

MINUTES OF THE UNIVERSITY SENATE
May 2, 2000

The May 2, 2000 meeting of the University Senate was called to order by Chairperson Alarcon at 3:25 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: K. Barton, C. Carranza, M. Cowles, M. Gerwick, P. Groomes, H. Hull, R. Marx, A. Merlo, E. Nardi, G. Radakovic, E. Receski, K. Rivosecchi, L. Szalontai, S. Trinkley.

The following Senators were **absent** from the meeting: L. Alvine, D. Ames, A. Andrew, M. Ashamalla, N. Bharathan, K. Brown, B. Carter, F. Condino, B. Ender, S. Ender, J. Fisher, S. Glor-Scheib, C. Green, D. Hulings, R. Juliette, N. Kolb, T. Lord, J. Lukehart, R. Maggiore, V. Mancuso, C. McCreary, W. McPerson, S. Mukasa, R. Mutchnick, K. Patrick, K. Polansky, G. Rice, R. Russell, L. Sciulli, V. Sharma, G. Torges-Hoffman, K. Westlunc, S. Wheatley, P. Zorich, A. Corinna, R. Ambrose, D. Anderson, S. Bordner, A. DePalma, D. Dix, J. Ellis, B. Getchell, T. Golding, J. Hardee, K. Hertz, D. Hubbard, K. Huddleston, A. Hughes, L. Klink, S. Kupchella, B. Laundrie, M. Lawther, M. Majercak, J. Mehall, B. Metala, B. Nucle, M. Petrowski, B. Popp, S. Showaher, C. Sollman, B. Surmacz, K. Swanger, L. Zack.

The minutes of the April 4, 2000 meeting were **ACCEPTED**.

Agenda items for the May 2, 2000 meeting were **ACCEPTED**.

REPORTS AND ANNOUNCEMENTS

PRESIDENT'S REPORT (Dr. Pettit)

I just came from a videoconference on the System planning process. Dr. Staszkiwicz is still there and he will try to make it here shortly. I start with the System planning process because it is of critical importance to the university and to all of us. You are probably all familiar with the existing planning document from the State System called "Imperatives for the Future." This new round of planning is moving quickly. The current plan is for the final recommendations to be formulated May 11 by the Academic Committee of the Board of Governors, and then presented to the Board for adoption at the July meeting.

It has been a fairly consultative process, but it moves so quickly that many people get documents only the day before the comments are due. We have about 35 IUP people involved in the videoconference right now including the APSCUF leadership, vice presidents, deans, and others. This is rather cumbersome, and I do not know how much good is going to come from it. We are putting together an institutional response which will be due on the June 7th or 8th. We have been working on it all weekend and for several weeks.

There is a new tendency I think at the System level to corporatize the universities and we are trying to deal the best we can with that. We are struggling to get some recognition for such things as quality and

excellence in our core arts and sciences disciplines. We incorporated that into the draft language. Just as importantly from the IUP perspective, we are trying to get some language that will address the need to differentiate further the missions of the 14 institutions. Increasingly the System regards us as 14 entities that are all alike, all of which should be affected in the same way by all of the recommendations, and all of which should respond in the same way to implement the recommendations. My argument is that there is really too much being proposed for that to be sensible and that it is time for the System finally to take a dramatic step to differentiate roles and missions. Perhaps some university missions should be reduced and some should be focused on pre-baccalaureate and baccalaureate technology. It is also time to fish or cut bait with respect to the IUP doctoral mission which is unique within the System. We were a doctoral institution at the time the System was formed. The System has been in a state of denial since that time. Whenever they use peer comparisons from other states they lump us all together and use master's level peer institutions. Only recently, after we struggled for six years, was the formula opened to include some consideration for doctoral education, but only insofar as it recognizes a different student/faculty ratio for doctoral classes. I tried to explain in the videoconference today that being a doctoral institution means more than simply teaching doctoral level classes, that you have to sustain a culture that involves more resources for research, for library and other information systems, etc. The other observation I made was that increasingly they are gathering into the Chancellor's office those very functions that one would expect a doctoral institution to do, and they are trying to coordinate those functions among 14 institutions many of which do not have capacity to do those things: such as corporate relations, increased federal support for research and service, technology transfer, etc. So, we are fighting a battle to try to get a clear demarcation of our unique role within the System.

We have been underfunded in relation to our mission from the beginning and one could argue that we have never been supported in relation to our national peers to the extent that the other 13 are supported in relation to their peers.

It has been a long tough year for all of us, and I congratulate all of us for getting through it. I feel good about how the university is functioning and how the interpersonal relationships are again working toward what is in the best interest of the university. I thank all of you for that. This body is the real center for shared governance and democratic consensus at the university, and we need to do all we can to protect the Senate and strengthen it.

The year will be culminated by Commencement and I am urging all the faculty to be there to support the graduates and support this very important academic ritual. At Commencement, there will be several things going on for the first time. The most important probably is the graduation of the first class from Robert E. Cook Honors College. Bob Cook will be here to give the Commencement address and to receive an honorary degree. I think it is going to be an especially good Commencement year, and I urge all of you who can, to participate.

There has been some concern expressed about enrollment and admissions. I think you need to understand that we have an admissions problem but it is not at the main campus, only on the branch campuses. Every year for the past five or six, the regular admit freshmen class at Indiana has been bigger and better than the one before. There has been such a decline in the branches however, from a high of 860 to a low of 250, that the enrollment of the university as a whole has declined and that has hurt us in formula funding. So the obvious strategy is to try and do something to revitalize the branch campuses, to reconstruct their missions and goals to make them more attractive to students. There are a lot of reasons why the branch problem has occurred, one of which is a demographic decline of Western

Pennsylvania. This has led other System universities, and some other universities as well, to become essentially open admissions. So, it becomes more difficult to attract to the branch campuses those students whom we reject at Indiana when they can go to other universities as regular admits. The Indiana regular admit class is very healthy each year, and we expect it to continue to be. We need to increase our graduate enrollment and to revitalize continuing education, and we need to do more with international enrollment even though of all the international students in the System, 31 percent are here. I think our people in admissions are doing a good job and are working very hard. I do not think we are going to have an admissions crisis but we do have to do something about the branch campuses.

PROVOST'S REPORT (Dr. Staszkievicz)

No report.

CHAIRPERSON'S REPORT (Dr. Alarcon)

I would like to keep my remarks for this month short. First please take note of the dates for the meetings of the senate for the Fall 2000 semester:

Tuesday, September 12

Tuesday, October 3

Tuesday, November 7

Tuesday, December 5

This will be my last senate meeting for a while, as I will be on sabbatical next semester. I would like to thank the members of the University Senate for having allowed me the opportunity to serve the University in this capacity. It has been an educational and rewarding experience. Many individuals have chaired committees over the last four years. Rather than trying to name all of them, let me give you all a collective thanks! I would like to thank, Terry Ray and Rob Mutchnick who served as parliamentarians and Ramesh Soni and Cathleen Ray who serve as Secretaries.

VICE CHAIRPERSON'S REPORT (Senator Gresh)

No report submitted.

OLD BUSINESS (carryover from the April 4, 2000 meeting)

A. SSHE Sexual Harassment Policy—no discussion.

STANDING COMMITTEE REPORTS

RULES COMMITTEE—Chairperson Beisel

Motion to approve the following:

**Proposed Amendments to the IUP University Senate Constitution and Bylaws in
Reference to the Undergraduate Curriculum Committee and the Graduate
Committee**

**Submitted by the Rules Committee, May 2, 2000
First presented to Senate on February 29, 2000**

1. In paragraph one of the Senate Constitution under the section entitled "Purpose", delete the section reading:

The Association of Pennsylvania State College and University Faculties (APSCUF-IUP) has delegated its contractual curricular responsibility to the Graduate Committee and the Undergraduate Curriculum Committee. At least two-thirds of the membership of each of these committees shall be faculty. These committees shall forward curricular proposals to the Senate for approval.

2. In paragraph two of the Senate Constitution amend to read: The Senate shall report simultaneously its **approved** proposals to the President of the University and the President of APSCUF-IUP...

3. On the last page of the Constitution, under the section "Composition and Elective Procedures" and in the paragraph beginning, The Alumni Association representatives... add **If the chairperson of the IUP-APSCUF Graduate Curriculum Committee and/or the chairperson of the IUP APSCUF Undergraduate Curriculum Committee is not a member of the Senate, that person shall serve as an ex-officio member of the Senate.**

4. In the Senate Bylaws, **eliminate all of section V c, Undergraduate Curriculum Committee.**

5. In the Senate Bylaws, **eliminate all of the text of section V d, Graduate Committee** and replace it with:

All curricular functions of the Graduate Committee have been assumed by the APSCUF Graduate Committee and are hereby removed from the Senate as of May 2, 2000. Non-curricular functions of the Graduate Committee, specifically, "degree requirements, general policies for admission, scholarships, assistantships, and other matters pertaining to graduate students and the Graduate School and Research are delegated to the APSCUF Graduate Committee for the period commensurate with the trial period of APSCUF Curriculum Committee reorganization and subject to review in May 2002.

Motion by Senator Duntley, seconded by Senator E. Goldsmith, to return the proposed amendments to committee.

A lengthy discussion ensued.

Motion by Senator Butzow to close debate. Motion **APPROVED**.

Main motion **APPROVED** to return the proposed amendments to committee.

ACADEMIC COMMITTEE—Chairperson Duntley

Motion to approve the following:

Item 1. The Three Step Process for Teacher Education

Rationale:

A major revision of the policy governing teacher education provides an opportunity to rethink evolutionary changes that have taken place since the policy's inception and also allows for the incorporation of emerging influential practices as well as changes in state and national certification requirements and standards.

As this policy change was developed, it was done with reflection on the following goals:

1. Outline the overarching sequence of events and general requirements for teacher education candidates including IUP Liberal Studies requirements.
2. Improve the quality of teacher education and be in compliance with Pennsylvania Department of Education Teacher Certification Standards.
3. Maintain the reputation that IUP teacher education candidates are competitive not only within the state but the nation.
4. Provide for student success in completing the mandated PRAXIS I & II exams
5. Provide candidates with opportunities for earlier experiences in education courses. [Research shows many students are more likely to be successful in their chosen program of study if early opportunities exist for them to feel a part of the program of study. This leads to increased likelihood of student retention.]
6. Simplify the process for students by requiring 3 steps instead of 4.

Summary of Changes in the Proposed Three Step Process in Comparison to The Current Four-Step Process

The Teacher Education Coordinators Council of the IUP Academy for Teacher Preparation worked for more than 2 years to revise the current "Four Step Process for Teacher Certification" which governs candidate completion of the teacher preparation program at IUP to a "Three Step Process". The proposed revision is not a departure from the fundamental concept of the "Four Step Process", but represents a revision of detail within a consistent philosophy. The proposed changes that have evolved are influenced by several factors:

- The current Policy is more than 10 years old
- The ability and need to track some of the information required by the policy has changed
- The regulations governing Pennsylvania Teacher Certification have changed and additional changes are imminent.

- Accrediting agencies, including National Council for Accreditation of Teacher Education (NCATE), have changed their standards.
 - The Pennsylvania Department of Education program approval process has changed and will undergo more changes in the very near future.
1. The Pennsylvania State Board of Education will shortly make changes in the Teacher Education Program Approval Standards under Chapter 354.
 - a. The minimum grade point average will most likely be raised incrementally to a 3.0 instead of the current 2.5
 - b. The PRAXIS I exams will be required for entrance into any PA Teacher Preparation Program. The PRAXIS I exams includes separate tests measuring professional level basic skill competence in:
 - Writing
 - Reading
 - Math
 - Listening
 These tests will be required in addition to the currently required PRAXIS II exams that include:
 - Principles of Learning either K-6 or 7-12
 - Subject area specific test
 - In addition, all education majors who have either K-12 Certification or K-6 Certification will need to take the new Elementary School Content Knowledge test.
 - c. Candidates will not be permitted formal admission to the PA Teacher Preparation Programs until 45 credits or approximately 3 semesters of college level work have been completed. The current stipulation is completion of 29 credits or approximately 2 semesters.
 2. Accreditation agencies including NCATE and PDE are now requiring portfolios for each teacher candidate; therefore this requirement has been added.
 3. Criminal Record Checks (Act 34) and Child Abuse Clearances (Act 151) are now required by all school districts for candidates participating in field experiences and are valid for a maximum of one year. When the Four Step Process was originally developed, one clearance for Act 34 was required and it was good for the entire collegiate career of the student. Since then it has also become mandated that Act 151 clearances be acquired annually.
 4. The Federal HEA Title II Legislation of 1998 now mandates each state to gather comparison reporting information on each teacher preparation institution in the state. A primary data set for this comparison is candidate performance on the PRAXIS exams, formerly known as the "National Teachers Exams." This data will be public information and will show rank order of all institutions in the state. After the information is forwarded to U.S. Government, it will be published in rank order for the nation. Federal funding to institutions of teacher preparation will be determined by the performance of candidates on these exams. The program completers will comprise the population used for this comparison. Therefore, we are proposing that all PRAXIS exams be passed with the current state qualifying score before a student is eligible for student teaching. This will insure that all our program completers will have scored sufficiently high on the exams to meet the state minimal standards and they will be the only ones to appear in the data gathering that will subsequently be used to rank and evaluate the IUP Teacher Preparation Program..

5. The Communications Media Department has agreed to eliminate the prerequisite of (EP 202/EDSP 1xx) for taking (CM 301/COMM 1xx.) In the Four Step Process it was a prerequisite.
6. The Educational School Psychology Department has agreed to eliminate the prerequisite of PSYC 101 before taking (EP 202/EDSP 1xx). This was a stipulated prerequisite in the current Four Step Process. However, education majors still will take PSYC 101, just not as a prerequisite to (EP 202/EDSP 202).
7. Teacher education students will be required to take (CM 301/COMM 1xx), (EP 202/EDSP 1xx), and (FE 202/FDED 202) prior to formal admission to the IUP Teacher Certification Program. Under the current Four-Step Process, these courses were to be taken after being admitted to Step one or Teacher Certification.
8. The major change from the Four Step Process to the Three Step Process is the elimination of one Step. We are in effect eliminating the current Junior Standing Step. After a student is admitted to Teacher Certification Program in step one, he/she will continue to complete all requirements specified and the next "check" will occur in conjunction with clearance for Student Teaching. If all requirements are met, the candidate will be eligible to student teach.

Note: The following course numbers will need to be changed to a lower number when they move to the freshman year.

- (FE 202/FDED 202) will be changed to: FDED 1xx
- (EP 202/EDSP 202) will be changed to EDSP 1xx
- (CM301/COMM 301) will be changed to COMM 1xx

These changes are under current consideration.

Resource Issues:

1. Moving required courses such as COMM 301, EDSP 202 and FDED 202 to the freshman level may impact the number of seats that will need to be available. There are many more freshmen than sophomores, juniors or seniors.
2. Moving required courses such as COMM 301, EDSP 202 and FDED 202 to the freshman level would necessitate the offering some of these courses at the branch campuses. This may be a resource issue.

Summary of Changes from 4 Step Process to 3 Step Process

	4 Step Process	Proposed 3 Step Process
1	QPA 2.5	Probably moving incrementally to 3.0 QPA
2	Act 34 Clearance – once	Act 34 & 151 Clearances Annually
3	Step I: EP 202, FE 202, CM 301	Pre-Step I: EP 202, FE 202, CM 301
4	No required exam for admission to Teacher Certification program	PRAXIS I exams required by state for admission to Teacher Certification program
5	Admission to Step I Teacher Certification after a minimum of 29 credits earned	Admission to Step I Teacher Certification after a minimum of 45 credits earned.
6	Step II - Junior Standing is part of Four Step Process	No Junior Standing – results in reduction to Three

		Step Process
7	No portfolio requirement	Portfolio required and checked at each step
8	PRAXIS II exams passed with PDE-established scores before recommendation for Teacher Licensure	PRAXIS II exams passed with PDE-established scores before recommendation for student teaching
9	EP 202 is a prerequisite for CM 301	Prerequisite for CM 301 eliminated
10	PC 101 is a prerequisite for EP 202	Prerequisite for EP 202 is eliminated, but students still take PC 101

Policy:

**IUP TEACHER EDUCATION
A Three-Step Process
For students matriculating September 2001 and thereafter**

To insure that students in IUP Teacher Preparation programs are progressively developing the necessary knowledge, skills, and dispositions to become a teacher, there is an evaluation and advisement of each candidate at each of three stages. Student progression to the next step is predicated on a positive recommendation by the program coordinator and academic advisor. As a result, there is an evaluation and advisement of each candidate at each of three stages.

When students are admitted to the university and declare an intent to pursue the teacher certification program, they will be given a program code that designates that intention, but at that point they will not be fully admitted to the teacher certification program.

Initial Requirements that must be met by candidates prior to being formally admitted to the IUP Teacher Certification program:

- Complete a minimum of 45 credits of university work and establish a minimum GPA of 2.5 or as revised/required by Chapter 354 of the Pennsylvania Education Code
- (CM 301/COMM 1xx) Technology for Teaching and Learning with a grade of “C” or better.
- (FE 202/FDED 1xx) Introduction to American Education with a grade of “C” or better.
- (EP 202/EPSP 1xx) Educational Psychology with a grade of “C” or better.
- Schedule and pass the PRAXIS I exams or other entrance exams as required/revised by Chapter 354 of the Pennsylvania Education Code.
- Begin to develop a professional portfolio based on the requirements and expectations of the program department

Step 1. Admission to Teacher Certification ProgramProcedure

During the student's third semester at IUP, candidates must file an application and personal goals essay with the major academic advisor. The advisor or departmental program coordinator will review, and recommend approval or denial and forward the application to the Dean's Office, College of Education. Applications will be reviewed immediately after posting of semester grades.

Transfer students from either within the University or from another institution and Post Baccalaureate students will have their transcripts individually reviewed to determine a specific, sequenced program of study that will be in concert with the program and sequence of other applicants, but to the extent possible, reflective of their previously earned courses and completed experiences.

Requirements

- A. Completion of at least 45 semester hours with a minimum grade point average of 2.5 or as required/revised by Chapter 354 of the Pennsylvania Education Code. Transfer students, second degree - first certification and second certification with sufficient semester hours (45) must complete one semester (12 s.h. minimum) at IUP to establish a GPA.
- B. Completion of (CM 301/COMM 1xx) with a grade of "C" or better.
- C. Completion of (FE 202/FDED 1xx) with a grade of "C" or better.
- D. Completion of (EP202/EDSP 1xx) with a grade of "C" or better.
- E. Completion of (EN 101/ENGL 101) with a grade of "C" or better.
- F. An affirmative recommendation from the major academic adviser.
- G. Completion of initial speech/hearing screening test.
- H. Clearance on TB testing.
- I. Attainment of a satisfactory score on the four components of PRAXIS I exams, (Writing, Math, Reading, Listening) to be scheduled by the student and taken no later than the end of the second semester at IUP. The PRAXIS I exams may be taken a maximum of 2 times before the student is ineligible for admission to IUP Teacher Certification Programs. The writing section of the PRAXIS I exams should not be taken until after completion of (EN 101/ENGL 101).
- J. Program Department evaluation and approval of the student's Professional Portfolio based upon established criteria
- K. Completion of any other Program Department requirements as outlined in the College Catalog.
- L. Satisfactory completion of an essay describing personal goals and reasons for wanting to become an educator.

Results

If the requirements are met, the Associate Dean for Teacher Education, College of Education will send the student a letter of admission to the teacher certification program. The program code for the student will be changed to reflect the status of admission to the Teacher Certification program. At this point, the student may consider enrolling in the following courses from the professional education core:

- (ED 242/EDUC 242) Pre-Student Teaching I
- (ED 342/EDUC 342) Pre-Student Teaching II
- (EP 377/EPSP 377) Educational Tests and Measurement
- (ED 442/EDUC 442) School Law
- (EX 300/EDEX 300) for Elementary and Early Childhood Majors or (EX 301/EDEX 301) for all other secondary and specialty area majors and
- Appropriate program specific methods courses.

Notes:

1. (ED 242/EDUC 242) and (ED 342/EDUC 342) must be taken in sequence and may not be taken simultaneously during the same semester. Act 34 and 151 clearances are valid for only one year. After receiving the initial set of clearances, teacher preparation students must apply for new clearances during the month of May of each year to insure that a valid clearance is on file before going into the schools for any field experience.
2. If the requirements for "Admission to Teacher Certification "are not met by the end of the student's 4th semester or after completing 60 credits, the student will not be permitted to continue pursuit of professional education and will be counseled into another major or program of study.

Step 2. Admission to Student TeachingProcedure

The student must file an application through the department coordinator with the Office of the Associate Dean for Teacher Education, at least one semester before the actual experience.

Requirements

- A. Completion of all requirements in Admission to Teacher Certification including:
 1. All required professional education core courses with a minimum grade of C in each.
 - a. (EX 300/EDEX 300) or (EX 301/EDEX 300)
 - b. (CM301/COMM 1xx)
 - c. (FE 202/FDED 1xx)
 - d. (ED 202/EDSP 1xx)
 - e. (ED 242/EDUC 242)
 - f. (ED 442/EDUC 442)
 - g. (ED 342/EDUC 342) and
 - h. (ED 377/EDSP 377) (where required)
 2. Methods courses in major area.
 3. Completion of English 101 or equivalency with a minimum grade of C.
- B. Satisfactory completion of at least 91 semester hours with a cumulative minimum grade point average of 2.5 or as required/revised by Chapter 354 of the Pennsylvania Education Code. Transfer students with sufficient credits (91) must complete one semester (12 s.h. minimum) at IUP to establish a GPA.
- C. Completion of the liberal studies science requirement courses with a minimum grade of C in each.
- D. Completion of the liberal studies mathematics requirements with a minimum grade of C.
- E. Attainment of a passing score on the currently required PRAXIS II exams, as set annually by the Pennsylvania Secretary of Education.
- F. Affirmative recommendation by the student's major departmental advisor or program coordinator.
- G. Program department evaluation and approval of the student's Professional Portfolio based upon the respective program established criteria
- H. Completion of any other Program Department requirements as outlined in the College Catalog.

Results

If the requirements are met, the Associate Dean for Teacher Education will confirm approval by letter and process the student teaching placement. It is the student's responsibility to formally register for student teaching during the registration process.

If the requirements are not met, the student will be informed of the denial by letter and administratively removed from the student teaching placement. The student may not register for student teaching until deficiencies are met and/or removed from the student's academic record. It may also be determined that the student should be counseled into another field of study.

Step 3. Recommendation for Certification

Procedures

Complete application for the Pennsylvania Department of Education Certification and file with the Certification Officer, Associate Dean for Teacher Education by the listed dates appropriate for anticipated date of graduation.

Requirements

- A. A minimum grade of C in all professional education courses and an overall grade point average of 2.5 or as required/revised by Chapter 354 of the Pennsylvania Education Code.
- B. Review and recommendation by the major academic advisor indicating completion of all departmental teacher education requirements include final passage of the Professional Portfolio.
- C. Completion of student teaching with a minimum grade of C.
- D. Payment of the current processing fee.
- E. No criminal charges or convictions.

Appeal Provision

A student who believes that any requirement of this policy has been inequitably applied or that he/she merits special consideration, may appeal through the proper sequence of channels: academic advisor, chairperson, and finally the Associate Dean for Teacher Education. Appeals must be made before the end of the next regular academic semester following the application.

Every effort should be made to resolve the appeal through the process so described. If, at the conclusion, the student is still in disagreement with the findings, the student may request review before a Teacher Education Appeals Committee of the Academy for Teacher Preparation. The Committee will be composed of three members representing the faculty of the Academy for Teacher Preparation, the Teacher Education Coordinator's Council and senior teacher preparation students.

To initiate an appeal, the student must file a form obtained at the Associate Dean for Teacher Education's Office, College of Education. Appeals will be heard only during the regular academic semester. The student will be expected to submit written documentation of his/her complaint about the process of review for continuation or eligibility in the teacher education program. The Committee will

review the materials and make its recommendation to the Associate Dean for Teacher Education. A final decision rests with the Associate Dean for Teacher Education who is the Certification Officer.

End Notes

In all cases where advisor action is required, departments may choose to use a committee or other departmental approval process. In cases where someone supplies recommendations other than the academic adviser, the department needs to place a copy of its policy and procedures on file with the Associate Dean for Teacher Education.

Some departments have additional Junior Standing requirements in place. Departments may continue to apply those requirements, but need to keep a current copy of these requirements on file with the Dean of the College of Education.

The policy as here stated applies to all students applying to Teacher Certification Programs on or after September, 2001.

Motion by Senator Duntley, seconded by Senator Radell, to allow John Johnson permission to speak. Motion **APPROVED**.

Main motion **APPROVED**.

Motion to approve the following:

Course Access Policy

Rationale:

On occasion, departments and colleges unilaterally restrict course registration to *majors only*. It does make sense to limit slots in high demand areas to students who are required to take the courses. However, *majors* are often not the only students required to take these courses. Students with declared minors are a clear example. If students have been officially accepted as minors in a particular department, that department has an obligation to provide them with equal opportunities to complete courses in their programs in a timely manner.

Interdisciplinary requirements are another example. Many academic programs require coursework in multiple departments. Spanish for International Trade majors must take a variety of courses in the Eberly College of Business, Nursing majors must take Abnormal Psychology, Government and Public Service majors must choose two from a list of approved courses in Economics. Interdisciplinary majors (such as General Studies and Interdisciplinary Fine Arts) and minors (such as Pan-African Studies, Women's Studies, or Business) are required to register for courses across several disciplines. Students enrolled in these programs should have equal access to the courses needed to complete their programs.

Policy:

All students enrolled in an academic program that requires coursework outside their home department must be given equal opportunity to register for all program-appropriate courses for which they have completed the prerequisites.

Motion **APPROVED**.

AWARDS COMMITTEE—Chairperson Wheat

Chairperson Wheat announced that Jerry Pickering will be awarded the University Senate Award for Service and Tom Ault will be awarded the University Senate Award for Research.

CURRICULUM COMMITTEE—Chairperson Myers

Chairperson Myers presented the following for Senate information:

1. Liberal Studies Report
 - A. Dr. Matt Willen, English Dept, approved for Type I Professor Commitment Writing Status
 - B. Dr. John Marsden, English Dept, approved for Type I Professor Commitment Writing Status

Motion to approve the following:

New Course - Department of Management

MG438 Seminar in Operations Management 3c-01-3sh

Prerequisites: MG 330, senior standing

Course Description:

An integrative course in operations management. Considers and analyzes the current literature and contemporary topics in the area of providing service and producing goods. Case studies and field trips are used to provide students with a comprehensive knowledge of the theories, current practices and trends in several topical areas of operations management. Students will learn to present their findings and analyses in a professionally written format.

Rationale:

This course will replace Seminar in Management (MG 428) as a required course for students in the Operations (Industrial) Management track.

Motion **APPROVED**.

Motion to approve the following:

Programs Revisions - Department of Spanish and Classical Languages

- A. Catalog Revision

Current Catalog Paragraph:

Study Abroad: The university has established study abroad centers in Spain, Mexico, and Costa Rica. The program in Valladolid, Spain, is a second-semester-only program, whereas the ones in Mexico and Costa Rica are summer programs. All majors are encouraged to participate in study abroad; nonmajors are also accepted into these programs. The 18 hours in Spain or 7 hours in Mexico or 4 hours in Costa Rica are applicable to a major or a minor in Spanish. Students interested in more information should contact the Spanish department.

Proposed Catalog Paragraph:

Study Abroad: The university has established study abroad centers in Spain, Mexico, and Costa Rica. The program in Valladolid, Spain, is a second-semester-only program, whereas the ones in Mexico and Costa Rica are summer programs. All majors are required to participate in study abroad; nonmajors are also accepted into these programs. The 18 hours in Spain or 7 hours in Mexico or 4 hours in Costa Rica are applicable to a major or a minor in Spanish. Students interested in more information should contact the Spanish department.

B. Bachelor of Arts - Spanish

CURRENT PROGRAM		PROPOSED PROGRAM	
Bachelor of Arts - Spanish		Bachelor of Arts - Spanish	
Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	53-55	Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	53-55
Liberal Studies electives: no course with SP prefix		Liberal Studies electives: no course with SP prefix	
College:	0	College:	0
Foreign Language (included in the major)		Foreign Language (included in the major)	
Major:	37	Major: Study Abroad (1)	37
Required courses:		Required courses:	
SP201 or equivalent	4sh	SP201 or equivalent	4sh
SP221 Intermediate Spanish Conversation	3sh	SP221 Intermediate Spanish Conversation	3sh
SP230 Intermediate Spanish Composition	3sh	SP230 Intermediate Spanish Composition	3sh
SP260 Introduction to Hispanic Literature	3sh	SP260 Introduction to Hispanic Literature	3sh
SP321 Advanced Spanish Conversation	3sh	SP321 Advanced Spanish Conversation	3sh
SP340 Hispanic Civilization Through the 19 th Century	3sh	SP340 Hispanic Civilization Through the 19 th Century	3sh
SP342/ 20 th Century Spanish Civilization	3sh	SP342 20 th Century Spanish Civilization	3sh
344 and Culture/20 th Century Spanish – American Civilization and Culture		/344 and Culture/20 th Century Spanish – American Civilization and Culture	
SP404 Advanced Grammar	3sh	SP404 Advanced Grammar	3sh
Controlled Electives:		Controlled Electives:	
At least two courses from those numbered 410-431	6sh	At least two courses from those numbered 410-431	6sh
Any other six credits in courses 342 or above	6sh	Any other six credits in courses 342 or above	6sh
Other Requirements:	0	Other Requirements:	0
Free Electives:	32-34	Free Electives:	32-34
Total Degree Requirements:	124	Total Degree Requirements:	124

(1) Students in the B.A.-Spanish major must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last 4 weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica, or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with the approval of the adviser.

C. Bachelor of Arts - Spanish for International Trade

CURRENT PROGRAM		PROPOSED PROGRAM	
Bachelor of Arts - Spanish for International Trade		Bachelor of Arts - Spanish for International Trade	
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MA121 Social Sciences: EC121 Liberal Studies Electives: GE252, MA214, CO/BE/IM101, no course with SP prefix College:	54-56	Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MA121 Social Sciences: EC121 Liberal Studies Electives: GE252, MA214, CO/BE/IM101, no course with SP prefix College:	54-56
Foreign Language (included in the major)	0	Foreign Language (included in the major)	0
Major:	34	Major: Study Abroad (1)	34
Required courses:		Required courses:	
SP201 or equivalent	4sh	SP201 or equivalent	4sh
SP222 Intermediate Spanish Conversation-Business	3sh	SP222 Intermediate Spanish Conversation-Business	3sh
SP230 Intermediate Spanish Composition	3sh	SP230 Intermediate Spanish Composition	3sh
SP260 Introduction to Hispanic Literature	3sh	SP260 Introduction to Hispanic Literature	3sh
SP321 Advanced Spanish Conversation	3sh	SP321 Advanced Spanish Conversation	3sh
SP340 Hispanic Civilization Through the 19 th Century	3sh	SP340 Hispanic Civilization Through the 19 th Century	3sh
SP342/3 20 th Century Spanish Civilization and Culture/20 th Century Spanish –American Civilization and Culture	3sh	SP342/ 344 20 th Century Spanish Civilization and Culture/20 th Century Spanish –American Civilization and Culture	3sh
SP404 Advanced Grammar	3sh	SP404 Advanced Grammar	3sh
Controlled Electives:		Controlled Electives:	
Other Spanish Electives	6sh	Other Spanish Electives	6sh
Other Requirements: Business Sequence		Other Requirements: Business Sequence	
AD321 Business and Interpersonal Communications	3sh	AD321 Business and Interpersonal Communications	3sh
AG201 Accounting Principles I	3sh	AG201 Accounting Principles I	3sh
AG202 Accounting Principles II	3sh	AG202 Accounting Principles II	3sh
	36		36

BL235	Introduction to Business Law	3sh	BL235	Introduction to Business Law	3sh
EC122	Principles of Economics II	3sh	EC122	Principles of Economics II	3sh
FI310	Finance I	3sh	FI310	Finance I	3sh
IM300	Information Systems: Theory and Practice	3sh	IM300	Information Systems: Theory and Practice	3sh
MG311	Human Behavior in Organizations	3sh	MG311	Human Behavior in Organizations	3sh
MG330	Production and Operations Management	3sh	MG330	Production and Operations Management	3sh
MG495	Business Policy	3sh	MG495	Business Policy	3sh
MK320	Principles of Marketing	3sh	MK320	Principles of Marketing	3sh
QB215	Business Statistics	3sh	QB215	Business Statistics	3sh
Free Electives:		0	Free Electives:		0
Total Degree Requirements:		124-126	Total Degree Requirements:		124-126

(1) Students in the B.A. Spanish for International Trade major successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last 4 weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica, or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with the approval of the adviser.

D. Bachelor of Science in Education - Secondary Spanish Education*

CURRENT PROGRAM

Bachelor of Science in Education - Secondary Spanish Education*

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Social Sciences: AN110, PC101
Liberal Studies electives: no course with SP prefix

Professional Education sequence:

CM301	Technology for Learning and Instruction	3sh
ED242	Pre-Student Teaching and Clinical Experiences I	1sh
ED342	Pre-Student Teaching and Clinical Experiences II	1sh
ED441	Student Teaching	12sh
ED442	School Law	1sh
ED453	Teaching of Foreign Language in Secondary School	3sh

PROPOSED PROGRAM

Bachelor of Science in Education - Secondary Spanish Education*

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Social Sciences: AN110, PC101
Liberal Studies electives: no course with SP prefix

Professional Education sequence:

CM301	Technology for Learning and Instruction	3sh
ED242	Pre-Student Teaching and Clinical Experiences I	1sh
ED342	Pre-Student Teaching and Clinical Experiences II	1sh
ED441	Student Teaching	12sh
ED442	School Law	1sh
ED453	Teaching of Foreign Language in Secondary School	3sh

ED499	Multicultural/Multiethnic Education	2sh	ED499	Multicultural/Multiethnic Education	2sh
EP202	Educational Psychology	3sh	EP202	Educational Psychology	3sh
EP377	Educational Tests and Measurements	3sh	EP377	Educational Tests and Measurements	3sh
EX301	Education of Students with Disabilities in Inclusive Secondary Settings	2sh	EX301	Education of Students with Disabilities in Inclusive Secondary Settings	2sh
FE202	American Education in Theory and Practice	3sh	FE202	American Education in Theory and Practice	3sh
Major:		37	Major: Study Abroad (1)		37
Required courses:			Required courses:		
SP201	or equivalent	4sh	SP201	or equivalent	4sh
SP221	Intermediate Spanish Conversation	3sh	SP221	Intermediate Spanish Conversation	3sh
SP230	Intermediate Spanish Composition	3sh	SP230	Intermediate Spanish Composition	3sh
SP260	Introduction to Hispanic Literature	3sh	SP260	Introduction to Hispanic Literature	3sh
SP321	Advanced Spanish Conversation	3sh	SP321	Advanced Spanish Conversation	3sh
SP340	Hispanic Civilization Through the 19 th Century	3sh	SP340	Hispanic Civilization Through the 19 th Century	3sh
SP342	20 th Century Spanish Civilization and Culture/20 th Century Spanish –American Civilization and Culture	3sh	SP342	20 th Century Spanish Civilization and Culture/20 th Century Spanish – American Civilization and Culture	3sh
SP353	Spanish Phonetics and Phonemics	3sh	SP353	Spanish Phonetics and Phonemics	3sh
SP390	Teaching of Elementary content Through the Spanish Language	3sh	SP390	Teaching of Elementary content Through the Spanish Language	3sh
SP404	Advanced Grammar	3sh	SP404	Advanced Grammar	3sh
Controlled Electives:			Controlled Electives:		
Any other three (3) credits from PS300 or above		3sh	Any other three (3) credits from PS300 or above		3sh
Free Electives:		1-3	Free Electives:		1-3
Total Degree Requirements:		124	Total Degree Requirements:		124

*See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

*See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

(1) Students in the B.S. in Education-Secondary Spanish Education major must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last 4 weeks and carry 3 or more credits extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica, or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with the approval of the adviser.

Rationale:

In order to operate effectively in a career that requires the use of Spanish on a regular basis, students need to develop a high level of oral proficiency in the language. Studies have demonstrated that complete immersion in the target language is far and away the most effective way to develop that proficiency. In addition, students who are going to be working in careers that require them to deal with the Spanish-speaking world will be far more effective if they have first-hand experience in that world. For many years, the vast majority of Spanish majors at IUP have participated in one or another of our study abroad programs. Those few who have not have found themselves at a distinct disadvantage in our advanced courses and in the job market. By requiring all Spanish majors to study abroad, we will insure a much higher level of competency among our graduates.

Motion by Senator Ferro, seconded by Senator Miller, to allow Peter Broad permission to speak.
Motion **APPROVED**.

Motion to approve the following:

New Course - Department of Technology Support and Training

AD231 Speech Communication for Professionals

1c-01-1sh

Prerequisites: None

Course Description:

Students of Speech Communication for Professionals will study theory and principles of effective oral presentations in a professional setting. Course content includes audience analysis, management of speech anxiety, topic selection and refinement, proper selection and use of visual aids, and speech forms. Students will build professional presentation skills as they fulfill course assignments to develop, critique, and deliver professional presentations.

Rationale:

The accrediting agency for the Safety Science program has stated that a separate course in speech communication should be part of the requirements leading to the Bachelor of Science degree in Safety Science. The Technology Support and Training Department, whose faculty has the expertise to teach

speech communication, have agreed to work collaboratively with Safety Science to satisfy their accrediting agency's mandate for a speech course among the core requirements.

Motion **APPROVED**.

Motion to approve the following:

Program Revision - Department of Safety Science

A. Catalog Revision

Current Catalog Description:

The department offers the Bachelor of Science degree in Safety Sciences with specialization in occupational safety and health. The program in Safety Sciences prepares the student for professional, administrative, managerial and supervisory positions in industry, manufacturing, insurance, transportation, utility, government, construction, trade service industries and others. There remains a need in Pennsylvania and the nation for university educated occupational safety and health professionals. The curriculum includes a major of 41 semester hours in Safety Sciences and an additional 15 semester hours in related professional courses. A variety of elective courses is available in both the major and professional fields that enables students to strengthen their primary interest areas.

Proposed Catalog Description:

The department offers the Bachelor of Science degree in Safety Sciences with specialization in occupational safety and health. The program in Safety Sciences prepares the student for professional, administrative, managerial and supervisory positions in industry, manufacturing, insurance, transportation, utility, government, construction, trade service industries and others. There remains a need in Pennsylvania and the nation for university educated occupational safety and health professionals. The curriculum includes a major of 41 semester hours in Safety Sciences and an additional 16 semester hours in related professional courses. A variety of elective courses is available in both the major and professional fields that enables students to strengthen their primary interest areas.

B. Bachelor of Science - Safety Sciences

CURRENT PROGRAM

Bachelor of Science - Safety Sciences

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 55-56
 Mathematics: MA123
 Natural Sciences: CH101, 102
 Social Sciences: PC101, SO151, nonwestern culture recommended
 Liberal Studies Electives: EC122, MA217, CO/IM/BE 101, no course with SA prefix.

Major: 41

Required Courses:

SA101	Introduction to Occupational Safety & Health	3sh
SA111	Principles of Industrial Safety I	3sh
SA210	Environmental Safety & Health	3sh

PROPOSED PROGRAM

Bachelor of Science - Safety Sciences

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 55-56
 Mathematics: MA121
 Natural Sciences: CH101, 102
 Social Sciences: PC101, SO151, nonwestern culture required
 Liberal Studies Electives: EC122, MA217, CO/IM/BE 101, no course with SA prefix.

Major: 41

Required Courses:

SA101	Introduction to Occupational Safety & Health	3sh
SA111	Principles of Industrial Safety I	3sh
SA210	Environmental Safety & Health	3sh

	Regulations			Regulations	
SA211	Principles of Industrial Safety II	4sh		SA211	Principles of Industrial Safety II 4sh
SA301	Health Hazard Identification	3sh		SA301	Health Hazard Identification 3sh
SA303	Control of Health Hazards	3sh		SA303	Control of Health Hazards 3sh
SA311	Industrial Fire Protection	3sh		SA311	Industrial Fire Protection 3sh
SA345	Systems Safety Analysis	3sh		SA345	Systems Safety Analysis 3sh
SA347	Ergonomics	3sh		SA347	Ergonomics 3sh
SA402	Health Hazard Evaluation	3sh		SA402	Health Hazard Evaluation 3sh
SA412	Hazard Prevention Management	4sh		SA412	Hazard Prevention Management 4sh
SA488	Safety Internship	6sh		SA488	Safety Internship 6sh
or 493				or 493	
Other Requirements:		27		Other Requirements:	28
Additional Science and Mathematics:				Additional Science and Mathematics:	
PY111	Physics I Lecture	3sh		PY111	Physics I Lecture 3sh
PY112	Physics II Lecture	3sh		PY112	Physics II Lecture 3sh
PY121	Physics I Lab	1sh		PY121	Physics I Lab 1sh
PY122	Physics II Lab	1sh		PY122	Physics II Lab 1sh
BI155	Human Physiology & Anatomy	4sh		BI155	Human Physiology & Anatomy 4sh
Professional Courses:				Professional Courses:	
AD321	Business & Interpersonal Communications	3sh		AD321	Business & Interpersonal Communications 3sh
				AD231	Speech Communication for Professionals 1sh
MG311	Human Behavior in Organizations	3sh		MG311	Human Behavior in Organizations 3sh
Three professional courses approved by student's advisor		9sh		Three professional courses approved by student's advisor	9sh
Free Electives:		3		Free Electives:	0
Total Degree Requirements:		126-127		Total Degree Requirements:	124-125

Summary and Rationale:

Require MA121 rather than MA123

MA123 was added to the SA curriculum in 1996 because it was application oriented which better met the needs of our students in technical areas. However, since 1996, MA123 has changed and the audience, which once was primarily Natural Science Majors, now includes Math Majors. Therefore, department faculty believed the course was no longer appropriate for our students and it was in the best interest of the program that we go back to MA121.

Require AD231 Speech Communication for Professionals

Our current accrediting body is the Accreditation Board for Engineering & Technology (ABET). ABET criteria requires course coverage in both written and verbal communications. In 1996, the department submitted a program revision that required all our students to take AD321 Business and Interpersonal Communications. The Safety Sciences Faculty believed this course was ideal for our students because it provided both written and verbal communications. However, the ABET site visit team did not agree that AD321 provided enough speech (verbal communications). In their report to the university in September 1998, they indicate we must require our students to take a class that is primarily directed at teaching speech principles.

Motion **APPROVED**.

Motion to approve the following:

Program Revision - Department of Accounting

A. Catalog Revision

Current Catalog Description:

The Associate of Arts Degree in Business Specializing in Accounting is designed to be a two-year curriculum with these objectives:

To provide business occupational education with the opportunity for specialization in the accounting area.

To enable the student to enter accounting positions in business and government

To enable the student to upgrade his skills and knowledge to qualify for higher positions in business and government

After successfully completing the program, the student may apply for admission into a four-year baccalaureate program. Admission is not guaranteed. If accepted, most of the credits earned in the associate program will qualify towards the four-year degree program in accounting.

Proposed Catalog Description:

The Associate of Arts Degree in Business Specializing in Accounting is designed with these objectives:

To provide business occupational education with the opportunity for specialization in the accounting area.

To enable the student to enter accounting positions in business and government

To enable the student to upgrade his/her skills and knowledge to qualify for higher positions in business and government

After successfully completing the program, the student may apply for admission into a four-year baccalaureate program. Admission is not guaranteed. If accepted, all of the credits earned in the associate program will qualify towards the four-year degree program in accounting.

B. Associate of Arts - Business Specializing in Accounting

CURRENT PROGRAM

Associate of Arts - Business Specializing in Accounting

Liberal Studies:	19
EN101 English I	4sh
EN102 English II	3sh
EC101 Basic Economics OR	3sh
EC121 Principles of Economics I	3sh
PC101 General Psychology	3sh
Free Elective	3sh
Social Science Elective	3sh

Business Requirements: 44

PROPOSED PROGRAM

Associate of Arts - Business Specializing in Accounting

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	32-33
EN101 College Writing	4sh
EN202 Research Writing	3sh
Mathematics:*	3-4sh
Humanities:	3sh
Fine Arts: AH101,MH101,TH101,or TH118	3sh
Natural Science:	4sh
Social Science: PC101	3sh
Health and Wellness:	3sh
Liberal Studies Electives: EC122, BE/IM/CO101	6sh

Business Requirements: 27

AD101	Business Organization and Management	3sh	AG201	Accounting Principles I	3sh
AD221	Business Technical Writing	3sh	AG202	Accounting Principles II	3sh
AD235	Introduction to Business Law	3sh	AG301	Intermediate Accounting I	3sh
AD336	Law of Business Organizations	3sh	AG302	Intermediate Accounting II	3sh
AG201	Accounting Principles I	3sh	AG311	Cost Accounting	3sh
AG202	Accounting Principles II	3sh	BL235	Introduction to Business Law	3sh
AG301	Intermediate Accounting I	3sh	MG310	Principles of Management	3sh
AG302	Intermediate Accounting II	3sh	MK320	Principles of Marketing	3sh
AG311	Cost Accounting	3sh	Select one of the following:		3sh
BE111	Foundations of Business Math	3sh	AD321	Business and Interpersonal Communications	
BE131	Principles of Typewriting	3sh	AG321	Federal Taxes	
BE250	Electronic Office Procedures	3sh	IM300	Information Systems: Theory and Practice	
FI220	Essentials of Finance	3sh			
IM241	Introduction to MIS	3sh	Free Elective		3sh
IM245	Introduction to Microcomputers	3sh			

Total Degree Requirements: 63

Total Degree Requirements: 62-63

*MA121 is acceptable in fulfilling four-year accounting degree curriculum requirements.

Rationale:

The Associate of Arts Degree in Business Specializing in Accounting was formerly offered at the Punxsutawney and Kittanning campuses. In 1994, the Provost gave the department permission to bring this program (which had become inactive at the branches) to the main campus.

Due to the non-offering of a number of courses required by the current associate's program, and a need to remodel the program, it is necessary to revise the program before it is offered and substantially advertised.

The changes allow for:

- a generous increase in liberal studies courses – this will insure a well-rounded education at the associate degree level
- a large enough sampling of accounting and other appropriate business courses to allow the degree earner to become a viable contributor to his/her current or potential employer
- encouragement to a potential market to further their education without committing to a four-year degree
- students to be able to transfer each and every course into the four-year accounting program without losing any credits earned in the associate program

Motion to approve the following:

New Course - Department of Biology

BI116 Introduction to Marine Biology 3c - 01 -3sh

Prerequisite: Non- biology and non-biology education majors and non-biology minors only.

An introduction to the world of marine biology. Topics covered will include a discussion of the major groups of plants and animals found in the marine environment and a discussion of the major communities that make up the oceans of the world.

Rationale:

The course is designed to introduce the student to the plants and animals of the marine environment and to show them how they interact with the non-living components of the environment to form a rich diversity of communities and habitats. The course is designed to be a three-credit non-laboratory science course that students may elect to take to fulfill part of their liberal studies requirements for the 4-3-3 science option. It is designed exclusively for non-biology or biology education majors.

Motion **APPROVED**.

Motion to approve the following:

Program Revision - Department of Food and Nutrition

A. Catalog Revision:

Current Catalog Description:

Department of Food and Nutrition

The Food and Nutrition Department offers degree programs in dietetics and food and nutrition science. These curricula prepare students as professionals for a diversity of career opportunities in health care, food service, the food industry, and food and nutrition research.

In addition, the department provides Liberal Studies courses which are available to all university students. These include FN143, an option in the university's Liberal Studies requirements for Health and Wellness; FN145, a Liberal Studies elective; and LS499: Human Food Consumption Patterns, a synthesis course.

Dietetics

The dietetics program meets the didactic academic requirements approved by the American Dietetic Association. This program will prepare an individual to serve as translator of food and nutrition science information for members of the larger community with respect to healthful food preparation, healthy eating behaviors, medical nutrition therapy, management of nutrition delivery and food service systems, and advocacy for the profession of dietetics. The individual who completes this program will exhibit in-depth knowledge of food, nutrition, behavioral sciences, and management theory. The student will also have the ability to apply these theories at an intermediate level and will develop the ability to problem solve at an entry level using synthetic thinking.

Food and Nutrition Science

Food and Nutrition Science provides a student with a background in the basic sciences that gives a solid foundation for theoretical and applied food science and nutrition. Emphasis is placed on laboratory work in nutrition and food composition. The program meets the needs of students motivated in the biological-physical sciences who wish, with graduate education, to enter careers in food/nutrition research, nutrition service professions, medical science, and education.

Nutrition Minor

This minor sequence is recommended for students majoring in the related health disciplines such as child development, family and consumer sciences education, nursing and allied health, food service management, and health and physical education. Students electing a minor in nutrition must complete 15 semester hours of coursework from the courses listed in the requirements for the minor. Students must note that the completion of this minor neither meets the requirements for practice as a credentialed nutritionist nor satisfies the academic requirements of the The American Dietetic Association for a

registered dietitian. For additional information about these careers, contact the Food and Nutrition Department.

Proposed Catalog Description:

Department of Food and Nutrition

The Food and Nutrition Department offers a degree program in nutrition with two tracks, dietetics and general nutrition. Within the degree program, the student will also select a natural science option dependent upon their academic preparation and career goals. This curriculum prepares students as professionals for a diversity of career opportunities in health care, food service, the food industry, and food and nutrition research.

In addition, the department provides Liberal Studies courses which are available to all university students. These include FDNT 143, an option in the university's Liberal Studies requirements for Health and Wellness; FDNT 145, a Liberal Studies elective; and LBST 499 Food and Culture, a synthesis course.

Dietetics

Students who complete the Dietetics Track (Didactic Program in Dietetics, DPD) meet the academic requirements as approved by The Commission on Accreditation for Dietetics Education of the American Dietetic Association. This track will prepare an individual to serve as a translator of food and nutrition science information for members of the larger community with respect to healthful food preparation, healthy eating behaviors, medical nutrition therapy, management of nutrition delivery and food service systems, and advocacy for the profession of dietetics. The individual who completes this program will exhibit an in-depth knowledge of food, nutrition, behavioral sciences, and management theory. The student will also be able to apply this knowledge to solve problems.

Nutrition

The Nutrition Track will allow the student to plan a curriculum based upon career goals other than becoming a registered dietitian with The American Dietetic Association. Career opportunities for these students include public health, food service administration, culinary arts, journalism, communications, business, and gerontology.

Students who wish to pursue preparation for master's level education in food and nutrition research, with the selection of the Natural Science Option II plus the nutrition track would acquire a background in the basic sciences that gives a solid foundation for theoretical and applied food science and nutrition. These options meet the needs of students who wish to enter careers in food/nutrition which require a graduate education.

Nutrition Minor

This minor sequence is recommended for students majoring in the related health disciplines such as child development, family and consumer sciences education, nursing and allied health, food service management, and health and physical education. Students electing a minor in nutrition must complete 15 semester hours of coursework from the courses listed in the requirements for the minor. Students must note that the completion of this minor neither meets the requirements for practice as a credentialed nutritionist nor satisfies the academic requirements of the Commission on Registration for The American Dietetic Association as a registered dietitian. For additional information about these careers, contact the Food and Nutrition Department.

B. Bachelor of Science - Nutrition/Dietetics Track

CURRENT PROGRAM

Bachelor of Science - Dietetics

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 54-55

Mathematics: MA217

Natural Science: CH101-102

Social Science: EC101, PC101, SO151

Liberal Studies Electives: CO/IM/BE101, HE218 or PC310, no courses with FN Prefix

Major: 39

Required Courses:

FN110	Careers in Food and Nutrition	1sh
FN150	Foods	3sh
FN151	Foods Laboratory	1sh
FN212	Nutrition	3sh
FN213	Life Cycle Nutrition	3sh
FN355	Nutrition in Disease I	3sh
FN362	Experimental Foods	3sh
FN364	Methods of Teaching	3sh
FN402	Community Nutrition	3sh

FN430	Professional Topics in Food and Nutrition	3sh
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FN455	Nutrition in Disease II	3sh
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FN458	Advanced Human Nutrition	3sh
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FN463	Nutrition Counseling	3sh
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FN470	Human Food Consumption	3sh
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	Patterns	
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FN484	Senior Seminar	1sh
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Other Requirements:

Food Service Requirements: 13

HR259	Food Purchasing	3sh
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HR313	Food Systems I	4sh
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HR356	Human Resources in Hospitality Industry	3sh
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HR408	Institutions Management	3sh
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Additional Sciences: 13

BI105	Cell Biology	3sh
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BI155	Human Physiology and Anatomy	4sh
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BI232	Fundamentals of Microbiology	3sh
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CH255	Biochemistry and Nutrition	3sh
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Free electives (minimum): 4-5

PROPOSED PROGRAM

Bachelor of Science - Nutrition/Dietetics Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 54

Mathematics: MATH217

Natural Science: CHEM101/102 or CHEM111/112

Social Science: ECON101 or ECON 121,

PSYC101, SOC151

Health and Wellness: HPED 143

Liberal Studies Electives: COSC/IFMG/BEDU101,

HMEC218 or PSYC310, no courses with FDNT

Prefix

Food and Nutrition Core: 25

FDNT110	Careers in Food and Nutrition	1sh
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FDNT150	Foods	3sh
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FDNT151	Foods Laboratory	1sh
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FDNT212	Nutrition	3sh
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FDNT 213	Life Cycle Nutrition	3sh
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FDNT 355	Nutrition in Disease I	3sh
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FDNT 362	Experimental Foods	3sh
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FDNT 458	Advanced Human Nutrition	4sh
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FDNT 470	Human Food Consumption	3sh
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	Patterns	
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FDNT 484	Senior Seminar	1sh
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Controlled Electives: 28

FDNT364	Methods of Teaching	3sh
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FDNT402	Community Nutrition	3sh
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FDNT430	Professional Topics in Food and Nutrition	3sh
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FDNT455	Nutrition in Disease II	3sh
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FDNT463	Nutrition Counseling	3sh
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HRIM259	Hospitality Purchasing	3sh
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HRIM313	Food Systems I	4sh
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HRIM356	Human Resources in the	3sh
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	Hospitality Industry	
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MGMT310	Principles of Management	3sh
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Natural Science Sequence: One option required
Natural Sciences (Option I) 13

CHEM255, BIOL105, BIOL155, BIOL232

Natural Sciences (Option II) (1) 21

CHEM231, CHEM351, BIOL105, BIOL150,
BIOL151, BIOL232

Free electives: 0-4

Total Degree Requirements:	124	Total Degree Requirements:	124-128
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(1) Provides the student with entrance requirements for graduate education in food and nutrition science.

C. Bachelor of Science - Nutrition/Nutrition Track

CURRENT PROGRAM

Bachelor of Science - Food and Nutrition Science
 Liberal Studies: As outlined in Liberal Studies section with the following specifications:
 Mathematics: MA121
 Natural Science: CH111-112
 Social Science: EC101, PC101, SO151

Liberal Studies Electives: MA217, no courses with FN Prefix

College: 6
 Human Ecology Requirements:
 One course from list: HE218 or HE224 3sh
 One course from list: CS315, ca101, ID213 3sh

Major: 32
 Required Courses:
 FN150 Foods 3sh
 FN151 Foods Laboratory 1sh
 FN212 Nutrition 3sh
 FN213 Life Cycle Nutrition 3sh
 FN362 Experimental Foods 3sh
 FN458 Advanced Human Nutrition 3sh
 FN462 Advanced Experimental Foods 3sh
 FN464 Food and Nutrition Research Methods 3sh
 FN470 Human Food Consumption Patterns 3sh
 FN484 Senior Seminar 1sh

Controlled Electives:
 Three courses form list: 9sh
 FN213, 355(1), 444, 447, 455(1), 482

Other Requirements: 22

Science Sequence:

BI150 Human Anatomy 3sh(2)
 BI151 Human Physiology 4sh(2)
 BI232 Fundamentals of Microbiology 3sh(2)
 CH231 Organic Chemistry I 4sh
 CH351 Biochemistry 4sh
 PY111 Physics I Lecture 3sh

PROPOSED PROGRAM

Bachelor of Science - Nutrition/Nutrition Track
 Liberal Studies: As outlined in Liberal Studies section with the following specifications:
 Mathematics: MATH217
 Natural Science: CHEM101/102 or CHEM111/112
 Social Science: ECON101 or ECON 121, PSYC101, SOC151
 Health and Wellness: HPED 143
 Liberal Studies Electives(1):
 COSC/IFMG/BEDU101, HMEC218 or PSYC310, no courses with FDNT Prefix

Food and Nutrition Core: 25
 FDNT110 Careers in Food and Nutrition 1sh
 FDNT150 Foods 3sh
 FDNT151 Foods Laboratory 1sh
 FDNT212 Nutrition 3sh
 FDNT213 Life Cycle Nutrition 3sh
 FDNT355 Nutrition in Disease I 3sh
 FDNT362 Experimental Foods 3sh
 FDNT458 Advanced Human Nutrition 4sh
 FDNT470 Human Food Consumption Patterns 3sh
 FDNT 484 Senior Seminar 1sh

Controlled Electives: 10-28
 Nutrition Track (non-DPD)
 FN electives 6sh
 (300 level and above, internship of 3sh strongly recommended)
 Program minor, Certificate, Second major, or Core Concentration required for program completion (2) 4-22sh

Natural Science Sequence: One option required
 Natural Sciences (Option 1) 13
 CHEM255, BIOL105, BIOL155, BIOL232
 Natural Sciences (Option II) (3) 21
 CHEM231, CHEM351, BIOL105, BIOL150, BIOL151, BIOL232

PY121	Physics I Lab	1sh		
Free electives (3):		8-9	Free electives:	0-22
Total Degree Requirements:		124	Total Degree Requirements:	124-128
(1) FN355 and 455 must be completed as a sequence, if elected.			(1) For the Gerontology Certificate PHIL405 or PHIL400 or PSYC 378 can be applied as a Liberal Studies Elective. For the Business Administration minor, ECON122 can be applied as a Liberal Studies Elective.	
(2) Alternate Biology sequence recommended for graduate study preparation: BI105, 151, 361			(2) Select from list (see catalog for requirements): Business Administration, Chemistry, Communications Media, Culinary Arts, Educational Technology, Gerontology, Journalism, Natural Sciences, Psychology, and Psychology Science OR Hotel Restaurant and Institutions Management (FDNT150, FDNT151, HRIM101, HRIM259, HRIM306, HRIM313, HRIM356, HRIM401, HRIM 3 credit elective), OR Physical Education and Sport (HPED319, HPED410, HPED411, HPED481:American College of Sports Medicine, Health Fitness Instructors Workshop, and HPED343 or HPED375 or HPED412)	
(3) To meet American Dietetic Association requirements: FN110, FN213, FN355, FN364, FN402, FN430, FN455, FN463, HR259, HR313, Hr356, HR358, HR408 (38sh total)			(3) Provides the student with entrance requirements for graduate education in food and nutrition science.	

Summary and Rationale:

The intent of this proposal is to revise the BS in Dietetics to provide a program with similar requirements as the deleted BS in Food and Nutrition Science plus additional program choices within the degree. The revised program will be re-titled, BS in Nutrition, with two science options and two major tracks as program choices. The total semester hours required for graduation will remain the same as the current program for students selecting science option I (124 sh). Students selecting science option II would need to complete 128 sh.

Of the 35-38 students graduating each year from the current Dietetics Program, 50% continue in a post baccalaureate dietetic internship within a three-year period. The remaining students either do not desire to become registered dietitians or are less competitive in obtaining a dietetic internship. Choosing either of the proposed program tracks will enable all students to develop academic strengths in related fields to enhance their employment opportunities.

Within the Nutrition Track, the selected list of minors, certificates, or core concentrations are based upon documentation provided by the department's advisory board, and employment trend data as projected for the next decade. With the declining trend for positions in traditional healthcare facilities and the emergence of non-traditional employment opportunities in school food service, culinary arts, wellness programs, nutrition education and technology, aging services, and private practice, this proposed track will provide a flexible curriculum that addresses student interests and employment opportunities.

Depending upon a student's career path about 10% of the graduating BS in Dietetic students desire to complete a more rigorous science background and/or desire to complete a minor in the natural sciences.

Either science option will satisfy the minimum knowledge requirements as established for accreditation and allow the student the opportunity to strengthen their science education.

The natural science option II provides for the student who desires to complete entrance requirements for graduate education in food and nutrition science. Option II also provides a similar science sequence as the deleted BS in Food and Nutrition Science.

HRIM Department is no longer offering HRIM 408 Institutions Management. Currently a special topics course HRIM 481 : Advanced Operations Management is in the second offering as a potential replacement. In a review of the curriculum needs as established by The Commission on Accreditation for Dietetic Education, the dietetics major must acquire a competency in basic management theory. We are substituting MGMT310 as a course that would fulfill this requirement.

All undergraduate students in Food and Nutrition will be admitted into one degree program in nutrition. During the first semester, the student will be enrolled in FDNT110 Careers in Food and Nutrition. Upon the completion of this course and with academic advising, students will be able to develop career goals that will include an analysis of their interests, strengths and perceived career path. With this in place, the student majoring in nutrition will have the choice of selecting one of the two natural science options.

Upon successful completion of a basic core of nutrition courses required of all students in the program, the student will select either the Dietetics Track (a curriculum approved by The Commission of Accreditation of Dietetics Education by the American Dietetic Association) or the Nutrition Track designed to provide the opportunity to establish academic strengths in related areas.

Students completing the Nutrition Track would select enhanced preparation in food service systems and administration, fitness counseling, culinary arts, public health, communications, journalism or gerontology, but would not be eligible for enrollment in a post baccalaureate dietetic internship. Students who select the Natural Science Option II with the nutrition track would receive similar academic preparation as in the deleted FNS program and could continue in Food and Nutrition Science at the graduate level.

D. Program Deletion - Bachelor of Science in Food and Nutrition Science

Rationale:

The Food and Nutrition Science program was developed to provide a curriculum that was strong in the natural sciences with application to food and nutrition sciences with the intent that the graduate would be continuing graduate level education. Enrollment in the program has averaged 10 -12 students for the past five years with no more than one to two graduates each year. The reason for the decline in this major is due to limited employment unless the student earns a graduate degree.

IUP's program is not an accredited Food Science or Food Technology program as identified by the Institute of Food Technologists. It is not feasible for this institution to achieve this accreditation as we do not have the analytical laboratories and a food production pilot plant, faculty or resources to meet the requirements. As a non-land grant institution, IUP is not able to compete with such schools.

Many graduates have had to obtain alternate education or retraining in a related field of nutrition in order to be employed.

The name for this program, Food and Nutrition Science, has resulted in confusion by prospective students who have selected this major when in fact they are seeking admission into the dietetics program.

The department has not been able to offer two required courses in the FNS major (FN462 Advanced Experimental Foods) and (FN 464 Research Methods) due to low enrollment, limited faculty resources and limited equipment budget.

E. Course Revisions

FN150

Current Catalog Description:

Foods 3c-0l-3sh

Pre-requisites (or concurrently): CH102

Basic principles of food to include composition, sanitation, preparation, and preservation.

Proposed Catalog Description:

Foods 3c-0l-3sh

Pre-requisites: CH 101 or CH 111

Co-requisite: FN 151

Basic principles of food: composition, sanitation, preparation, and preservation.

Rationale:

The addition of CH 111 supports the program revision. Concurrent enrollment in CH 102 is the same as completion of CH 101. The student is required to enroll in both the laboratory and lecture components simultaneously. The language of co-requisite is consistent with means by which this will be accomplished in the new Banner registration system.

FN151

Current Catalog Description:

Foods Laboratory 0c-3l-1sh

Prerequisite (or concurrently): FN150

Application of basic principles of food preparation.

Proposed Catalog Description:

Foods Laboratory 1c-3l-1sh

Co-requisite: FN150

Application of basic principles of food preparation.

Rationale:

The student is required to enroll in both the laboratory and lecture components simultaneously. The language of co-requisite is consistent with means by which this will be accomplished in the new Banner registration system.

FN355

Current Catalog Description:

Nutrition in Disease I 3c-0l-3sh

Pre-requisites: BI 155, CH102, FN212

Basic tools for diet modification: food exchange systems; interviewing techniques; nutrition assessment; professional practice; dietary treatment of injury, surgery, recovery, obesity, and diabetes. Nutrition support. Food sampling experiences. Fall semester.

Proposed Catalog Description:

Nutrition in Disease I

3c-01-3sh

Pre-requisites: FN 212, BI 155 or BI 150/151

Basic tools for diet modification: food exchange systems; interviewing techniques; nutrition assessment; professional practice; dietary treatment of caloric imbalance, diabetes, and cardiovascular disease. Fall Semester only.

Rationale:

Ch102 can be deleted as it is required as a prerequisite for FN212. In the revised curriculum, the student may take either BI155 or BI150 and BI151 depending on which Natural Science Options the student selects. The course description now includes cardiovascular disease that was not included in the previous course description. Injury, surgery, and recovery have never been major content areas in the course; so it is appropriate to delete these topics from the course syllabus.

FN362

Current Catalog Description:

Experimental Foods

2c-31-3sh

Pre-requisites: FN 150, FN212, CH102, or Ch112

The experimental study of foods, relating chemical and physical properties to reactions and processes occurring in food systems.

Proposed Catalog Description:

Experimental Foods

2c-31-3sh

Pre-requisites: FN 150, FN 355 or concurrently, MA 217

The experimental study of foods, relating chemical and physical properties to reactions and processes occurring in food systems.

Rationale:

The addition of MA 217 and FN 355 supports the course objectives and course content. FN 355 course content in nutrition assessment and prescription is emphasized in the modified food products evaluated in this course. Students who have completed MA 217 are better able to interpret and utilize statistics when evaluating research outcomes. The pre-requisites of CH 102 or CH 111 are requirements for FN 212 while FN 212 is a pre-requisite for FN 355; therefore it is not necessary to repeat these pre-requisites for this course.

FN364

Current Catalog Description:

Methods of Teaching

3c-01-3sh

Pre-requisites: FN313 and HR356 or concurrently

Current teaching techniques and resource materials in nutrition education emphasized. Both classroom teaching and on-the-job training programs are included.

Proposed Catalog Description:

Methods of Teaching

3c-01-3sh

Pre-requisites: FN213

Current teaching techniques and resource materials in nutrition education emphasized. Emphasis includes all forms of nutrition education including classroom instruction, in-service training of employees, and community-based education.

Rationale:

FN 313 became an HR course in 1989. Additionally, HR 313 and HR 356 are not required courses for the nutrition track of the proposed BS in Nutrition. Initially, these two pre-requisites were required for FN 364 in the 1970's when the department major was "Nutrition Education" which prepared students to be school food service directors. This program was deleted in the 1980's. This course requires foundation knowledge nutrition which are FN 212 Nutrition and FN 213 Nutrition in the Life Cycle, a two semester sequence of basic nutrition. Since FN 212 is a pre-requisite for FN 213, the pre-requisite of FN 213 assures that the student has had the basic nutrition sequence.

FN458

Current Catalog Description:

Advanced Human Nutrition

3c-01-3sh

Prerequisites: CH 351 or 255 or concurrently, FN212, BI155

In-depth study of the nutrients and their function within the cell. Incorporation of the principles of physiology and biochemistry in the study of nutrition. Emphasis on current research and evaluation of research methodology.

Proposed Catalog Description:

Advanced Human Nutrition

4c-01-4sh

Prerequisites: FN 355, CH 255 or CH 351, MA 217

In-depth study of the nutrients and their function within the cell. Incorporation of the principles of physiology and biochemistry in the study of nutrition. Emphasis placed on applying current research and evaluation of research methodology. (Does not count toward MS in Food and Nutrition degree requirements)

Rationale:

Students who take this course will benefit from an increase in credits because nutrition claims and research have greatly expanded in their scope since this course originated. These claims and research are often directly applied to the American population via the mass media, but as food and nutrition pre-professionals, dietetic majors must be able to fully understand and analyze them. While a prerequisite course, FN 212, Nutrition, discusses many of these as they relate to the macronutrients (carbohydrate, lipid, and protein), issues with the micronutrients (vitamins and minerals), and advanced application of biochemistry and nutrition (CH 255) is needed. In addition to the increasing amount of nutrition research available, students are challenged in this capstone course to integrate knowledge learned in two (and in this proposal, five) previous courses (BI 155, FN 212, CH 255, MA 217, FN 355). Most students find this integration and application quite difficult and their questions, in class, often reflect this.

FN484

Current Catalog Description:

Senior Seminar

1c-01-1sh

Pre-requisites: Senior Status, FN458, 464 or concurrently

Emphasis on individual review of food and nutrition literature with formal presentation and discussion of current research.

Proposed Catalog Description:

Senior Seminar

1c-01-1sh

Pre-requisites: Senior Status

Emphasis on individual review of food and nutrition literature with formal presentation and discussion of current research.

Rationale:

FN 464 is not a required course in either track of the proposed BS Nutrition. Senior Status allows the student to schedule this course either semester of the senior year.

Motion **APPROVED**.

Motion to approve the following:

Program Revision - Department of Health and Physical Education

A. Catalog Revision:

Current Catalog Description:

Bachelor of Science - Physical Education and Sport

The Bachelor of Science degree in Physical Education and Sport provides greater emphasis on subject matter/content and less on pedagogy. Students who select this major generally apply their knowledge in the areas of exercise science, community and corporate fitness, cardiac rehabilitation, sports medicine, and/or executive fitness programming. The sports study major is a non-teacher certification program. Requirements for the degree in Physical Education and Sport include 1) the university's Liberal Studies requirements; 2) 31 credit hours in the HPE Core; and 3) nineteen credits from the Physical Education and Sport requirements.

Specialty tracks have been developed for the degree program in physical education and sport. These different tracks provide emphasis in specific subject content areas and teach skills necessary for students to assume leadership roles in careers in the health and fitness industry as well as the sport science industry. These include:

- a. Aquatics
- b. Exercise Science
- c. Sport Administration
- d. Athletic Training

Creation of the four new tracks, in addition to the Nutrition minor within the Physical Education and Sport major, provides students with an innovative, relevant and challenging curriculum and at the same time encourages the promotion of interdisciplinary work. Course content is focused toward specific professions within the major, as well as toward different national credentialing possibilities. Student internships and pre-professional experiences can be more appropriately focused to enhance opportunities for postgraduate employment.

In addition, the Department of Health and Physical Education has developed two programs approved by the National YMCA Physical Education Office to provide for the professional preparation of YMCA aquatic directors and physical directors. Both programs emphasize high standards and are vitally

concerned with the major objectives of YMCA physical education. Specialized "Y" courses are offered through the IUP Aquatic School and through other special YMCA programs conducted on the IUP campus and sponsored in cooperation with the Middle Atlantic Region Physical Education Program.

Proposed Catalog Description:

Bachelor of Science - Physical Education and Sport

The Bachelor of Science degree in Physical Education and Sport provides greater emphasis on subject matter/content and less on pedagogy. Students who select this major generally apply their knowledge in the areas of exercise science, community and corporate fitness, cardiac rehabilitation, sports medicine, and/or executive fitness programming. The sports study major is a non-teacher certification program. Requirements for the degree in Physical Education and Sport include 1) the university's Liberal Studies requirements; 2) 31 credit hours in the HPE Core; and 3) nineteen credits from the Physical Education and Sport requirements.

Specialty tracks have been developed for the degree program in physical education and sport. These different tracks provide emphasis in specific subject content areas and teach skills necessary for students to assume leadership roles in careers in the health and fitness industry as well as the sport science industry. These include:

- a. Aquatics
- b. Exercise Science
- c. Sport Administration
- d. Athletic Training

These four tracks, in addition to the Nutrition minor within the Physical Education and Sport major, provides students with an innovative, relevant and challenging curriculum and at the same time encourages the promotion of interdisciplinary work. Course content is focused toward specific professions within the major, as well as toward different national credentialing possibilities. Student internships and pre-professional experiences can be more appropriately focused to enhance opportunities for postgraduate employment.

Selection of a predetermined number of students to the Athletic Training Track will be based on demonstrated academic achievement and the evaluation of other criteria as listed below. The minimum standards for eligibility are: 1) sophomore status (minimum of 28 credits), 2) no less than a 2.6 cumulative GPA, 3) no less than a C grade in HP 142, HP 175, HP 221, and HP 251, 4) two letters of recommendation, 5) satisfactory completion of fifty hours of directed clinical observation, 6) a written essay and in some cases a personal interview. Official admission is also contingent upon obtaining liability insurance, medical clearances, and Acts 34 and 151 clearances, all of which are needed for field experience placement. Once admitted, students must continue to demonstrate above average academic performance, and acceptable clinical performance in order to remain in good standing (specific program retention and completion guidelines will apply and are described in informational/ admissions packet available from the Department). Students should obtain an informational and admissions packet from the Department for full details.

In addition, the Department of Health and Physical Education has developed two programs approved by the National YMCA Physical Education Office to provide for the professional preparation of YMCA

aquatic directors and physical directors. Both programs emphasize high standards and are vitally concerned with the major objectives of YMCA physical education. Specialized "Y" courses are offered through the IUP Aquatic School and through other special YMCA programs conducted on the IUP campus and sponsored in cooperation with the Middle Atlantic Region Physical Education Program.

B. Bachelor of Science - Physical Education and Sport

CURRENT PROGRAM

BS - Physical Education and Sport

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 54-55

Mathematics: MA 217

Health and Wellness: FN143 or MS101-102

Natural Science: BI103-104 or CH101-102

Social Science: PC101, SO151

Liberal Studies Electives: FN145, CO/BE/IM101, no course with HP prefix

Major: 31

Core Requirements:

HP142 Foundations of Health, Physical, Education, and Sport 3sh

HP200 Fundamentals of Physical Activity 1sh

HP210 Motor Development 2sh

HP221 Human Structure and Function 3sh

HP251 Foundations of Safety and Emergency Health Care 3sh

HP263 Aquatics 1sh

HP315 Biomechanics 3sh

HP341 Evaluation in Health and Physical Education 3sh

HP343 Physiology of Exercise 3sh

HP344 Adapted Physical Education 3sh

HP441 Psychosocial Implications for Health and Physical Education 3sh

HP442 Seminar in Health, Physical Education, and Recreation I 3sh

Professional Requirements: 17-19

HP319 Preprofessional Experience II 1-3sh

HP345 Athletic Training I 3sh

HP346 Athletic Training Lab 1sh

HP375 Physiological Basis of Strength Training 3sh

HP410 Exercise Prescription 3sh

HP411 Physical Fitness Appraisal 3sh

HP412 Physical Activity and Stress Management 3sh

Controlled Electives: (1)(2) 6-12

BI151, BI155, HP408, HP413, HP426, HP482, HP493

PROPOSED PROGRAM

BS - Physical Education and Sport

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 54-55

Mathematics: MA 217

Health and Wellness: FN143 or MS101-102

Natural Science: BI103-104 or CH101-102

Social Science: PC101, SO151

Liberal Studies Electives: FN145, CO/BE/IM101, no course with HP prefix

Major: 31

Core Requirements:

HP142 Foundations of Health, Physical, Education, and Sport 3sh

HP200 Fundamentals of Physical Activity 1sh

HP210 Motor Development 2sh

HP221 Human Structure and Function 3sh

HP251 Foundations of Safety and Emergency Health Care 3sh

HP263 Aquatics 1sh

HP315 Biomechanics 3sh

HP341 Evaluation in Health and Physical Education 3sh

HP343 Physiology of Exercise 3sh

HP344 Adapted Physical Education 3sh

HP441 Psychosocial Implications for Health and Physical Education 3sh

HP442 Seminar in Health, Physical Education, and Recreation I 3sh

Professional Requirements: 15-17

HP175 Prevention and Care 2sh

HP319 Preprofessional Experience II 1-3sh

HP375 Physiological Basis of Strength Training 3sh

HP410 Exercise Prescription 3sh

HP411 Physical Fitness Appraisal 3sh

HP412 Physical Activity and Stress Management 3sh

Controlled Electives: (1)(2) 6-12

BI151, BI155, HP408, HP413, HP426, HP482, HP493

Other Requirements:	0		
Free Electives:	10-16	Free Electives:	12-18
Total Degree Requirements:	124	Total Degree Requirements:	124
(1) Nutrition minor may substitute for Controlled Electives; see Department of Food and Nutrition. (2) Specialty tracks will substitute for Controlled Electives; see following descriptions.		(1) Nutrition minor may substitute for Controlled Electives; see Department of Food and Nutrition. (2) Specialty tracks will substitute for Controlled Electives; see following descriptions.	

C. Bachelor of Science - Physical Education and Sport/Aquatic Track

CURRENT PROGRAM

BS - Physical Education and Sport/Aquatic Track
 Liberal Studies: As outlined in Liberal Studies section with the following specifications:
 Mathematics: MA 217
 Health and Wellness: FN143 or MS101-102
 Natural Science: BI103-104 or CH101-102
 Social Science: PC101, SO151
 Liberal Studies Electives: FN145, CO/BE/IM101, no course with HP prefix

Major: 31

Core Requirements:

HP142	Foundations of Health, Physical, Education, and Sport	3sh
HP200	Fundamentals of Physical Activity	1sh
HP210	Motor Development	2sh
HP221	Human Structure and Function	3sh
HP251	Foundations of Safety and Emergency Health Care	3sh
HP263	Aquatics	1sh
HP315	Biomechanics	3sh
HP341	Evaluation in Health and Physical Education	3sh
HP343	Physiology of Exercise	3sh
HP344	Adapted Physical Education	3sh
HP441	Psychosocial Implications for Health and Physical Education	3sh
HP442	Seminar in Health, Physical Education, and Recreation I	3sh

Sport Science Requirements: 17-19

HP319	Preprofessional Experience II	1-3sh
HP345	Athletic Training I	3sh
HP346	Athletic Training Lab	1sh
HP375	Physiological Basis of Strength Training	3sh
HP410	Exercise Prescription	3sh
HP411	Physical Fitness Appraisal	3sh

PROPOSED PROGRAM

BS - Physical Education and Sport/Aquatic Track
 Liberal Studies: As outlined in Liberal Studies section with the following specifications:
 Mathematics: MA 217
 Health and Wellness: FN143 or MS101-102
 Natural Science: BI103-104 or CH101-102
 Social Science: PC101, SO151
 Liberal Studies Electives: FN145, CO/BE/IM101, no course with HP prefix

Major: 31

Core Requirements:

HP142	Foundations of Health, Physical, Education, and Sport	3sh
HP200	Fundamentals of Physical Activity	1sh
HP210	Motor Development	2sh
HP221	Human Structure and Function	3sh
HP251	Foundations of Safety and Emergency Health Care	3sh
HP263	Aquatics	1sh
HP315	Biomechanics	3sh
HP341	Evaluation in Health and Physical Education	3sh
HP343	Physiology of Exercise	3sh
HP344	Adapted Physical Education	3sh
HP441	Psychosocial Implications for Health and Physical Education	3sh
HP442	Seminar in Health, Physical Education, and Recreation I	3sh

Sport Science Requirements: 15-17

HP175	Prevention and Care	2sh
HP319	Preprofessional Experience II	1-3sh
HP375	Physiological Basis of Strength Training	3sh
HP410	Exercise Prescription	3sh
HP411	Physical Fitness Appraisal	3sh
HP412	Physical Activity and Stress	3sh

				Management			
HP412	Physical Activity and Stress Management	3sh					
Aquatic Track:			12	Aquatic Track:			12
HP165	Lifeguarding	1sh		HP165	Lifeguarding	1sh	
HP261	Water Safety Instructor	1sh		HP261	Water Safety Instructor	1sh	
HP264	Advanced Aquatics	1sh		HP264	Advanced Aquatics	1sh	
HP270	Instructor of Handicapped Swimming	1sh		HP270	Instructor of Handicapped Swimming	1sh	
HP276	Coaching of Swimming	1sh		HP276	Coaching of Swimming	1sh	
HP279	Swimming Pool Maintenance and Chemistry	2sh		HP279	Swimming Pool Maintenance and Chemistry	2sh	
HP280	Aquatic Facilities Management	2sh		HP280	Aquatic Facilities Management	2sh	
HP335	Coaching and Managing of Athletic Programs	3sh		HP335	Coaching and Managing of Athletic Programs	3sh	
Free Electives:			7-10	Free Electives:			9-12
Total Degree Requirements:			124	Total Degree Requirements:			124

D. Bachelor of Science - Physical Education and Sport/Exercise Science Track

CURRENT PROGRAM

BS - Physical Education and Sport/Exercise Science Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Mathematics: MA 217

Health and Wellness: FN143 or MS101-102

Natural Science: BI103-104 or CH101-102

Social Science: PC101, SO151

Liberal Studies Electives: FN145, CO/BE/IM101, no course with HP prefix

Major: 31

Core Requirements:

HP142 Foundations of Health, Physical, Education, and Sport 3sh

HP200 Fundamentals of Physical Activity 1sh

HP210 Motor Development 2sh

HP221 Human Structure and Function 3sh

HP251 Foundations of Safety and Emergency Health Care 3sh

HP263 Aquatics 1sh

HP315 Biomechanics 3sh

HP341 Evaluation in Health and Physical Education 3sh

HP343 Physiology of Exercise 3sh

HP344 Adapted Physical Education 3sh

HP441 Psychosocial Implications for Health and Physical Education 3sh

HP442 Seminar in Health, Physical Education, and Recreation I 3sh

Sport Science Requirements: 14-16

PROPOSED PROGRAM

BS - Physical Education and Sport/Exercise Science Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Mathematics: MA 217

Health and Wellness: FN143 or MS101-102

Natural Science: BI103-104 or CH101-102

Social Science: PC101, SO151

Liberal Studies Electives: FN145, CO/BE/IM101, no course with HP prefix

Major: 31

Core Requirements:

HP142 Foundations of Health, Physical, Education, and Sport 3sh

HP200 Fundamentals of Physical Activity 1sh

HP210 Motor Development 2sh

HP221 Human Structure and Function 3sh

HP251 Foundations of Safety and Emergency Health Care 3sh

HP263 Aquatics 1sh

HP315 Biomechanics 3sh

HP341 Evaluation in Health and Physical Education 3sh

HP343 Physiology of Exercise 3sh

HP344 Adapted Physical Education 3sh

HP441 Psychosocial Implications for Health and Physical Education 3sh

HP442 Seminar in Health, Physical Education, and Recreation I 3sh

Sport Science Requirements: 12-14

HP319	Preprofessional Experience II	1-3sh	HP175	Prevention and Care	2sh
HP345	Athletic Training I	3sh	HP319	Preprofessional Experience II	1-3sh
HP346	Athletic Training Lab	1sh	HP375	Physiological Basis of Strength Training	3sh
HP375	Physiological Basis of Strength Training	3sh	HP410	Exercise Prescription	3sh
HP410	Exercise Prescription	3sh	HP412	Physical Activity and Stress Management	3sh
HP412	Physical Activity and Stress Management	3sh			
Exercise Science Track		14	Exercise Science Track		14
BI151	Human Physiology	4sh	BI151	Human Physiology	4sh
PY151	Medical Physics Lecture	3sh	PY151	Medical Physics Lecture	3sh
PY161	Medical Physics Lab	1sh	PY161	Medical Physics Lab	1sh
HP411	Physical Fitness Appraisal	3sh	HP411	Physical Fitness Appraisal	3sh
HP413	Physical Activity and Aging	3sh	HP413	Physical Activity and Aging	3sh
Free Electives:		8-11	Free Electives:		10-13
Total Degree Requirements:		124	Total Degree Requirements:		124

E. Bachelor of Science - Physical Education and Sport/Sport Administration Track

CURRENT PROGRAM

BS - Physical Education and Sport/Sport Administration Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Mathematics: MA 217

Health and Wellness: FN143 or MS101-102

Natural Science: BI103-104 or CH101-102

Social Science: PC101, SO151

Liberal Studies Electives: CO/BE/IM101, EC122, no course with HP prefix

Major: 31
Core Requirements:

HP142 Foundations of Health, Physical, Education, and Sport 3sh

HP200 Fundamentals of Physical Activity 1sh

HP210 Motor Development 2sh

HP221 Human Structure and Function 3sh

HP251 Foundations of Safety and Emergency Health Care 3sh

HP263 Aquatics 1sh

HP315 Biomechanics 3sh

HP341 Evaluation in Health and Physical Education 3sh

HP343 Physiology of Exercise 3sh

HP344 Adapted Physical Education 3sh

HP441 Psychosocial Implications for Health and Physical Education 3sh

PROPOSED PROGRAM

BS - Physical Education and Sport/Sport Administration Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Mathematics: MA 217

Health and Wellness: FN143 or MS101-102

Natural Science: BI103-104 or CH101-102

Social Science: PC101, SO151

Liberal Studies Electives: CO/BE/IM101, EC122, no course with HP prefix

Major: 31
Core Requirements:

HP142 Foundations of Health, Physical, Education, and Sport 3sh

HP200 Fundamentals of Physical Activity 1sh

HP210 Motor Development 2sh

HP221 Human Structure and Function 3sh

HP251 Foundations of Safety and Emergency Health Care 3sh

HP263 Aquatics 1sh

HP315 Biomechanics 3sh

HP341 Evaluation in Health and Physical Education 3sh

HP343 Physiology of Exercise 3sh

HP344 Adapted Physical Education 3sh

HP441 Psychosocial Implications for Health and Physical Education 3sh

HP442	Seminar in Health, Physical Education, and Recreation I	3sh		HP442	Seminar in Health, Physical Education, and Recreation I	3sh	
Sport Science Requirements:			16-18	Sport Science Requirements:			14-16
HP319	Preprofessional Experience II	1-3sh		HP175	Prevention and Care	2sh	
HP333	Psychology of Coaching	2sh		HP319	Preprofessional Experience II	1-3sh	
HP335	Coaching and Managing of Athletic Programs	3sh		HP333	Psychology of Coaching	2sh	
HP345	Athletic Training I	3sh		HP335	Coaching and Managing of Athletic Programs	3sh	
HP346	Athletic Training Lab	1sh		HP375	Physiological Basis of Strength Training	3sh	
HP375	Physiological Basis of Strength Training	3sh		HP412	Physical Activity and Stress Management	3sh	
HP412	Physical Activity and Stress Management	3sh		or			
or				HP430	The American Women and Sports	3sh	
HP430	The American Women and Sports	3sh					
Business Minor Requirements			21	Business Minor Requirements			21
AD321	Business and Interpersonal Communications	3sh		AD321	Business and Interpersonal Communications	3sh	
AG201	Accounting Principles I	3sh		AG201	Accounting Principles I	3sh	
AG202	Accounting Principles II	3sh		AG202	Accounting Principles II	3sh	
BL235	Introduction to Business Law	3sh		BL235	Introduction to Business Law	3sh	
FI310	Finance I	3sh		FI310	Finance I	3sh	
MG310	Principles of Management	3sh		MG310	Principles of Management	3sh	
MK320	Principles of Marketing	3sh		MK320	Principles of Marketing	3sh	
Free Electives:			0-2	Free Electives:			2-4
Total Degree Requirements:			124	Total Degree Requirements:			124

Summary:

Deletion of the courses HP345 and HP346, Athletic Training I and Athletic Training Lab.

Addition of HP175, Prevention and Care of the Physically Active.

Rationale

For more than 20 years the course HP 345 and lab HP 346 have served a dual role within the Department of Health and Physical Education. First it has served as a general information course for those students interested in careers related to the care, training and education of the physically active. Secondly it has served as the a primary educational and introduction course for those students seeking a career and national certification in the field of athletic training.

In recent years, due largely to the increased curriculum demands placed on those students seeking athletic training certification, content in this course has shifted to include more advanced information related to the Athletic Training Profession. Currently this course is too advanced for the students enrolled in this track., however, due to their need for continued introductory prevention and care information the course HP 175 has been developed, approved by the senate, and should replace HP 345/HP346 as a course requirement for this track.

Motion to approve the following:

New Course - Department of French and German

FR390/GM390

Teaching Elementary School Content in French and German

3c-01-3sh

Prerequisites: Permission of the Instructor

Course Description

Students in this course will explore issues relevant to the teaching and learning of French and German in the elementary school (grades K-8). Current theories of child second language acquisition will be treated. These theoretical foundations will form the basis for the development of objectives and activities which integrate the teaching of foreign language and culture with elementary school subject content. Students will gain practical experience in planning and implementing lessons, assessing student learning, and selecting materials appropriate to the needs and interests of young learners.

Rationale:

This course is designed for students pursuing a Bachelor of Science in Education in either French or German. These degree programs lead to K-12 certification in Pennsylvania. The content of this course parallels that of a course offered by the Department of Spanish and Classical Languages, SP 390, "Teaching of Elementary Content Through the Spanish Language." This course is open to two groups of students: those majoring in Spanish Education and those Elementary Education majors enrolled in the FLISET (Foreign Languages and International Studies for Elementary Teaching) program. The proposed course, FR/GM 390, reflects an effort to afford opportunities in the French Education and German Education programs which have heretofore only been available to students of Spanish.

Motion **APPROVED**.

Motion to approve the following:

Program Revision - Department of Geography and Regional Planning

A. New Course

RP353 Planning Design I

3c-01-3sh

Prerequisites: None

Introduces students to professional graphic communications. Emphasis is placed on the use of 2-D Computer Aided Design (CAD) applications, plan graphics, and professional standards to represent and solve basic physical planning problems.

B. Course Revision and Number and Title Change:

Current Catalog Description:

RP354 Planning Design

3c-01-3sh

Prerequisite: RP350

Presents concepts of city, subdivision, and transportation design in relation to topography, natural resources, and other physical elements.

Proposed Catalog Description:

RP 454 Planning Design II

3c-01-3sh

Prerequisite: RP350, RP353 or instructor's permission

Introduces students to the activity of design, design programming, design decision-making and design communications. The course focuses specifically on the development of site planning; site analysis and site design skills as well as the translation of design program elements into physical form.

Rationale:

In the Spring of 1997, the department introduced, for the first time, a Computer Aided Design (CAD) package into our Planning Design course. CAD programs are a standard feature in most professional and municipal planning offices; today virtually all design/planning graphics are prepared in digital formats. It was found, however, that the students spent most of their time surmounting the CAD learning curve rather than attending to the practice the application was designed to support. Thus the department would like to add a required 300 level course to the planning core that introduces the use of CAD technology for planning design applications. The current Planning Design course will be revised, renamed, and renumbered again to a 400 level course, which it was prior to 1996-97.

C. Bachelor of Science--Regional Planning/GIS and Cartographer Track

CURRENT PROGRAM

BS - Regional Planning/GIS and Cartographer Track

Liberal Studies: 54-58

As outlined in Liberal Studies section with the following specifications:

Mathematics: MA121 or MA217

Liberal Studies Electives: BE/CO/IM 101 recommended, no courses with RP prefix

College:

Foreign Language Intermediate Level (1) 0-6

Major: 39

Required Courses:

RP213 Cartography I 3sh

RP316 Introduction to Geographic Information Systems 3sh

RP350 Introduction to Planning 3sh

RP352 Planning Methods 3sh

RP354 Planning Design II 3sh

RP412 Research Seminar 3sh

RP458 Land Use Law 3sh

RP464 Land Use Policy 3sh

RP468 Planning Theory 3sh

Track Courses:

RP313 Cartography II 3sh

RP314 Map and Photograph Interpretation 3sh

RP415 Remote Sensing 3sh

RP417 Technical Issues in GIS 3sh

Other Requirements:

Internship (RP493) strongly recommended 3-12

PROPOSED PROGRAM

BS - Regional Planning/GIS and Cartographer Track

Liberal Studies: 53-58

As outlined in Liberal Studies section with the following specifications:

Mathematics: MA121 or MA217

Liberal Studies Electives: BE/CO/IM 101 recommended, no courses with RP prefix

College:

Foreign Language Intermediate Level (1) 0-6

Major: 42

Required Courses in Planning:

RP213 Cartography I 3sh

RP316 Introduction to Geographic Information Systems 3sh

RP350 Introduction to Planning 3sh

RP352 Planning Methods 3sh

RP353 Planning Design I 3sh

RP454 Planning Design II 3sh

RP412 Research Seminar 3sh

RP458 Land Use Law 3sh

RP464 Land Use Policy 3sh

RP468 Planning Theory 3sh

Track Courses:

RP313 Cartography II 3sh

RP314 Map and Photograph Interpretation 3sh

RP415 Remote Sensing 3sh

RP417 Technical Issues in GIS 3sh

Free Electives:	27-31	Free Electives:	24-29
		RP493 Internship (strongly recommended)	1-12sh
Total Degree Requirements:	124	Total Degree Requirements:	124
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.		(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.	

D. Bachelor of Science- Regional Planning/Economic Developer Track

CURRENT PROGRAM		PROPOSED PROGRAM	
BS - Regional Planning/ Economic Developer Track		BS - Regional Planning/ Economic Developer Track	
Liberal Studies:	54-58	Liberal Studies:	53-58
As outlined in Liberal Studies section with the following specifications:		As outlined in Liberal Studies section with the following specifications:	
Mathematics: MA121 or MA217		Mathematics: MA121 or MA217	
Social Sciences: EC121		Social Sciences: EC121	
Liberal Studies Electives: EC122, no courses with RP prefix		Liberal Studies Electives: EC122, no courses with RP prefix	
College:		College:	
Foreign Language Intermediate Level (1)	0-6	Foreign Language Intermediate Level (1)	0-6
Major:	39	Major:	42
Required Courses in Planning:		Required Courses in Planning:	
RP213 Cartography I	3sh	RP213 Cartography I	3sh
RP316 Introduction to Geographic Information Systems	3sh	RP316 Introduction to Geographic Information Systems	3sh
RP350 Introduction to Planning	3sh	RP350 Introduction to Planning	3sh
RP352 Planning Methods	3sh	RP352 Planning Methods	3sh
RP354 Planning Design I	3sh	RP353 Planning Design I	3sh
RP412 Research Seminar	3sh	RP454 Planning Design II	3sh
RP458 Land Use Law	3sh	RP412 Research Seminar	3sh
RP464 Land Use Policy	3sh	RP458 Land Use Law	3sh
RP468 Planning Theory	3sh	RP464 Land Use Policy	3sh
		RP468 Planning Theory	3sh
Track Courses: Four of the following:		Track Courses: Four of the following:	
GE231 Economic Geography	3sh	GE231 Economic Geography	3sh
GE331 Population Geography	3sh	GE331 Population Geography	3sh
GE334 Political Geography	3sh	GE334 Political Geography	3sh
RP332 Urban Geography	3sh	RP332 Urban Geography	3sh
RP333 Trade and Transportation	3sh	RP333 Trade and Transportation	3sh
Other Requirements:			
Internship (RP493) strongly recommended	3-12		
Free Electives:	27-31	Free Electives:	24-29
		RP493 Internship (strongly recommended)	1-12sh
Total Degree Requirements:	124	Total Degree Requirements:	124

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

E. Bachelor of Science- Regional Planning/Environmental Planner Track

CURRENT PROGRAM

BS - Regional Planning/ Environmental Planner Track

Liberal Studies: 53-58

As outlined in Liberal Studies section with the following specifications:

Mathematics: MA121 or MA217

Liberal Studies Electives: BE/CO/IM101, no courses with RP prefix

College:

Foreign Language Intermediate Level (1) 0-6

Major: 39

Required Courses in Planning:

RP213 Cartography I 3sh

RP316 Introduction to Geographic Information Systems 3sh

RP350 Introduction to Planning 3sh

RP352 Planning Methods 3sh

RP354 Planning Design II 3sh

RP412 Research Seminar 3sh

RP458 Land Use Law 3sh

RP464 Land Use Policy 3sh

RP468 Planning Theory 3sh

Track Courses: Four of the following:

GE335 Geography of Energy 3sh

GE341 Climatology 3sh

GE342 Physiography 3sh

GE343 Geog. of Fresh Water Resources 3sh

GE440 Conservation: Envir. Analysis 3sh

RP314 Map and Photo Interpretation 3sh

RP415 Remote Sensing 3sh

Free Electives:

RP493 Internship 1-12sh
(strongly recommended)

Total Degree Requirements: 124

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

PROPOSED PROGRAM

BS - Regional Planning/ Environmental Planner Track

Liberal Studies: 53-58

As outlined in Liberal Studies section with the following specifications:

Mathematics: MA121 or MA217

Liberal Studies Electives: BE/CO/IM101, no courses with RP prefix

College:

Foreign Language Intermediate Level (1) 0-6

Major: 42

Required Courses in Planning:

RP213 Cartography I 3sh

RP316 Introduction to Geographic Information Systems 3sh

RP350 Introduction to Planning 3sh

RP352 Planning Methods 3sh

RP353 Planning Design I 3sh

RP454 Planning Design II 3sh

RP412 Research Seminar 3sh

RP458 Land Use Law 3sh

RP464 Land Use Policy 3sh

RP468 Planning Theory 3sh

Track Courses: Four of the following:

GE335 Geography of Energy 3sh

GE341 Climatology 3sh

GE342 Physiography 3sh

GE343 Geog. of Fresh Water Resources 3sh

GE440 Conservation: Envir. Analysis 3sh

RP314 Map and Photo Interpretation 3sh

RP415 Remote Sensing 3sh

Free Electives: 24-29

RP493 Internship 1-12sh
(strongly recommended)

Total Degree Requirements: 124

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

F. Bachelor of Science- Regional Planning/Town Manager Track

CURRENT PROGRAM

BS - Regional Planning/ Town Manager Track

Liberal Studies: 54-60

PROPOSED PROGRAM

BS - Regional Planning/ Town Manager Track

Liberal Studies: 53-58

As outlined in Liberal Studies section with the following specifications:
 Mathematics: MA121 or MA217
 Liberal Studies Electives: GE230, BE/CO/IM101, no courses with RP prefix

College:
 Foreign Language Intermediate Level (1) 0-6

Major: 39

Required Courses in Planning:
 RP213 Cartography I 3sh
 RP316 Introduction to Geographic Information Systems 3sh
 RP350 Introduction to Planning 3sh
 RP352 Planning Methods 3sh
 RP354 Planning Design II 3sh
 RP412 Research Seminar 3sh
 RP458 Land Use Law 3sh
 RP464 Land Use Policy 3sh
 RP468 Planning Theory 3sh

Track Courses:
 EITHER:
 PS354 Metropolitan Problems 3sh
 PS355 Intergovernmental Relations 3sh
 OR:
 PS370 Intro. to Public Administration 3sh
 PS371 Issues in Public Administration 3sh
 AND TWO OF THE FOLLOWING:
 GE231 Economic Geography 3sh
 RP332 Urban Geography 3sh
 RP333 Trade and Transportation 3sh

Free Electives: 25-31
 PS251 State and Local Political Systems 3sh (recommended)
 RP493 Internship 1-12sh (strongly recommended)

Total Degree Requirements: 124

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

Summary:

Addition of RP 353 Planning Design I to the core
 Moving Internship from Other Requirements to Free Electives in Economic Developer and GIS and Cartographer Tracks

Rationale:

During the Spring of 1997 we introduced, for the first time, a Computer Aided Design (CAD) package into our Planning Design course (RP 354). Our reasons for doing so were simple enough: CAD

As outlined in Liberal Studies section with the following specifications:
 Mathematics: MA121 or MA217
 Liberal Studies Electives: GE230, BE/CO/IM101, no courses with RP prefix

College:
 Foreign Language Intermediate Level (1) 0-6

Major: 42

Required Courses in Planning:
 RP213 Cartography I 3sh
 RP316 Introduction to Geographic Information Systems 3sh
 RP350 Introduction to Planning 3sh
 RP352 Planning Methods 3sh
 RP353 Planning Design I 3sh
 RP454 Planning Design II 3sh
 RP412 Research Seminar 3sh
 RP458 Land Use Law 3sh
 RP464 Land Use Policy 3sh
 RP468 Planning Theory 3sh

Track Courses:
 EITHER:
 PS354 Metropolitan Problems 3sh
 PS355 Intergovernmental Relations 3sh
 OR:
 PS370 Intro. to Public Administration 3sh
 PS371 Issues in Public Administration 3sh
 AND TWO OF THE FOLLOWING:
 GE231 Economic Geography 3sh
 RP332 Urban Geography 3sh
 RP333 Trade and Transportation 3sh

Free Electives: 24-29
 PS251 State and Local Political Systems 3sh (recommended)
 RP493 Internship 1-12sh (strongly recommended)

Total Degree Requirements: 124

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

programs are a standard feature in most professional and municipal offices. Today virtually all design/planning graphics are prepared in digital formats. In addition, the department's GIS capabilities made it very easy for us to bring CAD technology into the classroom.

Our first semester experience was both predictable and informative. While students enjoyed working with the program, they spent most of their time surmounting the CAD learning curve rather than attending to the practice the application was designed to support. The purpose for adding this course is to permit students the time and practice needed to cultivate a working familiarity with CAD technology. Our goal is to insure that CAD becomes part of a working background for –rather than an obstacle to– planning/design practice.

When the Town Manager and Environmental Planner Tracks were revised in 1998, the UWUCC requested that the listing of the internship be changed - now this same change is being made to the other two tracks.

Motion **APPROVED**.

Motion to approve the following:

Program Revision - Department of Mathematics

Bachelor of Science in Education – Mathematics Education

CURRENT PROGRAM

Bachelor of Science in Education –
Mathematics Education (*)
Liberal Studies: As outlined in Liberal Studies 50-52
Section with the following specifications:
Mathematics: (included in major)
Social Science: PC 101
Liberal Studies electives: no courses
with MA prefix
College: 29
Professional Education sequence
ED 242 Pre-Student Teaching 1sh
Clinical Experience I
ED 342 Ore-student Teaching 1sh
Clinical Experience II
ED 441 Student Teaching 12sh
ED 442 School Law 1sh
ED 456 Teaching Mathematics in 3sh
the Secondary School
EP 202 Educational Psychology 3sh
EP 377 Educational Tests and 3sh
Measurements
EX 301 Ed of Students with 2sh
Disabilities in Inclusive
Secondary Setting
FE 202 American Education in 3sh
Theory and Practice

PROPOSED PROGRAM

Bachelor of Science in Education –
Mathematics Education (*)
Liberal Studies: As outlined in Liberal Studies 50-52
Section with the following specifications:
Mathematics: (included in major)
Social Science: PC 101
Liberal Studies electives: no courses
with MA prefix
College: 29
Professional Education sequence
ED 242 Pre-Student Teaching 1sh
Clinical Experience I
ED 342 Ore-student Teaching 1sh
Clinical Experience II
ED 441 Student Teaching 12sh
ED 442 School Law 1sh
ED 456 Teaching Mathematics in 3sh
the Secondary School
EP 202 Educational Psychology 3sh
EP 377 Educational Tests and 3sh
Measurements
EX 301 Ed of Students with 2sh
Disabilities in Inclusive
Secondary Setting
FE 202 American Education in 3sh
Theory and Practice

Major:	38	Major:	38
Required courses:		Required courses:	
MA 117 Principles of Mathematics	3sh	MA 117 Principles of Mathematics	3sh
MA 123 Calculus I for Physics, Chemistry, and Math	4sh	MA 123 Calculus I for Physics, Chemistry, and Math	4sh
MA 124 Calculus II for Physics, Chemistry, and Math	4sh	MA 124 Calculus II for Physics, Chemistry, and Math	4sh
MA 171 Intro to Linear Algebra	3sh	MA 171 Intro to Linear Algebra	3sh
MA 216 Probability and Statistics for Natural Sciences	4sh	MA 216 Probability and Statistics for Natural Sciences	4sh
MA 271 Intro to Math Proofs I	3sh	MA 271 Intro to Math Proofs I	3sh
MA 272 Intro to Math Proofs II	3sh	MA 272 Intro to Math Proofs II	3sh
MA 350 History of Mathematics	3sh	MA 350 History of Mathematics	3sh
MA 353 Theory of Numbers	3sh	MA 353 Theory of Numbers	3sh
MA 355 Foundations of Geometry I	3sh	MA 355 Foundations of Geometry I	3sh
MA 460 Technology in Math Instruction	3sh	MA 460 Technology in Math Instruction	3sh
Two of the following: MA 452/453/454 Math Seminar	2sh	Two of the following: MA 452/453/454/455 Math Seminar	2sh
Other Requirements:	3	Other Requirements:	3
CO 205 Programming Languages for Secondary Schools	3sh	CO 205 Programming Languages for Secondary Schools	3sh
Free Electives:	2-4	Free Electives:	2-4
Total Degree Requirements	124	Total Degree Requirements	124
*See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education section of this catalog.		*See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education section of this catalog.	

Rationale:

The purpose of the seminars is to give students the opportunity to learn more about how to teach certain subjects that will probably be part of their responsibilities as in-service teachers. Probability and Statistics has been added to the curriculum in many high schools, and the faculty of the Mathematics Department believe there is a need to prepare our students to teach such a course. Consequently, we wish to add it to the list of choices for Pre-service teachers.

Motion **APPROVED**.

Motion to approve the following:

Course Revision - Department of Mathematics

MA363

Current Catalog Description

Mathematical Statistics I

3c-01-3sh

Prerequisites: MA 122, 124, or 127

Probability theory necessary for an understanding of mathematical statistics is developed. Applications of set theory to models, combinations and permutations, binomial, Poisson and normal distributions, expected values, and moment generating functions.

Proposed Catalog Description:

Mathematical Statistics I

3c-01-3sh

Prerequisites: MA 122 or MA 124; MA 216

Probability theory necessary for an understanding of mathematical statistics is developed. Applications of set theory to models, combinations and permutations, binomial, Poisson and normal distributions, expected values, and moment generating functions.

Rationale:

MA363 Mathematical Statistics I is the first course of a two-semester sequence that has been offered at IUP for many years. Historically, every professor that has taught the course has had difficulty completing the syllabus while at the same time ensuring that most of the students were comprehending the material. In 1994, the Mathematics and Applied Mathematics programs were revised to include MA216, and in 1998 the Secondary Mathematics Education program was revised to include MA216. Since then, professors have been able to complete the syllabus. MA216 is needed by the students as a more rudimentary introduction to probability and statistics before the more advanced material in MA363 is presented.

MA227 should be deleted from the list of prerequisites. In a recent curriculum revision, the calculus sequence MA127, 128, and 227 became inactive. Students now take the sequence MA123/MA124 instead of MA127/128/227.

Motion **APPROVED**.

GRADUATE COMMITTEE—Co-Chairpersons Nowell and Kondo

Chairperson Nowell presented the following for Senate information:

Given that under the new CBA, faculty are entitled to a full tuition waiver, the Graduate Committee thought it relevant to bring to faculty's attention the following existing Senate Policy:

"Members of the faculty at Indiana University of Pennsylvania with a rank of Assistant Professor or above (or equivalent) may not receive a graduate degree from this institution. This regulation applies also to any faculty member employed at this institution full-time at the instructor rank unless such an individual is already an approved candidate for a degree in the Graduate School of IUP at the time he is given full-time employment as an instructor. Faculty members may, however, register for work in the Graduate School and apply the credit earned toward graduate degrees to be conferred by other institutions. Special cases will come before the Graduate Council (now Committee)."

LIBRARY & EDUCATIONAL SERVICES COMMITTEE—Co-chairpersons Pagnucci & Popp

Chairperson Pagnucci announced that the back stacks will be available to all students and the conversion from the Library of Congress will begin soon.

NONCREDIT COMMITTEE—Chairperson Wolfe

Chairperson Wolfe presented the following for Senate information:

Kyle Campbell, Program Assistant for Conferences and Community University Studies for the School of Continuing Education, informed the committee of a collaborative effort with the Calvary Presbyterian Church of Indiana. The Academy of Living and Learning sponsors computer skills courses, educational bus trips, and the Adults Only Vacation Summer School.

RESEARCH COMMITTEE—Chairperson Numan

Chairperson Numan presented the following for Senate information:

UNIVERSITY SENATE RESEARCH COMMITTEE AWARDS (USRC)**A. PURPOSE OF USRC AWARDS**

The basic purpose of the Senate Research Committee Award Program is to encourage research, creative activity, and meaningful curriculum revision by members of the IUP faculty or academic administrators. The USRC awards were the result of USRC recognition that there is a need to support projects which arise throughout the year. The committee envisions that the awards will allow faculty the flexibility to apply throughout the academic year directly to the Senate Research Committee in a number of areas to take advantage of unique, rapidly evolving *opportunities in research, creative activity, or curricular innovation*.

B. CATEGORIES OF AWARDS

The USRC awards are small grants with a maximum of \$1,500.00. Proposals must fit one of the following categories:

- 1 . Grants to develop cooperative programs with industry or local community agencies.
Grants to investigate an interdisciplinary research project.
2. Small Research Grants to allow faculty to take advantage of unique rapidly evolving, or unexpected research opportunities. Projects proposed must demonstrate both the standards of quality and excellence expected in the discipline or area, and the urgency or unexpected origin necessitating an immediate or rapid response to achieve the opportunity presented.
- 3 . Grants for innovative teaching projects. Funds would be used to help defray faculty expenses as they design an innovative new course or substantially revise an old one.
4. Grants to *present* papers at international meetings *held outside the United States*. *Proposals should provide documentation to establish the international nature of the conference, e.g., an announcement letter, affiliations of the organizing committee members, or a program including a list of presenters.*
5. Student/Faculty Research Awards. This program would provide expenses for a faculty

member and a student to work on a research project together. The proposal must demonstrate that the student would be sharing research activities.

6. New Investigator Awards. Grants to initiate a research project for new faculty, five years or fewer at IUP, who have never had a \$3,500.00 senate fellowship grant.

C. PROGRAM LIMITATIONS

USRC awards must be used for project expenses exclusively. No funds may be used for an investigator's salary or for release time during the academic year. Faculty may not receive more than \$4,000.00 in Senate Award money during a single year, or more than \$7,000.00 over a three-year period. Thus if you receive a Senate Research Committee Award, you may have to limit your participation in the Senate Fellowship Program or other Senate Research Committee Awards.

D. PROPOSAL CONTENT

The USRC places great emphasis on clear and concise communication of the proposed project, written for a colleague who may not be knowledgeable in your discipline. *Complete the application form and be sure to circle the category under which you are applying. The committee will not evaluate applications that are incomplete or do not follow the guidelines.* Every proposal must include the following sections:

1. Abstract
Summarize the entire proposal in the space allocated on the front side of the application cover page.
2. Project Description
Describe the project in at least one but not more than three double-spaced pages. State the significance of the proposal and the rationale for the request of funding. Include the method of research and a bibliography if appropriate. Succinctly review your qualifications for completing the project, considering both your experience and your ability to complete the project in a timely manner.
3. Budget
Include a line item budget that presents adequate details about each applicable expense category. *Provide budget notes that explain expenses clearly. Describe other support, including personal funds, and any application for support from internal or external sources.*
4. Resume
Attach a one-page resume in support of your proposal.
5. IRB Approval
All research projects *that* include human subjects must secure approval from the Institutional Review Board for the Protection of Human Subjects prior to release of funds.

E. REVIEW PROCESS

The USRC will meet in May, October, November, December, February and March to evaluate proposals and make awards. Proposals not submitted in time for one month's review will be held for the next review. Applicants must submit ten (10) copies of the proposal to the Associate Dean for Research. The results will be announced within one week of the meeting.

F. FINAL COMPLETION REPORTS

Each awardee shall submit a report within one year after the award is made. The report should document the project's activities and accomplishments, publication plans, and copies of publications, reports, or other products developed during the award period. A final report must be filed in order to be considered for future awards.

(Rev. 3/2000)

**UNIVERSITY SENATE RESEARCH COMMITTEE AWARDS
APPLICATION FORM
(To be typewritten)**

NAME: _____

DEPARTMENT: _____ **INITIAL YEAR AT IUP** _____

CATEGORY UNDER WHICH YOU ARE APPLYING: (*See Page One*) _____

PROJECT TITLE: _____

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

PREVIOUS SENATE SUPPORT: (List most recent first and work back)

<u>Year</u>	<u>Project Title</u>	<u>Report Submitted</u> Y/N
1.	_____	_____
2.	_____	_____
3.	_____	_____

BRIEF PROJECT ABSTRACT:

REQUIRED SIGNATURES:

APPLICANT _____ **DATE** _____

CHAIR/DEAN _____ **DATE** _____

Senate Research Committee
Minutes – April 11, 2000

Members Present: Dr. Anthony Joseph, Mr. Joseph Ritchie, Ms. Michele Sanchez Schwietz, Dr. Muhammad Numan, Dr. Tom Connelly, Dr. MaryAnn Rafoth, Dr. Tom Ault, Dr. Kelly Wilkinson

Dr. Muhammad Numan, Chair of the committee, convened this special meeting of the Faculty Senate Research Committee at 3:15 p.m. The committee did not conduct its regular business of awarding USRC grants and instead discussed the awarding of \$25,000 in FPDC grants

The committee reviewed 20 proposals and a decision was made to fund 9 proposals. All proposals received partial funding due to the fact that FPDC grants are being eliminated and there was much less money available than in previous years. The committee received \$112,095 in proposals for funding and awarded \$25,000 in grants.

The following faculty received funding:

Dr. Narayanaswamy Bharathan received \$3,000 of the \$5,179 that he requested for his project “Characterization of Extra-chromosomal Genetic Elements in *Rhizotonia Solani*.” Dr. John C. Ford received \$3,500 of the \$4,913 that he requested for his project “Diamond Packed Columns as Models for Investigations of the Retention Mechanism of Reversed-Phase Liquid Chromatography.” Dr. Floyd Klavetter received \$3,500 of the \$8,210 that he requested for his project “Non-Estrogenic Substitutes for Bisphenol A in the Phenolic Plastics Industry.” Dr. Donald W. Buckwalter received \$2,500 of the \$3,394 he requested for his project “Transportation Networks and Development Centers of Hungary.” Dr. Beverly Chiarulli received \$3,000 of the \$9,070 she requested for her project “Always Immigrants: Recurrent Patterns of Community Growth and Decline at Cerros, Belize.” Dr. Xi Wang received \$2,000 of the \$5,882 he requested for his project “Prelude to Revolution: The Issue of Black Suffrage in the National Politics from 1894 to 1965.” Dr. Ralph F. Grove received \$2,000 of the \$4,150 he requested for his project “Development of an Undergraduate ‘Distributed Applications Development’ Course.” Dr. Diane Heller Klein received \$2,000 of the \$6,334 she requested for her project “Delivering Special Educational Support: Voices from the Field.” Dr. Mellisa Ravencroft and Dr. Sharon Sowa received \$3,500 of the \$6,543 they requested for their project “Development of Departmental Lecture Demonstrations: The Illustration of Chemical Principles in the Classroom.”

The meeting was adjourned at 4:45 p.m. The next USRC meeting will be on Tuesday, May 9, 2000, at 3:15 p.m.

STUDENT AFFAIRS—

The civility conversation continues. The committee hopes to have something to present to the Senate in the fall semester.

UNIVERSITY DEVELOPMENT & FINANCE COMMITTEE—Chairperson Heckroth
No report.

NEW BUSINESS

Motion by Senator Joseph, seconded by Senator Radell to photocopy the Senate agenda and minutes for student Senators due to the lengthy documents and prohibitive costs for students.

A lengthy discussion ensued.

Provost Staszkiwicz volunteered to provide hard copies of the agenda and minutes for students senators through the Provost's office.

The meeting was adjourned at 5 p.m.

Respectfully submitted,

Cathleen Ray
University Senate Secretary