

MINUTES OF THE UNIVERSITY SENATE
December 5, 2000

Chairperson Nowell called the December 2000 meeting of the University Senate to order at 3:20 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: M. Bayles, D. Bish, J. Bullard, R. Camp, D. Chang, R. DiStanislao, S. Durbin, L. Federoff, M. Ghobashy, T. Holm, R. Johnson, A. Kaniasty, S. Krevel, R. Marx, A. Nelson, J. Peterson, L. Pettit, E. Rosenberger, L. Savova, M. Schwietz, J. Solak, H. Soltis, M. Staszkievicz, A. Yang.

The following Senators (students) were **excused** from the meeting: A. DePalma, L. Zack.

The following Senators were **absent** from the meeting: T. Alt, Janice Baker, N. Bharathan, B. Carter, J. Fisher, D. Foltz, M. Gerwick, J. Heckroth, R. Hinrichsen, R. Horton, M. Howe, D. Hulings, R. Juliette, M. Howe, R. Juliette, D. Luo, F. Nee, C. Rodrigues, E. Ruffner, M. Twal, J. Van Dyke, M. Vella, S. Wheatley, P R. Woan.

In addition, the following Senators (students) were **absent** from the meeting: R. Ambrose, D. Anderson, J. Baker, M. Dively, D. Dix, J. Ellis, A. Fakhri, M. Feridun, T. Foreman, W. Getchel, J. Hardee, K. Hertz, D. Hubbard, A. Hughes, J. Johns, T. Johnson, L. Klink, S. Kupchella, M. Lawther, J. Mehall, T. Minor, J. Perash, R. Perez, M. Petrowski, J. Raheem, C. Richardson, K. Swanger.

The minutes of the November, 2000 meeting were **ACCEPTED**.

Agenda items for the December 5, 2000 meeting were **ACCEPTED**.

REPORTS AND ANNOUNCEMENTS

PRESIDENT'S REPORT (Dr. Pettit)

Dr. Pettit was excused from the meeting due to illness. No report was made.

PROVOST'S REPORT (Dr. Staszkievicz)

Dr. Staszkievicz was excused from the meeting due to business off campus. No report was made.

CHAIRPERSON'S REPORT (Dr. Nowell)

All Senators should remember that Secretary J.B. Smith is the person to contact for excused absences, not me.

Curriculum process: The two curriculum committees continue to examine the tentative compromise agreement between APSCUF and the Senate regarding the structure of the curriculum committees. Obviously we would like extensive feedback before suggesting changes in the by-laws of the Senate. However, the recommendation for changes in the by-laws comes from the Rules Committee. Therefore, to facilitate a speedy resolution of our current situation, I will be talking with the committee chairs to set a reasonable time frame in which they can present their recommendations to the Rules Committee. I will also work with the Rules Committee in any way possible so that their recommendations can be presented to this body for a first reading as early as possible next semester.

As you know, we have been discussing the existing Senate policy that prohibits regular IUP faculty member from being admitted to graduate programs at the University. Because of the age of the policy, I have asked the Graduate Committee to re-examine the policy and bring its recommendations to the Senate for retaining, modifying, or deleting the policy. We will look forward to their recommendations some time next semester.

Now for the situation with the doctoral program at East Stroudsburg in administration and leadership. I was informed by the Graduate Committee that they gave the persons involved in the program until December 1 to complete a formal proposal for the curriculum extension. They have yet to receive that proposal, but I am told by the Provost that he has received a draft that appears to respond to the items required for a formal proposal for an extension delivery model. I urge the administration to give the proposers feedback as soon as possible so that the Graduate Committee can receive the proposal and begin its deliberations on its approval.

VICE CHAIRPERSON'S REPORT (Senator Joseph)

Between final papers and Thanksgiving, the students of our congress have managed to have an incredibly productive month.

First and foremost, our attention has been focused on our State System Advocacy efforts, lobbying the legislature on both the tuition increase and the mandatory sprinkler system for the residence halls.

In our last meeting, we passed the housing budget with the exception of the 7.6% increase for the sprinkler system. We do not support this increase because we believe that the state system should help support this possible mandatory implementation. We have been writing letters during our office hours to the legislature, as have all other SSHE schools, and we will begin a campus wide letter writing campaign with an editorial by Tim and I encouraging all of the IUP community to take part in this effort. In the beginning of next semester, we will be organizing several trips to Harrisburg to speak directly with our representatives.

Within this same motion, we also strongly showed our support for the Newspaper readership program.

We had a very successful Meeting of the Masses this semester, with representatives from all areas of the administration including Michele Fryling, Rhonda Luckey, Jim Froelicher, Dennis Hulings, Terry Appolonia, and Provost Mark Staskiewicz. We would like to thank all of you who attended, and thank Laura and the Public Relations committee for doing an outstanding job organizing it. Some concerns that were discussed included the housing budget, credit card vendors, retention, and HUB expansion. Other issues that were brought up in public forum were the continued mascot confusion and IUP's adherence (or lack thereof) to the state's recycling laws. As a congress, we will be trying to follow up on all of these concerns.

Our November Slippery Rock University BSGP conference went well, and we received a lot of feedback from our sister schools, as well as advice on the Solicitation policy and HUB expansion.

Our committees continue to be active. Kim Huddleston's spirit committee has decided to endorse a floor plan design featuring the IUP logo, mascot, and team name, instead of a contest. We are all excited about the design, and it is now hanging in the SC office if anyone would like to view it. They are now investigating the possibility of having a mural painted in the memorial field house as well as painting the bleachers.

Last but certainly not least, we are taking at least 10 members of our congress to the Borough council meeting tonight at 7pm to speak on the student's behalf about the suit being brought against IUP and the possibility of a tax for each student within IUP's community. Our main focus will be on the benefits that we feel we bring to the borough, and our willingness to work with the Borough rather than them working against us.

Also at this meeting, we will begin discussion on the safety issue of Grant St. This was brought to light in our last meeting and we were in agreement that the condition and size of the road is not safe, however this road is owned by the borough. Over winter break we will continue to build a case for this issue, including taking pictures and gather evidence and as well as other supporters. If anyone is interested in this issue, please contact our office and we can all work together to build a strong case.

Finally, I wanted to thank everyone for a productive fall semester, and for your patience as J.B., Chairperson Nowell and I all learned our jobs. I hope you all have a relaxing winter break, and find yourself rejuvenated and ready for the spring semester, and I will see everyone then!

OLD BUSINESS

There was no old business to discuss.

STANDING COMMITTEE REPORTS

RULES COMMITTEE (Chairperson Radell)

From IUP Senate Rules Committee (*Passed* by vote of 102-3)

Amendments to the IUP Senate Constitution and Bylaws

Requested by Undergraduate Curriculum Committee, October 18, 2000, with first reading November 7, 2000,

(Amendments in bold)

IUP Senate Constitution:

The Association of Pennsylvania State College and University Faculties (APSCUF-IUP) has delegated its contractual curricular responsibility to the Graduate Committee and the **University Wide** Undergraduate Curriculum Committee.

IUP Senate Bylaws:

V. Standing Committees

C. **University Wide** Undergraduate Curriculum Committee

GRADUATE COMMITTEE—(Chairperson Kondo)

Senate action was taken on the following 2 items:

- | | |
|--|---------------|
| 1. New Course-LTCY 850-Thesis | <u>PASSED</u> |
| 2. Major Program Revision in M.S in Nursing | <u>PASSED</u> |

(For complete text details pertaining to each item, **refer to Appendix A-page 7**))

LIBRARY AND EDUCATIONAL SERVICES COMMITTEE

A meeting of this committee was held last week, and the Library is well on it's way and making good progress on the conversion from the Dewey Decimal system to the Library of Congress catalog system.

NONCREDIT COMMITTEE

No Report

RESEARCH COMMITTEE

Reported that the next meeting will be on December 12, 2000

STUDENT AFFAIRS COMMITTEE

The Student Affairs Committee reported the following items were under consideration/being addressed by this committee:

1. the solicitation policy regarding credit card vendors on campus;
2. the university civility policy (a sub-committee was set up) which is being reviewed by various sources;
3. pedestrian safety.

The next meeting will be held on January 23, 2001.

UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE

Reported that the next meeting will be on December 12, 2000 in Ackerman Hall.

ACADEMIC COMMITTEE

Revised version of the Three-Step Process for Teacher Education PASSED

Recommendation of 5 Professors for Emeritus Status PASSED

(For complete text details pertaining to each item, **refer to Appendix B-page 20**)

AWARDS COMMITTEE

This committee has met and information pertaining to all awards is available on the Senate Web Page.

UNDERGRADUATE CURRICULUM COMMITTEE—(Chairperson Sechrist)

Senate action was taken on the following 2 items:

1. Description Change/Course Title Change
Department of Finance and Legal Studies PASSED
2. New Course (BIOL 471) PASSED

(For complete text details pertaining to each item, **refer to Appendix C-page 30**)

NEW BUSINESS

Senator Laura Kramer asked a question regarding changes in the summer Learning Center program and the reduced number of participants. Senator Luckey addressed this, pointing out that as a result of an extensive study by the Learning Center, the program

will be reduced from five to four weeks, and the students will take a reduced course load (from seven to four hours of study). In addition, Senator Luckey stated that the ideal number of students has been determined to be 300 participants. Finally, these students will be provided a tuition waiver, but other fees (housing, health, facility and activity) would be the responsibility of the individual student.

With no further business, the meeting was adjourned at 4:20 p.m.

Respectfully submitted,

Jonathan B. Smith, Ed.D.
University Senate Secretary

APPENDIX A-GRADUATE COMMITTEE
(Chairpersons Chambers and Kondo)

FOR SENATE ACTION

1. New Course: (Spring 2001) (Passed)

LTCY 850 Thesis

1-6sh

2. Major Program Revision (Passed)

M.S. in Nursing (Summer 2001)

Department of Nursing and Allied Health Professions

A. Catalog Revision:

Current Catalog Description:

The Master of Science degree in Nursing is designed to prepare the graduate for the role of nurse educator or nurse administrator and serves as a foundation for doctoral study. The nurse educator is prepared for a career in a nursing education program or a nursing staff development setting or as a patient educator. The nurse administrator is prepared for management positions in a variety of health care settings. The master's degree program is accredited by the Commission on Collegiate Nursing Education.

The master's program prepares graduates to:

- Synthesize knowledge of theories and concepts from the arts, sciences, and nursing to support advanced, competent practice in nursing education and administration
- Contribute to nursing science by using a comprehensive knowledge of the research process and skills to investigate problems, participate in conducting research, and promote the use of research findings
- Provide leadership, which influences nursing practice and advances the nursing profession
- Demonstrate skill in applying advanced holistic nursing assessment to determine appropriate nursing interventions with acutely and chronically ill adults in the role of either nursing educator or nurse administrator

The Adult Health Clinical Component is required of all students. It is designed as an adjunct to the study in leadership, nursing education, and nursing administration. The clinical component builds on the knowledge and skills of baccalaureate nursing education and provides for the attainment of advanced knowledge and related theories in nursing and their application to advanced practice. A variety of primary, secondary, and tertiary health care settings in a wide geographical area are utilized for clinical practice sites.

Proposed Catalog Description:

The program leading to a Master of Science degree in nursing is fully accredited by the Commission on Collegiate Education. It is designed to prepare the graduate for an advanced practice nursing role as a nurse administrator or a community health clinical nurse specialist and may serve as a foundation for doctoral study.

Upon completion of the program the student is prepared to:

- provide leadership that influences nursing practice and contributes to the advancement of the nursing profession.
- synthesize advanced skills and scientific knowledge to practice as a community health clinical nurse specialist or nurse administrator.
- utilize advanced nursing practice knowledge and research skills in the identification, resolution and evaluation of clinical nursing or management problems to provide high quality, cost effective health care for the community.

Course work builds on the knowledge and skills gained in a basic nursing education program. It provides the theoretical and practical knowledge required for advanced nursing practice in diverse settings within a rapidly changing health care system. Nurse administrators assume leadership roles in planning, organizing, and implementing care across the spectrum of health care settings. Clinical nurse specialists provide leadership in the provision of care for clients with multiple and/or complex needs within a variety of community settings.

Students may choose the 42-credit community health Clinical Nurse Specialist track or the 36-credit Nursing Administration track.

B. Comparison of Current vs. Proposed Program - NURSING ADMINISTRATION TRACK

Current Nursing Administration Track 45 crs	Proposed Nursing Administration Track 36 cr
Leadership Core 24 cr	Graduate Nursing Core 21 cr
#GSR 516 Statistical Methods 3 cr	vNURS 610 Health Promotion and Social Issues 3 cr
*NURS 615 Advanced Nursing Research 3 cr	vNURS 614 Health Care Organizations and Policy 3 cr
+NURS 620 Theoretical Foundations of Nursing 3 cr	+NURS 620 Theoretical Foundations of Nursing 3 cr
*NURS 617 Issues in Health Care 3 cr	vNURS 622 The Practice of Nursing Research I 3 cr
*NURS 618 Professional Role Development 3 cr	vNURS 623 The Practice of Nursing Research II 3 cr
+NURS 619 Leadership Strategies in Nursing 3 cr	**Electives 6 cr
NURS 850 Thesis 6 cr OR *NURS 621 Nursing Inquiry Elective 3 cr	Administration Courses 15 cr
Adult Health Core 9 cr	+NURS 619 Leadership Strategies for Nursing 3 cr
*NURS 640 Dynamics of Health in the Adult 3 cr	vNURS 729 Nursing Administration 3 cr
*NURS 641 Nursing Management of Adults Under Stress 3 cr	vNURS 730 Financial Management in Health Care 3 cr
*NURS 742 Adult Health Nursing Practicum 3 cr	vNURS 731 Nursing Administration Practicum 6 cr
Administration Track 12 cr	
*MGMT 613 Organizational Analysis 3 cr	
*NURS 727 Principles of Nursing Management 3 cr	
*NURS 728 Administration of Nursing Services 3 cr	
*NURS 740 Administration Practicum 3 cr	
* Deleted from program #Deleted as core requirement +Course Revision v New course	**Students in both tracks may choose electives from courses which are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices. Six credits of NURS 850 Thesis may be substituted for electives.

C. Summary

In summary, the department proposes the deletion of the Education track and the implementation of the Clinical Nurse Specialist (CNS) Track. The following new core courses are proposed for both the CNS and Administration tracks:

- NURS 610 Health Promotion and Social Issues
- NURS 614 Health Care Organizations and Policy
- NURS 622 The Practice of Nursing Research I
- NURS 623 The Practice of Nursing Research II

The following new Nursing Administration Track courses are proposed:

- NURS 729 Nursing Administration
- NURS 730 Financial Management in Health Care
- NURS 731 Nursing Administration Practicum

The following new Clinical Nurse Specialist Track courses are proposed:

- NURS 511 Advanced Health Assessment
- NURS 612 Pathophysiology for Advanced Practice Nursing
- NURS 613 Pharmacology for Advanced Practice Nursing
- NURS 734 Concepts of Community Health Nursing
- NURS 735 Aggregates in the Community
- NURS 736 Leadership in Community Health Nursing

The following new elective course is proposed:

- NURS 555 Introduction to Nursing Informatics

Minor changes are proposed to the following current courses:

- NURS 619 Leadership Strategies for Nursing (Administration track)
- NURS 620 Theoretical Foundations of Nursing (core course)
- NURS 725 Teaching Strategies for Nursing Curricula (elective)

The deletion of the following courses are proposed:

- NU 615 Advanced Nursing Research
- NU 617 Issues in Health Care
- NU 618 Professional Role Development
- NU 621 Nursing Inquiry
- NU 640 Dynamics of Health in the Adult
- NU 641 Nursing Management of Adults Under Stress
- NU 724 Curriculum Development for Nursing
- NU 726 Clinical Instruction in Nursing
- NU 727 Principles of Nursing Management
- NU 728 Administration of Nursing Services
- NU 740 Administration Practicum
- NU 741 Education Practicum
- NU 742 Adult Health Nursing Practicum

Nursing students will no longer take MG 613 Organizational Analysis, as a required course. It has been replaced in the new curriculum by NURS 730 Financial Management in Health Care, which will better meet students need for increased knowledge about the financial issues specific to the health care system. MG 613 will remain on the list of possible electives for students.

GR 516 Statistical Methods I has been removed as a prerequisite for several core courses. Statistical content has been integrated in the proposed NURS 622 The Practice of Nursing Research I course to better meet the needs of the nursing students.

D. Rationale

The purpose of the proposed program is to prepare registered nurses at the graduate level for advanced practice as community clinical nurse specialists or nurse administrators. The program objectives are consistent with and appropriate to the SSHE mission to “strengthen the Commonwealth through its ongoing commitment to.... graduate programs consistent with ...state, national, and international needs” (SSHE Mission Statement, 1994) and the SSHE imperative to increase “partnerships with....social and health organizations” (SSHE Imperatives executive summary, 1997). In addition, the proposed program will help to fulfill the University’s mission to develop a strong and distinctive graduate program with high academic standards that will meet national accreditation standards set forth by the Commission on Collegiate Nursing Education.

Health care experts have suggested the need for graduate nursing education to focus on community-based issues. Home health care is the fastest growing area of nursing. The number of nurses working in home health care doubled between the years of 1988 and 1992 and it is projected that by the year 2020 the greatest need will be for nurses working in community health settings.

The final report from the SSHE Task Force on Graduate Nursing Education drew the following conclusion: “there is need to increase the number of advanced practice nurses in Pennsylvania to provide primary care in medically-underserved settings and to extend care for the major target populations identified in “Healthy Pennsylvania 2000” (SSHE Task Force, 1994, p. 11). The report also emphasized that there were insufficient numbers of advanced practice nurses in Pennsylvania to serve in primary care settings and to engage in health promotion, disease prevention, and diagnosis and treatment of health-related problems. These areas are a major focus on the community health Clinical Nurse Specialist.

The Nursing Administration track has been in place since 1990; feedback from alumni and employers indicate a need to continue this track. Also the American Association of Colleges of Nursing (AACN) *Essentials* document identifies master’s preparation in nursing administration as a necessary component for future developments in health care systems in America. Therefore, this track will be continued in a revised format. Changes in the program reflect an increased emphasis on financial aspects of nursing management and measurement of patient outcomes, which is consistent with AACN recommendations for programs in nursing administration.

New Courses – Department of Nursing and Allied Health Professions

NURS 511 Advanced Health Assessment 2c-3l-3sh (Summer 2001)

This clinical course will build upon the basic assessment techniques of the registered nurse. It is designed to provide the student with the ability to assess the health status of adults. This course will enable the student to collect a comprehensive health history and perform complete physical examination on adults from various backgrounds. Examination techniques and identification of deviations from normal will be the focus. Prerequisite: None.

Rationale: This is a required course in the community health Clinical Nurse Specialist track. It provides a foundation for the clinical courses, in which advanced assessment skills will be used.

NURS 555 Introduction to Nursing Informatics 3c-0l-3sh (Summer 2001)

This is an introductory and overview course in the application of the disciplines of nursing science, computer science and information science in collecting, processing, and managing information to promote decision making in nursing. Prerequisite: None.

Rationale: In an era with rapid and advanced technology utilization in the health care setting, nurses must be prepared to address technological advances impacting the delivery of nursing care. This course helps students increase their knowledge of technology use and information tools. This new course will provide the student with the opportunity to explore the application of technological advances to enhance patient care, productivity, and communication in the health care arena. The course may be used as an elective in both tracks.

NURS 610 Health Promotion and Social Issues 3c-0l-3sh (Summer 2001)

This course enhances the ability of the student to develop an understanding and appreciation of human diversity and social issues in health and illness. The focus will be on the analysis of the cultural and social issues affecting health including ethnicity, race, gender, age, and geographic locations. Students will compare health care norms and practices and develop solutions to health care problems. Prerequisites: None.

Rationale: This is a required core course for both tracks. It will act as an introduction to the subsequent community health nursing courses and will help to build a comprehensive knowledge base for students. The inclusion of this content helps student develop an understanding and appreciation of human diversity in health and illness and to assure the delivery of appropriate health care. Prerequisite: None.

NURS 612 Pathophysiology for Advanced Practice Nursing 3c-0l-3sh (Summer 2001)

This course will provide an advanced study of the basic mechanisms that explain organ/system function and dysfunction. Emphasis will be placed on pathologic processes underlying common health problems. The rationale for diagnostic studies and therapeutic interventions will be underscored. Systems to be examined include immune, cardiovascular, respiratory, gastrointestinal, renal and neurologic. Prerequisite: None.

Rationale: This is a required course in the community health Clinical Nurse Specialist (CNS) track. This course provides a foundation for the community health CNS students in understanding the pathological processes underlying common health problems, diagnostic studies and therapeutic interventions. Also, this course is recommended by the American Association of Colleges of Nursing (AACN) as a required course for programs offering clinical nurse specialist tracks in order to meet the current trends in advanced practice nursing.

NURS 613 Pharmacology for Advanced Practice Nursing 3c-0l-3sh (Summer 2001)

The course will focus on principles of pharmacology and the application of drugs on specific disease states. Emphasis will be placed on the understanding of pharmacodynamics and pharmacokinetics and the selection of specific drugs for certain clinical disorders. Prerequisite: None.

Rationale: This is a required course in the community health Clinical Nurse Specialist (CNS) track and provides a foundation for the responsibilities of the CNS in helping patients to be knowledgeable consumers of both prescribed and over-the-counter medications.

NURS 614 Health Care Organizations and Policy 3c-0l-3sh (Summer 2001)

This course will provide an overview of the health care delivery system. Students will analyze federal and state regulatory processes/policies as they affect health services. The history, current status and future directions of health policies will be explored within their social, ethical, economic, and political contexts. The influence of nursing on policy development will be evaluated. Prerequisite: None.

Rationale: This is a required core course for both tracks. The purpose of this content is to prepare the graduate to provide quality cost-effective care, to participate in the design of accessible and high quality health care programs in a variety of health care systems, and to assume a leadership role in managing human, fiscal and scarce health care resources.

NURS 622 The Practice of Nursing Research I 3c-0l-3sh (Summer 2001)

This course prepares the graduate nursing student to examine the conceptual, theoretical, and ethical contexts of nursing research. Concepts of statistical theory, measurement strategies, and data collection issues are presented, as they are applicable to clinical nursing research. Students will also investigate funding procedures for small clinical studies. Co requisite: NURS 620.

Rationale: This is a required core course for both tracks. As the first of two courses in the application of research to professional practice, it will provide the foundation in measurement strategies, statistical analysis, and data collection methods needed for students who will analyze and utilize research findings in administrative or clinical specialist roles.

NURS 623 The Practice of Nursing Research II 3c-0l-3sh (Summer 2001)

This course prepares the graduate nursing student to become proficient in the application of research to nursing practice including evaluation of research studies, problem identification within clinical practice settings, development of practice protocols, and measurement of patient outcomes. Research findings will be studied as the basis for clinical and organizational decision making. Prerequisite: NURS 622 or equivalent.

Rationale: This is a required core course for both tracks. As the second of two courses in the application of research to professional practice, it provides the content essential for establishing protocols, promoting evidence-based practice, and evaluating patient outcomes that will be used by graduates in administrative or clinical specialist roles.

NURS 729 Nursing Administration 3c-0l-3sh (Summer 2001)

Concepts and theories related to the management process are used to examine the roles and responsibilities of the nurse manager in health care organizations. The influences of environment

and technology as well as issues and trends that impact on nursing management are explored.
Prerequisites: NURS 614, NURS 619 and NURS 622.

Rationale: This course is required for students in the Nursing Administration track. It is one of four courses specifically selected and designed to prepare the nurse administrator. It provides essential content about the structure of health care organizations, strategic planning, and the process of change, focusing on how these influence and are influenced by the nurse administrator within a variety of health care systems.

NURS 730 Financial Management in Health Care 3c-0l-3sh (Summer 2001)

This course will provide an overview of financial decision-making processes used by health care managers in a rapidly changing financial environment. Emphasis will be on assessing and developing financial plans and making financial decisions in a variety of health care settings.
Prerequisite: NURS 619.

Rationale: This new course is one of four courses required of all students in the Nursing Administration track. The course provides the content related to financial management including budgeting, cost-benefit analysis, and interpretation of financial statements necessary to prepare the nurse administrator to work in a variety of health care delivery settings.

NURS 731 Nursing Administration Practicum 3c-9l-6sh (Summer 2001)

The administrative role of the nurse manager is examined in class and clinical setting. Content focuses on evaluation and quality control within the nursing division. Current issues and problems of concern to nurse managers are addressed. The course consists of two hour seminars each week and a weekly 9 hour practicum. A mentor at a clinical site helps the student synthesize advanced practical knowledge in nursing management. Prerequisites: NURS 729 and NURS 730.

Rationale: This is a required course in the Nursing Administration track. It is the last of four courses focusing on issues related to leadership and management in health care settings. Seminar and clinical time will enable students to apply knowledge from the other core administration courses to practice settings. During their hours of clinical time, students will have the opportunity to assume, under a mentor's guidance, leadership roles in a health care delivery site.

NURS 734 Concepts of Community Health Nursing 2c-3l-3sh (Summer 2001)

This course provides an in-depth study of the requisite concepts and skills for community health nursing. Building on the understanding of individuals as clients, the students will now gain perspective on aggregates and communities as recipients of nursing care and the delivery sites of community health care. Included in the content will be epidemiological principles that are the foundation to clinical decision making in community health nursing practice. The relevance of nursing research to community health nursing practice will also be discussed. The course will also provide an opportunity to advance health and social policies as they relate to community health care. Prerequisites: NURS 511, NURS 612 and NURS 620. Co requisites: NURS 610, NURS 613.

Rationale: This is a required course in the community health Clinical Nurse Specialist (CNS) track. It is the first of three sequential courses in community health nursing. It will act as an introduction to the other subsequent community health nursing courses and will allow students to utilize knowledge from the prerequisite courses to build a comprehensive knowledge base about community health nursing. Students will have in-depth study of requisite concepts and skills for

community health nursing while gaining a perspective on aggregates and communities as recipients of nursing care.

NURS 735 Aggregates in the Community 2c-3l-3sh (Summer 2001)

This course provides the family and community theory to support nursing care for families, aggregates and select communities through primary, secondary and tertiary health prevention. Clinical/laboratory component provides opportunity to utilize advanced nursing skills when providing care for families, groups, and communities. Prerequisite: NURS 734. Co requisite: NURS 622.

Rationale: This is a required course in the community health Clinical Nurse Specialist (CNS) track. It is the second of three sequential courses in community health nursing. This course will allow students to utilize knowledge from the Concepts of Community Health course and continue to build a comprehensive knowledge base about the topic for these students. Students will have in-depth study of requisite concepts and skills related to aggregates in the community. This course provides the family and community theory to support nursing care for families, aggregates and select communities through primary, secondary, and tertiary health prevention.

NURS 736 Leadership in Community Health Nursing 3c-9l-6sh (Summer 2001)

This course provides an opportunity for students to assume leadership roles in the assessment, planning, development, coordination, and evaluation of health care programs for individuals, families, groups, and communities. Clinical/laboratory component provides students with the opportunity to plan and coordinate community health programs. Students will formulate research questions regarding the care of families, groups, and the community. Prerequisite: NURS 735. Co requisite: NURS 614.

Rationale: This is a required course in the community health Clinical Nurse Specialist (CNS) track. It is the last of three sequential courses in community health nursing. This course will allow students to utilize knowledge from the other two Community Health Nursing courses (NURS 734 and NURS 735) and develop leadership skills in this area. Students will have the opportunity to assume leadership roles in the assessment, planning, development, coordination, and evaluation of health care programs for individuals, families, groups and communities in the clinical setting.

Course Revisions – Department of Nursing and Allied Health Professions

NURS 619 Leadership Strategies for Nursing (Minor revision; Start Summer 2001)

Current Catalog Description: Characteristics and qualities of leadership in professional nursing. Effective leadership strategies for the nurse educator, administrator, and practitioner.

Proposed Catalog Description: This course will provide an overview of the characteristics and quality of leadership in professional nurses. This course will focus on analyzing and synthesizing leadership and management concepts, modules and theories. Effective leadership strategies for the nurse administrator and practitioners will be explored. Prerequisite: None.

Rationale: This course is required for students in the Nursing Administration track. It is one of four courses specifically selected and designed to prepare the nurse administrator. Consistent with the AACN *Essentials* document the faculty are proposing this revision in order to address current and future trends in advanced practice nursing, and to update course content.

NURS 620 Theoretical Foundations of Nursing (Minor revision; Start Summer 2001)

Current Catalog Description: Contemporary theories of nursing, concept formulation, fundamental theory development, and application to nursing practice.

Proposed Catalog Description: This course will focus on the critique, evaluation, and utilization of nursing and related theories for nursing practice. Students will be expected to analyze the appropriateness of theories for utilization in practice and research. Prerequisite: None.

Rationale: The course is required as part of the core for both tracks. The exploration of theories drawn from nursing and other disciplines provides a basis for course work in the program. Consistent with AACN *Essentials* document the faculty are proposing this revision in order to address current and future trends in advanced practice nursing, and to update course content.

NURS 725 Teaching Strategies for Nursing Curricula (Minor revision: Start Summer 2001)

Current Catalog Description: Theories of learning, instructional modalities, teaching strategies, and methods of evaluation as pertaining to nursing education in the classroom setting.

Proposed Catalog Description: This course is designed to explore and analyze theories of learning, instructional modalities, teaching strategies, and evaluation methods pertaining to nursing education in the classroom and clinical practice settings. Prerequisite: None.

Rationale: As an elective, this course provides theory, strategies, and methods useful for students who are considering a role as a nurse educator.

Course Deletions – Department of Nursing and Allied Health Professions (Start Date: Fall 2002)

NU 615 Advanced Nursing Research

Rationale: Consistent with the AACN *Essentials* document and due to rapid change in the health care system, the content of this course no longer addresses the needs of the future advanced practice nurse. Elements of this course will now be included in NURS 622 The Practice of Nursing Research I and NURS 623 The Practice of Nursing Research II.

NU 617 Issues in Health Care

Rationale: Consistent with the AACN *Essentials* document and due to rapid change in the health care system, the content of this course no longer addresses the needs of the future advanced practice nurse. Elements of this course will now be included in NURS 610 Health Promotion and Social Issues and NURS 614 Health Care Organizations and Policy.

NU 618 Professional Role Development

Rationale: Consistent with the AACN *Essentials* document and due to rapid change in the health care system, the content of this course no longer addresses the needs of the future advanced practice nurse. Elements of this course will now be included in NURS 610 Health Promotion and Social Issues and NURS 614 Health Care Organizations and Policy.

NU 621 Nursing Inquiry

Rationale: The content of this course did not adequately reflect the content recommended by the AACN *Essentials* document. Two new research courses, NURS 622 The Practice of Nursing Research I and NURS 623 The Practice of Nursing Research II provide the content recommended by AACN as essential for a master's prepared nurse.

NU 640 Dynamics of Health in the Adult

Rationale: Course deleted from curriculum with the proposal of the new clinical nurse specialist track. This new track more effectively meets the needs of the changing health care system and students.

NU 641 Nursing Management of Adults Under Stress

Rationale: Course deleted from curriculum with the proposal of the new clinical nurse specialist track.
This new track more effectively meets the needs of the changing health care system and students.

NU 724 Curriculum Development for Nursing

Rationale: The Education Track, which includes this course, will be deleted in the new curriculum. The new track prepares clinical nurse specialists in Community Health, which more effectively meets the needs of the changing health care system and students.

NU 726 Clinical Instruction in Nursing

Rationale: The Education Track, which includes this course, will be deleted in the new curriculum. The new track prepares clinical nurse specialists in Community Health, which more effectively meets the needs of the changing health care system and students.

NU 727 Principles of Nursing Management

Rationale: This required course in the Administration track has been replaced by other courses, with a change in focus, in the proposed curriculum.

NU 728 Administration of Nursing Services

Rationale: This required course in the Administration track has been replaced by other courses, with a change in focus, in the proposed curriculum.

NU 740 Administration Practicum

Rationale: This required course in the Administration track has been replaced by other courses, with a change in focus, in the proposed curriculum.

NU 741 Education Practicum

Rationale: The Education Track, which includes this course, will be deleted in the new curriculum. The new track prepares clinical nurse specialists in Community Health, which more effectively meets the needs of the changing health care system and students.

NU 742 Adult Health Nursing Practicum

Rationale: Course deleted from curriculum with the proposal of the new clinical nurse specialist track. This new track more effectively meets the needs of the changing health care system and students.

Resource Implications

The curriculum revision does not require any additional resources. Current resources are sufficient to meet the needs of the department

APPENDIX B-ACADEMIC COMMITTEE
(Chairperson Andrew)

FOR SENATE ACTION: **(Passed)**

This is a revised version of the Three-Step Process for Teacher Education with changes necessitated by the passage of 22-PA-Chapter 354 and its publication on October 7, 2000

Revised/Edited 10-15-00 Following Senate Academic Policy Committee Review (02/17/2010 3:29 PM)

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 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 access 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 have changed.
 - The regulations governing Pennsylvania Teacher Certification ~~have changed and additional changes are imminent~~ were published on October 7, 2000 as 22 PA Code Chapter 354. This new set of state requirements mandates a number of specific changes when students apply for admission to be an official part of the teacher education program and what academic requirements and qualifications they must present. These requirements also change what is expected for program completion to be eligible for state certification as a professional educator. According to the Pennsylvania Department of Education these changes are implemented immediately on a phased in basis and supercede the university catalogues under which students were admitted to the university.
 - Accrediting agencies, including the National Council for Accreditation of Teacher Education (NCATE), have changed their standards.
 - The Pennsylvania Department of Education program approval process has changed ~~and will under go more changes in the very near future. and is being implemented immediately.~~
1. The Pennsylvania State Board of Education ~~will shortly make changes in the~~ has made changes in Teacher Education 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. Students being admitted to teacher education programs during the spring of 2001 should have a 2.6 QPA. During the academic year 2001-2002 students being admitted to teacher education must have a 2.6 QPA and will be allowed to complete the program with a 2.6 QPA. During 2002-2003 the requirement for admission and exit is 2.8 QPA and during 2003-2004 the requirement is 3.0 QPA.
 - b. The PRAXIS I exams will be required for entrance into any PA Teacher Preparation Program. The PRAXIS I exams include 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~~ 48 credits or approximately 3 semesters of college level work have been completed. The current stipulation is completion of 29 credits or approximately 2 semesters.
 - d. Candidates must have completed 6 semester hours of English composition and literature and 6 semester hours of college level mathematics to be formally admitted to teacher education.
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 become mandated that Act 34 and 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, formally 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 the U.S. Government, it will be published in rank order for the nation. Federal funding to institutions for 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 ensure that all our program completers will have scored sufficiently high on the exams to meet the state minimum 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 102) 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 102). 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 102).

7. *Teacher Education students will be required to take (CM 301/COMM 1xx), (EDSP 102), and (FE 202/FDED 1xx) 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 of 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 the 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/EDSP202) ~~will be~~ has been changed to: EDSP 102
[approved IUP Senate 11/7/00]
 - (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 freshman than sophomores, juniors or seniors.
2. Moving required courses such as COMM 301, EDSP 202 and FDED 202 to the freshman level would necessitate 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

	<u>4 Step Process</u>	<u>Proposed Revised 3 Step Process</u>
1	QPA 2.5	<u>QPA for entrance and exit is 2.6 for 2001-2002; 2.8 for 2002-2003; 3.0 for 2003-2004. Probably moving incrementally to 3.0 QPA</u>
2	Act 34 Clearances – once	Act 34 & 151 Clearances annually
3	Step I: EDSP 202, FDED 202, COMM 301	Pre-Step I: EDSP 102, FDED (1xx), COMM (1xx)
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 1 Teacher Certification after a minimum of 45- 48 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 and other designated exams passed with PDE – established scores before recommendation for student teaching
9	EDSP 202 is a prerequisite for COMM 301	Prerequisite for COMM 301 eliminated
10	PSYC 101 is a prerequisite for EDSP 102	Prerequisite for EDSP 102 is eliminated, but students still take PSYC 101
11	<u>Liberal Studies Math and English Requirements</u>	<u>For admission to Teacher Certification, PDE now requires 6 credits of English composition and literature and 6 credits of college level math</u>

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 steps.

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- 48~~ credits of university work and establish a minimum QPA of ~~2.5 or as revised/required by Chapter 354 of Pennsylvania Education Code-~~ 2.6 for 2001-2002, 2.8 for 2002-2003, 3.0 for 2003-2004.
- (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.
- (EDSP 102) 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.~~

- Have completed and passed with a grade of “C” or better six semesters hours of college level mathematics.
- Have completed and passed with a grade of “C” or better six semesters hours of English composition and literature.
- Begin to develop a professional portfolio based on the requirements and expectations of the program department.

Step 1. Admission to Teacher Certification Program

Procedure

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 Office of the Associate Dean for Teacher Education, College of Education and Educational Technology. 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 by the associate Dean for Teacher Education and the coordinator of the selected certification program 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

- Completion of at least ~~45~~ 48 semester hours with a minimum grade point average of 2.6 in 2001-2002, 2.8 in 2002-2003, and 3.0 in 2003-2004 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~~ 48) must complete one semester (12 s.h. minimum) at IUP to establish a QPA.
- Completion of (CM 301/COMM 1xx) with a grade of “C” or better.
- Completion of (FE 202/FDED 1xx) with a grade of “C” or better.
- Completion of (~~EP 202/EPSP 1xx~~ EDSP 102) with a grade of “C” or better.
- Completion of (EN 101/ENGL 101) and the IUP Liberal Studies requirement in “Humanities Literature (ENGL 121 or FNGL 121)” with a grade of “C” or better.
- Completion of six semester hours of college level mathematics with a grade of “C” or better.
- An affirmative recommendation from the major academic adviser.
- Completion of initial speech/hearing screening test.
- Clearance on TB testing.
- 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).
- K. Program Department evaluation and approval of the student's Professional Portfolio based upon established criteria.
 - L. Completion of any other program department requirements as outlined in the College Catalog.
 - M. Satisfactory completion of an essay describing personal goals and reason for wanting to become an educator.

Results

If the requirements are met, the Associate Dean for Teacher Education, College of Education and Educational Technology, 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/EDSP 477) Educational Tests and Measurements.
- (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 Teaching

Procedure

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 301)
 - b. (CM 301/COMM 1xx)
 - c. (FE 202/FDED 1xx)
 - d. (EDSP 102)
 - e. (ED 242/EDUC 242)
 - f. (ED 422/EDUC 442)
 - g. (ED 342/EDUC 342) and
 - h. (ED 377/EDSP 477) (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 2.6 in 2001-2002, 2.8 in 2002-2003, and 3.0 in 2003-2004 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 QPA.
- 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 (and other Pennsylvania Department of Education examinations required for the specific teaching disciplines), 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~~ 2.6 for students admitted into teacher education in 2001-2002, 2.8 for students admitted into teacher education in 2002-2003 and 3.0 for students admitted into teacher education thereafter 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 including final passage of the Professional Portfolio.
- C. Completion of student teaching with a minimum grade of “C”.
- D. Payment of the current processing fees.
- 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 of the appeals process, the student is still in disagreement with the findings, the student may request review before the 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 and Educational Technology. 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 Associate Dean for Teacher Education, College of Education College of Education and Educational Technology.

The policy as here stated applies to all students applying to Teacher Certification Programs on or after September, 2001. This policy becomes effective with those students applying for admission to teacher certification after January 2001. However, any student admitted to teacher education after October 7, 2000, but before August 2001, must have a QPA of 2.6 in 2001-2002, 2.8 in 2002-2003, and 3.0 in 2003-2004 and must meet all of the other Chapter 354 requirements. Candidates admitted to teacher education prior to October 7, 2000 and graduating after September 1, 2001, must have a QPA of 2.6 and meet all other requirements of Chapter 354.

Additional Note

From September 1, 2001 through August 2002 applicants for entrance to teacher certification who do not have the required six semester hours in mathematics or English composition and literature must complete these credits prior to admission to student teaching. Beginning in September 2002 applicants for entrance to teacher certification must have these credits completed as part of the 48 credits for admission.

FOR SENATE ACTION: **(Passed)**

The Academic Committee recommends the following individuals for Emeritus status:

Dr. Benjamin Chan:	Philosophy and Religious Studies/30 years
Dr. John Lerner:	History Department/11 years
Dr. Edward Platt:	Political Science Department/33 Years
Mr.. Kenneth Shildt:	MIS and Decision Sci./32 years 6 months
Dr. Harold Wingard:	Academic Affairs/18 years 6 months

APPENDIX C-UNDERGRADUATE CURRICULUM COMMITTEE
(Chairperson Sechrist)

FOR SENATE ACTION:

1. Description Change and Course Title Change - Department of Finance and Legal Studies

A. Current Catalog Description:

BLAW 235

Introduction to Business Law

3c-01-3sh

This course provides an introduction to legal systems, torts, contracts, and sales.

Proposed Catalog Description:

BLAW 235

Legal Environment of Business

3c-01-3sh

This course explores the current American legal system by providing students with an introduction to a variety of legal topics important to all individuals and businesses. Topics must include sources of law, the court system and basic procedures, tort law, criminal law, and contracts. Topics may also include legal research and intellectual property. Ethical issues and international law are integrated throughout the course.

Rationale:

The title and catalogue description of this course have not been changed for more than eighteen years. The Finance and Legal Studies Department deems it appropriate to change the title of the course to reflect modern terminology and to provide a more specific and therefore improved catalogue description.

2. New Course - Department of Biology

A. BIOL 471

Dendrology of the Eastern U.S.

2c-3l-3sh

Prerequisite: BIOL 210 or Permission of instructor

A comprehensive survey of the tree species in the eastern portion of North America with emphasis on Pennsylvania forests.

Rationale: This course is an elective field course designed to increase the range and breadth of offering to undergraduate biology majors.