to computers, mathematics of finance, game theory.

#### Proposed Catalog Description:

**MATH 101 Foundations of Mathematics 3c-01-3cr**  
 Introduces logic and a mathematical way of analyzing problems; develops an appreciation for the nature, breadth, and power of mathematics and its role in a technological society; introduces useful mathematics or mathematics related to student interests. Possible topics



include logic, problem solving, number theory, linear programming, probability, statistics, intuitive calculus, introduction to computers, mathematics of finance, game theory.

**ii Current Catalog Description:**

**MATH 105 College Algebra** **3c-01-3cr**

**Prerequisite:** MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson

*Note:* May not be taken after successfully completing either a calculus course or MATH 110 without written Mathematics Department chairperson approval.

Prepares students for the study of calculus for business, natural, and social sciences. Topics include detailed study of polynomial, exponential, and logarithmic functions.

**Proposed Catalog Description:**

**MATH 105 College Algebra** **3c-01-3cr**

**Prerequisite:** MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson

*Note:* May not be taken after successfully completing either a calculus course or MATH 110 without written Mathematics Department chairperson approval.

Teaches students to appropriately analyze and interpret numerical, graphical, and algebraic representations to enable them to model complex situations using mathematical structures and increase their problem-solving skills. Particular focus will be given to polynomial, exponential, and logarithmic functions in order to prepare students for further study in business calculus and/or statistics.

**iii Current Catalog Description:**

**MATH 110 Elementary Functions** **3c-01-3cr**

**Prerequisite:** MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson

*Note:* May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

Prepares mathematics and science students for the study of calculus. Topics include detailed study of polynomial, exponential, logarithmic, and trigonometric functions.

**Proposed Catalog Description:**

**MATH 110 Elementary Functions** **3c-01-3cr**

**Prerequisite:** MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson

*Note:* May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

Prepares mathematics and science students for the study of calculus. Topics include detailed study of polynomial, exponential, logarithmic, and trigonometric functions.

**iv Current Catalog Description:**

**MATH 115 Applied Mathematics for Business** **3c-01-3cr**

**Prerequisites:** MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson

*Note:* May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Business majors are introduced to the central ideas of calculus (limit, derivative, and integral).

Applications to business and economics are emphasized.

**Proposed Catalog Description:**

**MATH 115 Applied Mathematics for Business** **3c-01-3cr**

**Prerequisites:** MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson

*Note:* May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Business majors are introduced to the central ideas of calculus (limit, derivative, and integral).

Applications to business and economics are emphasized.

**v Current Catalog Description:**

**MATH 121 Calculus I for Natural and Social Sciences** **4c-01-4cr**

**Prerequisite:** MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson

*Note:* May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Natural and social science majors are introduced to the central ideas of calculus, including limit, derivative, and integral. Applications to natural and social sciences are emphasized.

**Proposed Catalog Description:**

**MATH 121 Calculus I for Natural and Social Sciences** **4c-01-4cr**

**Prerequisite:** MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson

*Note:* May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Natural and social science majors are introduced to the central ideas of calculus, including limit, derivative, and integral. Applications to natural and social sciences are emphasized.

**vi Current Catalog Description:**

**MATH 122 Calculus II for Natural and Social Sciences** **4c-01-4cr**

**Prerequisite:** MATH 121

Applications of integrals to natural and social sciences, functions of several variables, trigonometric functions, sequences and series, numerical methods, and differential equations.

**Proposed Catalog Description:**

**MATH 122 Calculus II for Natural and Social Sciences** **4c-01-4cr**

**Prerequisite:** MATH 121

Applications of integrals to natural and social sciences, functions of several variables, trigonometric functions, sequences and series, numerical methods, and differential equations.

**Rationale:** These courses are currently approved Liberal Studies Mathematics courses and are being revised to meet the new curriculum criteria for this category.

**4. Department of Physics—Course Revisions**

**i Current Catalog Description:**

**PHYS 101 Energy and Our Environment** **3c-01-3cr**

An overview of the areas of energy, transportation, and pollution. These topics are approached via the relevant concepts of physical science and physics. A nonlaboratory course for Liberal Studies requirements.

**Proposed Catalog Description:**

**PHYS 101 Energy and Our Environment** **3c-01-3cr**

An overview of the areas of energy, transportation, and pollution. These topics are approached via the relevant concepts of physical science and physics. A nonlaboratory course for Liberal Studies requirements.

**Rationale:** The only significant change for this class is rewriting the objectives to be student centered and mapping of course objectives to the Expected Undergraduate Student Learning Outcomes.

**ii Current Catalog Description:**

**PHYS 105 The Physics of Light and Sound** **3c-01-3cr**

The study of light and sound as applied in the production of objects of art and the production of music. Includes the study of vision, light in nature, photography, and artistic media and the study of hearing, musical sound, musical instruments, and room acoustics.

**Proposed Catalog Description:**

**PHYS 105 The Physics of Light and Sound** **3c-01-3cr**

The study of light and sound as applied in the production of objects of art and the production of music. Includes the study of vision, light in nature, photography and artistic media; the study of hearing, musical sound, musical instruments, and room acoustics. A non-laboratory course for

Liberal Studies requirements

**Rationale:** The primary objectives, topics and course activities are not being significantly changed. The purpose of this course revision is to map the course objectives to the new Liberal Studies Expected Undergraduate Student Learning Objectives. This has been incorporated into the course objectives.

## 5. Department of Foreign Languages—Course Revisions

### i Current Catalog Description:

#### **GRMN 102 Elementary German II**

**4c-01-4cr**

**Prerequisite:** GRMN 101 or equivalent

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

### Proposed Catalog Description:

#### **GRMN 102 Elementary German II**

**4c-01-4cr**

**Prerequisite:** GRMN 101 or equivalent

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

### ii Current Catalog Description:

#### **GRMN 201 Intermediate German**

**4c-01-4cr**

**Prerequisite:** GRMN 102 or equivalent

A continuation of GRMN 102. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 201 when credit has already been

received for a higher-numbered GRMN course.

**Proposed Catalog Description:**

**GRMN 201 Intermediate German**

**4c-01-4cr**

**Prerequisite:** GRMN 102 or equivalent

A continuation of GRMN 102. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 201 when credit has already been received for a higher-numbered GRMN course.

**Rationale:** These course outcomes were revised from the current syllabi of record to fit the Expected Undergraduate Student Learning Outcomes so that the courses can be considered Liberal Studies Electives in the category of Oral Communications. The course objectives remain aligned with the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages* and *National Standards for Foreign Language Education*. The proposals also add language with regard to non-textbook readings that are used in foreign language courses.

**6. Department of Economics— Revision of Minor, Track Revision, New Course, and Course Revisions**

**a Revision of Minor**

**Current Minor:**

**Minor-- Economics**

**Required Courses:**

|                                       |                              |     |
|---------------------------------------|------------------------------|-----|
| ECON 121                              | Principles of Macroeconomics | 3cr |
| ECON 122                              | Principles of Microeconomics | 3cr |
| Three courses from ECON 200 or higher |                              | 9cr |

**Proposed Minor:**

**15 Minor-- Economics**

**15**

**Required Courses:**

|          |                              |     |
|----------|------------------------------|-----|
| ECON 121 | Principles of Macroeconomics | 3cr |
| ECON 122 | Principles of Microeconomics | 3cr |

**Controlled Electives:**

Four additional ECON courses.

Note: MATH 214/MATH 216/MATH 217 or another quantitative class approved by the Chair may be substituted for ECON 355.

**Rationale:** Change from 15 to 18 credits for minor in economics program as mandated by the Pennsylvania State System of Higher Education Board of Governors.

**b Program Revision:**

**Current Catalog Description:**

**Economics Honors Program**

The honors program is open by departmental permission to economics and economics/pre-law majors in the College of Humanities and Social Sciences with a minimum 3.25 cumulative GPA and a 3.25 GPA in economics courses. Students complete ECON 355, 356, 483, and HNRC 499, which fulfills the Liberal Studies synthesis requirement. Students must earn at least a grade of C in each course completed for the track. Students should consult their advisors to determine how honors track courses will be integrated into existing requirements for the economics or economics/pre-law majors.

To apply, an application should be filed with the chairperson of the Department of Economics.

**Economics Honors Track**

**12**

**Required Courses:**

|             |                              |         |
|-------------|------------------------------|---------|
| ECON 355    | Statistics for Economists    | 3cr     |
| ECON 356/H/ | Introduction to Econometrics | 3cr     |
| ECON 483/H/ | Honors Thesis in Economics   | 3cr     |
| HNRC 499    | Honors Senior Synthesis      | *cr (1) |

(1) Credits for HNRC 499 are counted in the Liberal Studies synthesis requirement.

**Proposed Program:**

**Economics Honors Program**

The honors program is open by departmental permission to economics and economics/pre-law majors in the College of Humanities and Social Sciences with a minimum 3.25 cumulative GPA and a 3.25 GPA in economics courses. Students complete ECON 355, 356, and 483. In addition, students must choose one class from the following: FIN 310, FIN 315, MATH 225, MATH 363, MATH 371, MATH 417, MATH 418, or HIST 487/H/. Students must earn at least a grade of C in each course completed for the track. Students should consult their advisors to determine how honors track courses will be integrated into existing requirements for the economics or economics/pre-law majors.

To apply, an application should be filed with the chairperson of the Department of Economics.

**Economics Honors Track**

**12**

**Required Courses:**

|   |  |     |
|---|--|-----|
| ECON 355  | Statistics for Economists (1)                    | 3cr |
| ECON 356/H/   | Introduction to Econometrics                     | 3cr |
| ECON 456/H/   | Advanced Econometrics                            | 3cr |
| In addition, students must choose one class from the following: |  |     |
| FIN 310   | Fundamentals of Finance                          | 3cr |
| FIN 315   | Financial Analysis Using Electronic Spreadsheets | 3cr |
| MATH 225  | Differential Equations                           | 3cr |
| MATH 363  | Mathematical Statistics I                        | 3cr |

|             |  |     |
|-------------|--|-----|
| MATH 371    | Linear Algebra                             | 3cr |
| MATH 417    | Statistical Applications                   | 3cr |
| MATH 418    | Sampling Survey Theory and Its Application | 3cr |
| HIST 487/H/ | Honors Colloquium in History               |     |

(1) MATH 214, 216, or 217 may be substituted for ECON 355

**Rationale:** In light of LBST 499 courses ceasing to exist after Spring 2012 and the paucity of HNRC 499 courses, we must revise the Department of Economics Honors Track.

**c New Course:**

**ECON 338 Poverty in Africa** **3c-01-3cr**

**Prerequisite:** ECON 101 or 121 or 122

Examines African poverty as an economic as well as a social phenomenon. It investigates the many sided nature of poverty and the importance of going beyond generalizations about the poor, including the various causes of poverty in Africa. It stresses the powerful ill effects of a combination of sluggish past economic growth, widening income inequalities, and anti-poverty strategies implemented by many African nations.

**Rationale:** The course has been designed as a complement to ECON 339 Economic Development I. It provides an opportunity to more deeply understand the causes and consequences of poverty in the context of several specific African countries. The course will be an elective course for majors and an elective course for non-majors, including students in Pan-African Studies or Economics minors. The course is being proposed for inclusion in the Liberal Studies Global and Multicultural Awareness category.

**d Course Revisions:**

**i Current Catalog Description:**

**ECON 122 Principles of Macroeconomics** **3c-01-3cr**

Economics of the firm; theory of consumer demand; determination of price and output in different market structures; distribution of income; economic growth.

**Proposed Catalog Description:**

**ECON 122 Principles of Macroeconomics** **3c-01-3cr**

Economics of the firm; theory of consumer demand; determination of price and output in different market structures; distribution of income; economic growth.

**Rationale:** The course currently is approved as a Liberal Studies Elective and is being revised to meet the new curriculum criteria for this category.

**ii Current Catalog Description:**



**ECON 345 International Trade**

**3c-01-3cr**

**Prerequisites:** ECON 121 and 122 or instructor permission

A study of the microeconomic segment of international specialization and exchange, including theories of international trade and their application to commercial policies, historical survey and examination of current problems of international trade, and the institutional setting of international trade.

**Proposed Catalog Description:**

**ECON 345 International Trade**

**3c-01-3cr**

**Prerequisites:** ECON 121 and 122 or instructor permission

A study of the microeconomic segment of international specialization and exchange, including theories of international trade and their application to commercial policies, historical survey and examination of current problems of international trade, and the institutional setting of international trade.

**iii Current Catalog Description:**

**ECON 346 International Finance**

**3c-01-3cr**

**Prerequisites:** ECON 121 and 122 or instructor permission

A study of the macroeconomic segment of international specialization and exchange, including analysis of balance of payments, exchange rates, and the mechanism of international economic and monetary adjustments; international macroeconomic policy; historical survey and examination of current international financial problems; and the institutional setting of international payments.

**Proposed Catalog Description:**

**ECON 346 International Finance**

**3c-01-3cr**

**Prerequisites:** ECON 121 and 122 or instructor permission

A study of the macroeconomic segment of international specialization and exchange, including analysis of balance of payments, exchange rates, and the mechanism of international economic and monetary adjustments; international macroeconomic policy; historical survey and examination of current international financial problems; and the institutional setting of international payments.

**Rationale:** These two international courses were not previously included in the set of Non-Western cultures classes. Nevertheless, given the new curriculum criteria for the Global and Multicultural Awareness category, we believe the courses satisfy the criteria and should be included as an option for students to satisfy their degree requirements.

**7. Department of History—New Course and Catalog Description Changes**

**a New Course:**

**HIST 385 People in Nature: An Introduction to Environmental History**

**3c-01-3cr**

**Prerequisites:** Sophomore standing and three credits of college history

Examines the ways in which human perceptions of nature, human manipulations of nature, and natural constraints on human activities have interacted and changed over time. Drawing material from early modern and modern Europe as well as the United States, this course will treat the effects of climate change, industrialization, agricultural crisis, deforestation, and modern conservation and environmentalism through rotating case studies. We will examine the following comprehensive questions with each case study: How have climate, soil, biota, and other natural factors shaped human ways of making a living from the land? How have they influenced culture more generally? How has human action, in various times and places, modified natural ecosystems? How do we describe the resulting “hybrid” landscapes? How have different cultures described and analyzed nature?

**Rationale:** This course will be both an upper-level elective course for History and Social Studies Education majors, as well as a Liberal Studies elective in the Global Citizenship category for all undergraduates. The course content is discrete and cannot be incorporated into existing History courses.

**b Catalog Description Changes:**

| <b>Current Catalog Descriptions:</b>  | <b>Proposed Catalog Descriptions:</b>   |
|---|---|
| <p><b>HIST 401 Topics in United States History</b> <b>3c-01-3cr</b><br/> <b>Prerequisites:</b> HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission<br/>                     An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to historical issues of the United States of America. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p> | <p><b>HIST 401 Topics in United States History</b> <b>3c-01-3cr</b><br/> <b>Prerequisites:</b> HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission<br/>                     An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to historical issues of the United States of America. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p> |
| <p><b>HIST 402 Topics in European History</b> <b>3c-01-3cr</b><br/> <b>Prerequisites:</b> HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission<br/>                     An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to European historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>                             | <p><b>HIST 402 Topics in European History</b> <b>3c-01-3cr</b><br/> <b>Prerequisites:</b> HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission<br/>                     An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to European historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>                             |
| <p><b>HIST 403 Topics in Non-Western History</b> <b>3c-01-3cr</b><br/> <b>Prerequisites:</b> HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission<br/>                     An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to non-Western historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>                       | <p><b>HIST 403 Topics in Non-Western History</b> <b>3c-01-3cr</b><br/> <b>Prerequisites:</b> HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission<br/>                     An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to non-Western historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>                       |
| <p><b>HIST 404 Topics in Comparative History</b> <b>3c-01-3cr</b><br/> <b>Prerequisites:</b> HIST 200 and junior/senior, HIST, HIST/PLAW, or SSED majors or by instructor permission<br/>                     An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to comparative historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>                      | <p><b>HIST 404 Topics in Comparative History</b> <b>3c-01-3cr</b><br/> <b>Prerequisites:</b> HIST 200 and junior/senior, HIST, HIST/PLAW, or SSED majors or by instructor permission<br/>                     An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to comparative historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.</p>                      |

**Rationale:** The 400-level topics courses are specialized upper-division courses that require students to demonstrate a set of acquired skills. HIST 200, which had prepared students for the more demanding 400-level topic s courses, is being replaced by HIST 295 and NIST 395. HIST 295 will serve as a prerequisite for HIST 395. HIST 395 will focus specifically on teaching the fundamentals of research in history. This change should not be implemented until fall 2015.

**8. Department of Political Science—Course Title Change and Catalog Description Change**

**Current Catalog Description:**

**PLSC 370 Introduction to Public Administration** **3c-01-3cr**  
 Theories of organization and structural organization, personnel processes, executive functions, financial administration, the politics of administration, public relations, and problems of democratic control of bureaucracy.

**Proposed Catalog Description:**

**PLSC 370 The Practice of Public Administration**

**3c-01-3cr**

Examines the environment and structure of public sector organizations, organizational theory, organizational culture, intergovernmental and intra-organizational relations, leadership and ethics, the planning, management and evaluation of programs and services, the administration of human resources, budgeting and finance, and management information. Emphasizes the integration of theory and practice through case studies and projects.

**Rationale:** This course for decades has served as an upper level political science elective. The proposed changes are made to address the misperception caused by the word Introduction in the old course title. Students believe the title indicates a lower level course. The proposed changes in the title and description will more accurately represent what is covered in the course as well as how it is presented. It has been offered as a dual level course. Both the graduate and undergraduate committees have been asked to approve the proposed changes.

**9. Department of Biology—New Courses**

**i Proposed Catalog Description:**

**BIOL 107 Introduction to Forensic Biology**

**3c-01-3cr**

**Prerequisites:** Non-Biology department majors and minors only

A broad overview of basic principles underlying modern applications of biology in forensic science. The course explores the science of forensic biology, traditionally known as serology, and the broad scope of laboratory tests used to investigate crimes involving DNA, blood, and other body fluids. Focuses on the issues related to DNA fingerprinting as they apply to public or legal proceedings in the law enforcement arena. (Does not count toward Biology Electives, Controlled Electives, or Ancillary Sciences for Biology majors and minors.)

**Rationale:** This course is intended to satisfy the Liberal Studies Natural Science non-Lab Science requirement. It will give the student an up-to-date introduction of a particular field of forensic biology that is intended to be relevant to their everyday lives. The content of this course reflects growing recognition of the importance of biological evidence in forensic science. It will include several topics not taught in any of the courses offered by the Biology Department.

**ii Proposed Catalog Description:**

**BIOL 451 Evolutionary Biology**

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

**Prerequisites:** BIOL 201, 203

A comprehensive survey of evolution and evolutionary biology, including the history of evolutionary theory, natural selection, microevolutionary and macroevolutionary processes, and the phylogenetic history and classification of life on earth. In laboratory, focuses on learning current methods in population-level and phylogenetic analysis, and presenting and leading peer discussions of important and current research in the field.

**Rationale:** This course is designed for upper division undergraduate biology majors and biology graduate students. It will replace BIOL 271 Evolution, supplementing the lecture content previously offered in BIOL 271 with a laboratory that will provide biology students with detailed hands-on instruction in the theory, methods, and application of evolutionary analysis. This course will be required for the Ecology, Conservation, and Environmental Biology Track, and will be a controlled elective available for all other biology tracks.

**10. Department of Professional Studies in Education—Course Catalog Description Change**

**Current Catalog Description:**

**ECED 200 Introduction to Early Childhood Education** **3c-01-3cr**

**Prerequisite:** ECED/EDEX majors only

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them.

**Proposed Catalog Description:**

**ECED 200 Introduction to Early Childhood Education** **3c-01-3cr**

**Prerequisite:** ECSP majors only

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them.

**Rationale:** All ECED and EDEX majors are now ECSP majors.

**11. Department of Accounting—Revision of Minor**

**Current Minor:**

**Minor—Accounting (1)**

(for business majors in the ECOBIT only)

**Required Courses:**

|  |                            |     |
|--|----------------------------|-----|
| ACCT 201                               | Accounting Principles I    | 3cr |
| ACCT 202                               | Accounting Principles II   | 3cr |
| ACCT 303                               | Financial System Analysis  | 3cr |
| ACCT 304                               | Intermediate Accounting I  | 3cr |
| <b>Two courses from the following:</b> |                            |     |
| ACCT 305                               | Intermediate Accounting II | 3cr |
| ACCT 311                               | Cost Accounting <i>or</i>  |     |
| ACCT 300                               | Managerial Accounting      | 3cr |

**Proposed Minor:**

**18 Minor—Accounting (1)** **18**

(for business majors and students majoring in: Criminology, Hospitality Management, Employment and Labor Relations, Sports Administration, Fashion Merchandising, Economics, and Computer Science)

**Prescribed Liberal Studies:**

**Mathematics:** MATH 214 or 217

**Social Science:** ECON 121

**Liberal Studies Electives:** BTED/COSC/IFMG 101

**12 Required Courses:** **12**

|  |                            |     |
|--|----------------------------|-----|
| ACCT 201                                 | Accounting Principles I    | 3cr |
| ACCT 202                                 | Accounting Principles II   | 3cr |
| ACCT 304                                 | Intermediate Accounting I  | 3cr |
| ACCT 305                                 | Intermediate Accounting II | 3cr |
| <b>6 Two courses from the following:</b> |                            |     |
| ACCT 303                                 | Financial System Analysis  | 3cr |
| ACCT 311                                 | Cost Accounting            | 3cr |
| ACCT 401                                 | Advanced Accounting        | 3cr |

ACCT 421/422 Federal Tax I/Federal Tax II 3cr/6cr  
ACCT 431/432 Auditing/Forensic and Internal  
Auditing 3cr/6cr

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

ACCT 421/422 Federal Tax I/Federal Tax II 3cr/6cr  
ACCT 431/432 Auditing/Forensic and Internal  
Auditing 3cr/6cr

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

**Rationale:** The primary change is the removal of the statement (for Business Majors in the ECOBIT only). Since the Associate of Arts in Business Specializing in Accounting, has been placed in moratorium, there is no current program in which non-business majors can acquire the accounting foundation critical to their respective disciplines or for their own personal knowledge.

The prescribed Liberal Studies addition to the program is to assure that those non-business majors have the prerequisite knowledge for success in the accounting minor that business majors are expected to have. The old program did not include this section in the minor since these courses are required for all business majors. Lastly ACCT 303 has been removed from a required course to one of the two courses that may be chosen by the student. The accounting faculty believes that the 12 required credits should consist of the two principle courses and the two intermediate courses, which provide the framework for the upper level accounting courses.

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

**FOR CORRECTION:**

GEOG 535: Geography of Energy was erroneously listed as a course revision in the minutes of the March, 2013 meeting. The correct designation for GEOG 535 is a **new dual-level course**. The rest of the information noted in the minutes is correct.





**Appendix E**  
**Academic Affairs Committee**  
**Co-Chairs Dugan and Perdue**

**FOR ACTION:**

**Academic Standards Policy (Original)**

**A. Purpose:** The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate students. Designated subpopulations are subject to modifications listed in Section F.

**B. Definitions**

1. *Academic Good Standing:* Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
2. *Probation:* Students whose CGPA falls below the 2.00 standard are on probation during the next fall, spring, or summer semester for which they are registered.
3. *Extended Probation:* Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on extended probation.
4. *Academic Recovery Plan:* Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving academic good standing.

**C. Administrative Review and Enforcement of Standards**

1. Each college, regional campus, and the Department of Developmental Studies will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each fall, spring, and summer semester.
  - a. Students earning a 0.00 CGPA at the end of their first semester of full-time enrollment will be dismissed from the university.
  - b. Other students falling below the 2.00 CGPA standard will be continued on probation for one semester and be required to develop and implement an Academic Recovery Plan.
  - c. Students still below the 2.00 cumulative GPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward academic good standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.
  - d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.

- e. Students who regain academic good standing but again fall below the 2.00 CGPA standard in a subsequent semester are awarded another semester of probation and, where appropriate, extended probation.

**D. Academic Recovery Plan:** Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to academic good standing. The plan must be developed with and approved by the appropriate Academic Standards Officer.

1. **Analysis:** Students must identify the factors causing their unsatisfactory achievement.
2. **Planning:** Plans must include a schedule of minimum grades needed to achieve academic good standing.
3. **Commitment:** Students must commit to the changes in behavior necessary to achieve academic success. This might include changes in time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer.
4. **Documentation:** Each plan must include a satisfactory method of documentation. Records of attendance at classes and support services, journaling of activities supporting academic success, and conferences are potential vehicles to be considered.

**E. Dismissal and Readmission**

1. Students dismissed under this policy may not be readmitted for at least one calendar year.
2. Dismissed students are not eligible for enrollment in any session (including summer sessions) for at least one calendar year. After one calendar year dismissed students may enroll in summer courses, but they are cautioned against enrolling without consulting their Academic Standards Officer.
3. Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
  - a. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
  - b. Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision.
  - c. The Registrar's Office will officially change the major based on the officer's readmission letter to the student.
4. Students may be readmitted only once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy after two or more years of separation or the Fresh Start Policy after three or more years of separation.

## **F. Special Populations**

### **1. Department of Developmental Studies/Act 101 Program:**

Students admitted through the Department of Developmental Studies remain under the direction of the Department of Developmental Studies until reaching the 2.00 CGPA standard. Students dismissed after earning a 0.00 CGPA in their initial Department of Developmental Studies/Act 101 program may apply for readmission only to the next Department of Developmental Studies/Act 101 program.

### **2. Regional Campuses:**

Students admitted through a regional campus must remain at that campus until reaching the 2.00 CGPA standard.

### **3. Part-time Students: Continuing Education and Others:**

This policy will be applied on a pro-rata basis for part-time students. Students are considered to be part-time if, at the close of the drop-add period of the given semester, they are enrolled in fewer than 12 credits of classes.

## **Academic Standards Policy 2013 Revision**

- A. Purpose:** The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate students.

### **B. Terminology**

- 1. Academic Good Standing:** Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
- 2. Probation:** Students whose CGPA falls below the 2.00 standard are on Probation during the next fall, spring, or summer semester for which they are registered.
- 3. Extended Probation:** Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on Extended Probation.
- 4. Academic Recovery Plan:** Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving Academic Good Standing.
- 5. Academic Recovery Hold:** An Academic Recovery Hold is placed on the records of students who fail to submit an Academic Recovery Plan, preventing them from processing any registration transaction

**C. Administrative Review and Enforcement of Standards**

1. Each college, regional campus, and the Department of Developmental Studies will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each fall, spring, and summer semester.
  - a. Students earning a 0.00 CGPA at the end of their first semester of enrollment will be dismissed from the university, except for students enrolled in only one course (up to four credit hours), who may be placed on probation at the discretion of the appropriate Academic Standards Officer.
  - b. Other students falling below the 2.00 CGPA standard will be placed on probation at the end of the semester. They may continue on probation for one semester. They will be required to develop and implement an Academic Recovery Plan.
  - c. Students still below the 2.00 CGPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward Academic Good Standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.
  - d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.
  - e. Students who regain Academic Good Standing but again fall below the 2.00 CGPA standard in a subsequent semester are permitted another semester of probation and, where appropriate, extended probation.
  - f. Students who fail to establish an Academic Recovery Plan prior to the beginning of registration for the next semester will incur an Academic Recovery Hold preventing registration.
  - g. Students referred by the Office of Admissions for first year study at a regional campus may transition to the Indiana Campus upon achieving 24 credits through two regular academic terms at a 2.00 CGPA.
  - h. Students admitted through the Department of Developmental Studies remain under the direction of the Department until reaching the 2.00 CGPA standard.

**D. Academic Recovery Plan:** Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to Academic Good Standing. The plan must be developed with and approved by the appropriate Academic Standards Officer (or designee).

1. **Analysis:** Students must identify the factors contributing to their unsatisfactory achievement.
2. **Planning:** Plans must include a schedule of minimum grades needed to achieve Academic Good Standing.
3. **Commitment:** Students must commit to changes in behavior necessary to achieve academic success. This might include better time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer (or designee).
4. **Documentation:** Each plan must include an explanation of satisfactory methods of documentation. It is the student's responsibility to provide documentation supporting compliance with the agreed upon plan, if requested.

#### **E. Readmission**

1. Students dismissed under this policy may not be readmitted for at least one calendar year.
2. Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
  - a. A decision for readmission of a student in probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Registrar's Office will officially change the major based on the Academic Standards Officer's readmission letter to the student.
  - b. A decision for readmission of a student enrolled at a regional campus at the time of dismissal or voluntary withdrawal, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Academic Standards Officer of the regional campus.
  - c. A decision for readmission of a student enrolled in the Department of Developmental Studies/Act 101 at the time of dismissal or voluntary withdrawal is the responsibility of the DVST Academic Standards Officer.
3. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
4. Students may be readmitted only once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy or the Fresh Start Policy.

**Rationale:**

As a part of its five year review of academic policies, the Academic Committee revised the “Academic Standards Policy” in order to better represent the intent of the policy, the needs of all undergraduate populations served by the policy, and the changes in the IUP academic calendar. As a result of this review and conversations with the populations affected, changes to the policy included:

1. Cleaning up and tightening terms and definitions.
2. More accurately representing the policy’s impact on the now continuous academic year.
3. Including what was formerly known as “special populations” within the main policy because they follow the same policy.
4. Aligning the provisions of the policy for regional campus students with the provisions of transition for said students elsewhere within the policy, so that they are in agreement.
5. Clarifying that the policy is in force for any period during which there are classes, even if only one course is taken.

Minor revisions include:

1. Clarification of administrator roles and when designees are acceptable.
2. Clarification of responsibilities for students and administrators.
3. Clarification of readmission procedures after dismissal.



**Appendix D  
Research Committee  
Chair Bonach**

The USRC met on May 7, 2013. At the start of the meeting it was announced that per the suggestion by the USRC, Dr. Creely checked with the A Deans and Deans regarding electronic submissions of Senate Fellowships and changing the submission dates to allow faculty more time to prepare their proposals. There was no objection by the A Deans or Dean. The USRC guidelines and website reflect these changes starting AY 13/14. The meeting was devoted to reviewing the University Senate Research Committee proposals. Overall there were 29 USRC Small Grant proposals and the decision was made to fund 24 proposals totaling \$43,855.00. The next meeting is Tuesday, September 17, 2013 at 3:15 pm in 301 Stright Hall.

- Dr. Beverly Chiarulli
- Dr. Katherine Farnsworth
- Dr. Kate Hanrahan
- Dr. Lora Ott
- Dr. Shannon Phaneuf & Dr. Jonathon Cooper
- Dr. Thomas Simmons
- Dr. Kevin Eisensmith
- Dr. Erika Davis Frenzel
- Mr. John Hepler
- Dr. Steven Hovan
- Dr. Eun Jin Hwang
- Dr. Eun Jin Hwang
- Dr. Steven Jackson
- Dr. Krys Kaniasty
- Dr. Yongtaek Kim
- Dr. Werner Lippert
- Dr. Shijuan “Laurel” Liu
- Dr. Dante Mancini
- Dr. Joann Migyanka
- Dr. John Mueller
- Dr. Bharathan Narayanaswamy
- Dr. Jeffery Ritchey
- Dr. Joan Van Dyke
- Dr. Andrew Zhou

**Appendix E**  
**University Planning Council (UPC)**  
**Senator Reilly**

UPC met on Tuesday Sept 3<sup>rd</sup>. There were four items on the agenda.

1. **Middle States Report**—Laura Delbrugge and Hilliary Creely gave a presentation on the Middle States Accreditation and Self Study Process. They reviewed the goals of the self-study process, the self-study participants, sub-committee chairs, the timeline for the self-study, and ways to get involved. Information is available on the following website:  
<http://www.iup.edu/middlestates/>

2. **Enrollment Briefing** –Jim Begany

Sept 16<sup>th</sup> will be the freeze date. This year's enrollment is expected to be between 14,750 and 14,770. The quality of students has been maintained. Upcoming meetings with the deans will focus on setting goals on how to proceed. Lower enrollment will continue to be an issue due to the currently declining population of high school graduates. Uuniversity Budget Advisory Committee (UBAC) will be working on developing a plan for a multiple year budget model rather than yearly based on this current trend.

3. **Budget Briefing** – Cornelius Wooten—items discussed can be found on pages 33 and 34.

4. **UPC Sub-committees – Structure and Charge**—Randy Martin

Work continues on the creation of subcommittees that begun at the end of the last academic year. Sub-committee c-chairs will work on soliciting members. Committee members do not have to be members of UPC. It is hoped that in the next few weeks, the subcommittees will have an opportunity to meet. Please see a list of the 12 subcommittees and their respective co-chairs starting on page 35.

**Updated Original Budget  
Indiana University of Pennsylvania  
Basic Budget Assumptions - FY2013-14**

1. FY2012-13 Level State Appropriation Funding with Allocation Adjustment resulting in an increase of \$321,524
2. Enrollment Projection - 14,800
3. Tuition Increase - 3.0%
4. Technology Fee Increase - 3.0%
5. Salary and Wage increases based on current CBA(s)  
Non Represented Employees - (Management) - 3.0%
6. a. Benefit Increase Prior to Permanent Reductions - 8.9%\*  
b. Benefit Increase After Permanent Reductions - 6.2%\*
7. Utility Increase - 5.0% (Less E&G share of revenue which is projected to be \$359,152)
8. The following changes were incorporated into the budget projection:
  - A. Personnel Budget based on the SAP PBM Position Control System
  - B. Assumed an 3% increase in Bad Debt expense
  - C. Increase in the Student Service Fee - Addition revenue of \$950,000
  - D. Performance Funding Expense kept at FY 2011/2012 Level
  - E. \$210,000 for additional Graduate Assistants - One Time
  - F. New item for Multi-University Enrollment Application - \$100,000 (5 year commitment)
  - G. Strategic Initiative Reserve has been used to offset the budget deficit.
  - H. Permanent elimination of Furniture Reserve for \$400,000

\*Benefit rates are based on the latest PASSHE assumptions and the new Position Budget Management system.

**Indiana University of Pennsylvania  
FY2013-14 Budget Projections**

|  | <b>SPRING RE-BUDGET</b> | <b>ORIGINAL BUDGET</b> | <b>UPDATED ORIGINAL BUDGET *</b> |
|--|-------------------------|------------------------|----------------------------------|
|  | <b>FY2012-13</b>        | <b>FY2013-14</b>       | <b>FY2013-14</b>                 |
| <b>FALL ENROLLMENT</b>                   | <b>15,379</b>           | <b>15,000</b>          | <b>14,800</b>                    |
| <b>NEW SOURCES</b>                       |                         |                        |                                  |
| State Appropriations                     | \$ 47,850,700           | \$ 47,850,700          | \$ 48,172,224                    |
| Performance Funding                      | 5,130,520               | 4,560,978              | 4,560,978                        |
| Tuition and Fees                         | 126,908,373             | 128,427,854            | 126,949,947                      |
| New Student Service Fee                  | 3,000,000               | 4,000,000              | 3,950,000                        |
| Investment Income                        | 1,000,000               | 900,000                | 900,000                          |
| Other Sources                            | 953,015                 | 995,000                | 995,000                          |
| <b>TOTAL NEW SOURCES</b>                 | <b>\$ 184,842,608</b>   | <b>\$ 186,734,532</b>  | <b>\$ 185,528,149</b>            |
| <b>NEW USES</b>                          |                         |                        |                                  |
| <b>PERSONNEL:</b>                        |                         |                        |                                  |
| Faculty Salaries                         | \$ 64,219,675           | \$ 66,909,709          | \$ 64,744,343                    |
| Staff Salaries and Wages                 | 33,445,359              | 34,859,094             | 33,933,179                       |
| Benefits                                 | 38,175,322              | 41,557,095             | 40,562,391                       |
| <b>TOTAL PERSONNEL</b>                   | <b>\$ 135,840,356</b>   | <b>\$ 143,325,898</b>  | <b>\$ 139,239,913</b>            |
| <b>OPERATING:</b>                        |                         |                        |                                  |
| Operating and Maintenance                | \$ 31,747,389           | \$ 29,892,980          | \$ 29,451,589                    |
| Utilities                                | 6,688,501               | 6,663,774              | 6,663,774                        |
| Graduate Assistantship Waivers           | 7,108,134               | 7,558,808              | 7,521,377                        |
| Debt Payments with Kovalchick            | 2,953,000               | 3,172,000              | 3,172,000                        |
| Divisional Net Excess Reduction Target   | 505,228                 | 98,822                 | 556,879                          |
| <b>TOTAL OPERATING</b>                   | <b>\$ 49,002,252</b>    | <b>\$ 47,386,384</b>   | <b>\$ 47,365,619</b>             |
| <b>TOTAL NEW USES</b>                    | <b>\$ 184,842,608</b>   | <b>\$ 190,712,282</b>  | <b>\$ 186,605,532</b>            |
| <b>NEW SOURCES LESS NEW USES</b>         | <b>\$ -</b>             | <b>\$ (3,977,750)</b>  | <b>\$ (1,077,383)</b>            |
| Divisional Targeted Permanent Reductions | -                       | 3,977,750              | -                                |
| Use of One-Time Funding Sources          | -                       | -                      | 1,077,383                        |
| <b>NET SOURCES LESS USES</b>             | <b>\$ -</b>             | <b>\$ -</b>            | <b>\$ -</b>                      |

\* The FY2013-14 Updated Original Budget reflects the implementation of the \$3,977,750 Divisional Permanent Reductions.

**UPC Subcommittee Groups**

| Academic Excellence  | Branding   | Campus Facilities Master Plan   | Development  | Enrollment Management   |
|--|--|---|--|---|
| Randy Martin – co chair<br><a href="mailto:Randy.martin@iup.edu">Randy.martin@iup.edu</a><br>Edel Reilly – co chair<br><a href="mailto:e.reilly@iup.edu">e.reilly@iup.edu</a><br>David LaPorte<br><a href="mailto:David.LaPorte@iup.edu">David.LaPorte@iup.edu</a><br>Elaine Blair<br><a href="mailto:Elaine.blair@iup.edu">Elaine.blair@iup.edu</a>   | Michelle Fryling – co chair<br><a href="mailto:Michelle.fryling@iup.edu">Michelle.fryling@iup.edu</a><br>Bob Camp – co-chair<br><a href="mailto:Robert.camp@iup.edu">Robert.camp@iup.edu</a><br>Mark Correia<br><a href="mailto:Mark.correia@iup.edu">Mark.correia@iup.edu</a>         | Tom Borellis – co chair<br><a href="mailto:w.borellis@iup.edu">w.borellis@iup.edu</a><br>Todd Cunningham – co-chair<br><a href="mailto:Todd.cunningham@iup.edu">Todd.cunningham@iup.edu</a><br>Mike Lemasters<br><a href="mailto:Michael.Lemasters@iup.edu">Michael.Lemasters@iup.edu</a> | Bill Speidel – co-chair<br><a href="mailto:William.speidel@iup.edu">William.speidel@iup.edu</a><br>Michael Hood – co-chair<br><a href="mailto:Michael.hood@iup.edu">Michael.hood@iup.edu</a> | Jim Begany – co-chair<br><a href="mailto:James.begany@iup.edu">James.begany@iup.edu</a><br>Yaw Asamoah – co-chair<br><a href="mailto:Yaw.asamoah@iup.edu">Yaw.asamoah@iup.edu</a><br>Mary Williams<br><a href="mailto:Mary.e.williams@iup.edu">Mary.e.williams@iup.edu</a><br>John Kilmarx<br><a href="mailto:John.Kilmarx@iup.edu">John.Kilmarx@iup.edu</a><br>Michael Husentis<br><a href="mailto:M.H.Husenits@iup.edu">M.H.Husenits@iup.edu</a><br>Stuart Chandler<br><a href="mailto:Stuart.Chandler@iup.edu">Stuart.Chandler@iup.edu</a><br>Michelle Fryling<br><a href="mailto:Michelle.Fryling@iup.edu">Michelle.Fryling@iup.edu</a><br>Parimal Bhagat<br><a href="mailto:Parimal.Bhagat@iup.edu">Parimal.Bhagat@iup.edu</a> |
| Performance Funding  | Research/Scholarly Activity  | Resource Management/UBAC  | Social Equity/Diversity  | Space Allocation  |
| Barbe Moore – co-chair<br><a href="mailto:Barbara.moore@iup.edu">Barbara.moore@iup.edu</a><br>Jack Makara – co-chair<br><a href="mailto:Jack.makara@iup.edu">Jack.makara@iup.edu</a><br>Susie Sink<br><a href="mailto:Susanna.sink@iup.edu">Susanna.sink@iup.edu</a><br>Chris Kitas<br><a href="mailto:Chris.kitas@iup.edu">Chris.kitas@iup.edu</a><br>Alex Heckert<br><a href="mailto:Alex.Heckert@iup.edu">Alex.Heckert@iup.edu</a><br>Michele Norwood<br><a href="mailto:Michele.Norwood@iup.edu">Michele.Norwood@iup.edu</a> | Tim Mack – co-chair<br><a href="mailto:Timothy.mack@iup.edu">Timothy.mack@iup.edu</a><br>Deanne Snavelly – co-chair<br><a href="mailto:Deanne.snavelly@iup.edu">Deanne.snavelly@iup.edu</a><br>Calvin Masilela<br><a href="mailto:Calvin.masilela@iup.edu">Calvin.masilela@iup.edu</a> | Cornelius Wooten – co-chair<br><a href="mailto:Cornelius.wooten@iup.edu">Cornelius.wooten@iup.edu</a><br>Bill Balint – co-chair<br><a href="mailto:William.balint@iup.edu">William.balint@iup.edu</a>   | Pablo Mendoza – co-chair<br><a href="mailto:Pablo.Mendoza@iup.edu">Pablo.Mendoza@iup.edu</a><br>Helen Kennedy – co-chair<br><a href="mailto:Helen.kennedy@iup.edu">Helen.kennedy@iup.edu</a> | John Kilmarx – co-chair<br><a href="mailto:John.kilmarx@iup.edu">John.kilmarx@iup.edu</a><br>Mark Geletka – co-chair<br><a href="mailto:Mark.geletka@iup.edu">Mark.geletka@iup.edu</a><br>Luis Gonzalez<br><a href="mailto:Luis.gonzalez@iup.edu">Luis.gonzalez@iup.edu</a>   |
|  |  |   |  |   |
|  |  |   |  |   |

| Strategic Planning   | Student Success   |
|--|---|
| <p>Tim Moerland – co-chair<br/> <a href="mailto:Tim.moreland@iup.edu">Tim.moreland@iup.edu</a><br/>                     Michele Papakie – co-chair<br/> <a href="mailto:Michele.papakie@iup.edu">Michele.papakie@iup.edu</a></p> | <p>Rhonda Luckey – co-chair<br/> <a href="mailto:Rhonda.luckey@iup.edu">Rhonda.luckey@iup.edu</a><br/>                     Mary Williams – co-chair<br/> <a href="mailto:Mary.e.williams@iup.edu">Mary.e.williams@iup.edu</a><br/>                     Sondra Dennison<br/> <a href="mailto:Sondra.Dennison@iup.edu">Sondra.Dennison@iup.edu</a><br/>                     Tammy Manko<br/> <a href="mailto:Tammy.Manko@iup.edu">Tammy.Manko@iup.edu</a><br/>                     Luke Faust<br/> <a href="mailto:Luke.Faust@iup.edu">Luke.Faust@iup.edu</a><br/>                     Katie Farnsworth<br/> <a href="mailto:Katie.Farnsworth@iup.edu">Katie.Farnsworth@iup.edu</a></p> |