

MINUTES OF THE IUP UNIVERSITY SENATE

December 3, 2002

Chairperson Smith called the December 3, 2002, 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 informed the Senate Leadership that they could not attend:

Ault, Bullard, Camp, Couchman, Diaz-Martin, DiStanislao, Ferro, Gearhart, H. Goldsmith, Hall, Hanrahan, Horton, Johnson, Nee, Orchard, Receski, Rittenberger, Ruffner, Sadler, and Zuraikat.

The following Senators were absent from the meeting:

Adams, Ali, Anthony, Ball, Barker, Bates, Carter, Conelly, DeMane, Detar, Dix, Ezekial, Fisher, Gart, Gasbarro, Hanson, Higgins, Hinrichsen, Hulings, Joynes, LaPorte, Mukasa, Patrick, Polenik, Ray, Rodger, Scandrett, Schroeder, Silva, Stephenson, Triplin, Williamson.

The minutes of the November 5, 2002, meeting were **APPROVED**.

Agenda items for the Dec. 3, 2002, meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report (Senator Pettit):

President Pettit said that he had no report, but would entertain questions or comments. No questions or comments were offered.

Provost's Report (Senator Staszkievicz):

I have no new announcements and just want to give my thanks to the University Senate for a very productive semester. Normally, we measure "a productive semester" in terms of building and not repairing; in terms of being proactive and not reactive; and in terms of growing and not reducing. This semester, however, we have had to deal with the later in each case. We rebuilt some of the relationships based upon last year's issues; we responded admirably to System directives; and we dealt with reducing positions and expenditures due to restricted budgets. I am very proud of the manner in which we did these things and I thank the Senate for their role.

Chair's Report (Senator Smith):

Good afternoon and happy holiday season to all senators...

Welcome to the January, February, oops, no, wait a minute. The calendar reads December 3rd, which means late fall, but the thermometer outside feels like today is one of the first three weeks of the spring semester. Did someone kidnap the ground hog this year?

On a serious note, my only major item to refer to is the work of the UPC. Yesterday, the UPC met for four hours (yes, you heard correctly) from 4:00-8:00 p.m. I'd like to compliment all senators who are

UPC members, and especially Dr. Steve Ender for his tireless leadership of this group. In the weeks ahead, you will all be hearing about the UPC committee work, and please note that dozens of professionals across the campus have put in a tremendous amount of work and effort as a part of the UPC mission. The intensity of yesterday's meeting was refreshing and I myself was impressed with everyone's commitment to the tasks at hand.

Again, all UPC members who are senators, nice job, not only yesterday but over the past few months.

One final thing to mention....student senators, the next three weeks, remember to study hard, but take remember to take a few minutes each day to take in a breath of fresh air.

Happy holidays everyone.

Vice-Chair's Report (Senator Aion):

Senator Aion thanked the members of the Senate for a productive semester, gave well wishes for the holiday, and asked for the continued support of the membership in making the spring 2003 session a productive one.

STANDING COMMITTEE REPORTS

Rules Committee Report (Chair Broad):

FOR INFORMATION:

Chair Broad told the Senate that the task of putting together a consultative committee to advise President Pettit regarding the arming of campus police was underway, and that a list of names had been submitted to him. He said that those on the list were being contacted to determine their interest, and that a list would be soon put before the Senate for approval to forward to the President, who could choose the members of the consultative committee from among the list.

University Development and Finance Committee (Chair Domaracki)

FOR INFORMATION:

Senator Domaracki shared with the Senate membership a letter sent to student residents regarding a number of initiatives designed to enhance safety and security within on-campus residential buildings. The full text of the letter is presented in **APPENDIX A** (page 6).

Academic Committee (Chair Andrew)

FOR ACTION:

PASSED

Emeritus Nominations: The Senate Academic Committee nominated 23 individuals for Emeritus Status effective with May commencement 2003. The full list of names (along with their department and years of service) is presented in **APPENDIX B** (page 8).

Awards Committee (Chair Jackson)

Senator Jackson commended the Awards Committee for its work in soliciting nominations for the Distinguished Faculty Awards (in the categories of Service, Creative Arts, Research, and Teaching), and encouraged the Senate membership to nominate deserving faculty members before the December 9 deadline.

University-Wide Undergraduate Curriculum Committee (Co-chairs Sechrist and Numan)

See **APPENDIX C** (page 9).

Graduate Committee (Co-chairs Kondo and Chambers)

Chair Kondo presented the “FOR INFORMATION” items (presented in **APPENDIX D**, page 19), regarding the findings and endorsements of the University Wide Graduate Committee regarding reorganization of the Graduate School and Research.

Senator Radell said that the items presented amounted to a formal action and would thus the items should come to the Senate floor for approval, and that since the creation of a Vice President would require substantial financing that the issue should have been first researched by the Finance Committee. Radell motioned that the recent endorsements by the Graduate Committee be referred to the Rules Committee for a ruling as to the appropriateness of the Graduate Committee’s presentation of these endorsements as “For Information” items rather than as “For Action” items, requiring the approval of the Senate, and that the endorsement of a Vice President for Research and Graduate Studies be referred to the Finance Committee.

Senator Broad asked for a division of the motion, such that:

- (1) The findings and endorsements of the Graduate Committee regarding the reorganization of the reorganization of the Graduate School and Research be submitted to the Rules Committee to determine if the items should be presented “For Information” or “For Action”; and
- (2) The proposed position of a Vice President for Research and Graduate Studies be referred to the Finance Committee for cost analysis.

The division of motion was seconded, and the two motions, as stated above, were put to a vote.

Both motions, as stated above, **CARRIED**.

See **APPENDIX D** (page 19) for the other items For Action presented by the Graduate Committee.

Library and Educational Services Committee (Chair Johnson)**FOR INFORMATION:**

The LESC met on November 12, 2002. The main items of business included the following:

- Approved one computer policy change and one new computer policy. It is anticipated that these will be reported for action at the January, 2003 Senate meeting.

- Discussed the libraries' plan for the enhancing the electronic databases using a portion of the technology fee.
- Provided recommendations to the Dean of Libraries about the implementation of the libraries' strategic plan.
- Received reports from standing committees.

Noncredit Committee (Chair Karimi)

No report.

Research Committee (Chair Guth)

The USRC met on November 12, 2002 and reviewed proposals. The committee awarded \$1,500 in grants to the following individual:

- Dr. Devki Talwar received \$1,500 to present two papers titled "Structural electronic and vibrational properties of $\text{GaN}_x\text{As}_{1-x}$ alloys and strained GaNAs/GaAs superlattices" and "Effects of composition on the far infrared reflectivity and Raman scattering in n-type $\text{Al}_x\text{Ga}_{1-x}$ as layers and GaNAs/GaAs superlattices" at the Sixth International Conference on Opto-electronics, Fiber Optics, and Photonics in Mumbai, India.

The Research Committee urges Senators to encourage members of their department to apply for the USRC grants.

Student Affairs Committee

No report.

NEW BUSINESS

FOR ACTION:

PASSED (Chair Smith noted that the motion carried unanimously, with one abstention by Senator Pettit)

Senators Collins and Richards presented a proposed Senate Resolution regarding the current trends of centralization demonstrated by the Chancellor and Board of Governors of the State System of Higher Education. The full text of the approved Resolution appears in **APPENDIX E** (page 27).

After short comments by Senators Richards and Collins, and a full reading of the Resolution, Chambers motioned for a friendly amendment to add the phrase, "and the creation of a system-wide curricular process" to the first paragraph. The motioned was seconded and **CARRIED**.

Senators Collins and Richards said that they hoped to deliver the Resolution to the Board of Governors. Senator Pettit motioned for a friendly amendment, suggesting that perhaps newly elected Governor Rendell and his administration be the recipients instead. Senator Martin motioned for a friendly amendment to Senator Pettit's amendment, suggesting that the

Resolution be formally presented to both Governor-elect Rendell and to the Board of Governors. Senator Martin's motion was seconded and **CARRIED**.

ADJOURNMENT

With no further business, the meeting was adjourned at 4:48 p.m.

Respectfully submitted,

Gwen Torges
Secretary, IUP Senate

APPENDIX A
University Development and Finance Committee
Chair Domaracki

FOR INFORMATION:

November 2002

Dear Resident:

Over the next several weeks and months, the Office of Housing and Residence Life will be implementing a number of initiatives designed to enhance safety and security within our on-campus residential buildings. We know from numerous studies and research that the wellness of residents, both academically and emotionally, is greatly impacted by their perceptions of their personal safety relative to their living environments. To that end, we are constantly assessing all safety/security measures that are in place in residential buildings and remain committed to exploring all viable and appropriate means to enhance resident safety.

We anticipate that some residents may view the implementation of these initiatives as an inconvenience. However, a great deal of deliberation has gone into the changes described below, and we are convinced that our choice of enhanced safety/security versus convenience is a trade-off that is most advantageous to the well-being of our residents.

The following is a synopsis of the five-pronged plan to be implemented, barring any unforeseen circumstances, to enhance safety/security in our 15 on-campus residential buildings:

1. **VIDEO CAMERAS** - Video cameras will be installed at all I-Card entrances and selected exits of each residential building. Esch and Wallace Halls will be the initial buildings to receive video cameras. It is anticipated that it will take approximately one week to install the video equipment in each of our 15 residential buildings, with a targeted completion date of spring break, March 2003.
2. **IMMEDIATE ALARM DOORS** - The current door access system will be upgraded so that all exterior doors (other than I-Card access entrances) will operate as immediate alarm doors at all times. This work is scheduled to take place during the upcoming December-January break period, and it is anticipated that the necessary upgrades will be in place in all 15 residential buildings for the start of the spring semester, 2003. This change will mean that residents must enter and exit the residence hall via an I-Card access door.
3. **I-CARD ACCESS DOORS** - The number of I-Card access doors will be reduced in five buildings to create exclusive access points for the residents that are in close proximity to the main office/lobby areas in these buildings. The specific buildings and locations are as follows: a) Elkin, Oakland Avenue entrance; b) Lawrence, south entrance facing College of Business; c) Scranton, Maple Street entrance; d) Shafer, south entrance facing College of Business; and e) Stewart, loading dock entrance facing Maple Street. These reductions in I-Card access entrances will provide residence life staff with a better vantage point to observe traffic flow into and out of the building. This work is scheduled to take place during the upcoming December-January break period and should be ready for the start of the spring semester, 2003.
4. **MAGNETIC LOCKS** - Special magnetic locks which will keep doors locked at all times (except during building emergencies) will be installed on six seldom used doors this coming summer. The specific buildings and locations are as follows: a) Elkin, basement door on south central side of building (near basement laundry room); b) Elkin, basement door in stairwell near trash room (facing Oakland Avenue); c) Lawrence, basement door leading from the lounge to the inner quad; d) Scranton, basement door leading from the lounge to the inner quad; e) Shafer, basement door leading from the lounge to the inner quad; and f) Wahr, basement door leading from the laundry room.

5. **POLICE OFFICERS** - Two additional university police officers will be hired and assigned to patrol specifically within and around residential buildings and will be used to augment the current IUP police force. It is anticipated that these police officers will be employed over the coming weeks and begin patrolling residential buildings by the beginning of the spring semester, 2003.

The aforementioned measures should enhance safety/security within our on-campus residential community. However, they are by no means a cure-all. In this regard, you are strongly encouraged to take ownership for your personal safety and practice good safety habits at all times to minimize your risk of becoming a victim of a crime. Actions you can take to make your living environment safer and more secure include the following:

- Keep your room door locked at all times.
- When responding to a knock at your room door, prior to opening the door always use your peephole and ask the person to identify him/herself.
- Do not hold exterior doors open for non-residents.
- Escort your guests at all times.
- Complete an overnight guest form prior to having a guest.
- Confront or report others for not following safety/security policies.
- Report any unusual activity to University Police or a residence life staff member immediately.
- Have your valuables engraved with Operation ID.

Lastly, please be advised that the residence life staff has been trained to enforce all safety/security policies and that violators face disciplinary consequences. I ask for your full support in helping to create an on-campus living environment which is as safe and secure as possible. Thank you in advance for your cooperation. If you have any questions regarding the forthcoming security initiatives, please do not hesitate to contact a residence life staff member in your building for additional information.

Sincerely,

Betsy Joseph, Director
Housing & Residence Life

**APPENDIX B:
Academic Committee
Chair Andrew**

FOR ACTION:**PASSED**

The Senate Academic Committee nominated the following individuals for Emeritus Status effective with May commencement 2003.

Name	Department	Years of service
Ken Wilson	English	36 years
Sue Snyder	Nursing	19 years
Irwin Marcus	History	37 years
Joan Elliott	Professional Studies	28 years
Art Martel	Economics	32 years
John Broughton	Math	31 years
Dick Roberts	Physics	37 years
Maher Shawer	Math	34 years
James Mill	HPE	32 years
Janice Heckroth	Consumer Affairs	13 years
Joanne Steiner	Food and Nutrition	34 years
Arch Moore	HPE	32 years
Bill Blacksmith	HPE	31 years
Robert Rittle	Psychology	31.5 years
Karen Ready	German	30 years
Roy Harding	Chemistry	15 years
Dorothy Vogel	History	33 years
Norm Gaggini	Physics	31 years
Robert Hoellein	Ed and School Psych	25 years
Gail Gerlach	Dept. Prof Studies	33 years
John Johnson	College of Education	26 years
Barbara Hudson	English	19 years
Augusta Syty	Chem	34 years

APPENDIX C:
University-Wide Undergraduate Curriculum Committee
Chairpersons Sechrist and Numan

FOR INFORMATION:

1. Liberal Studies Committee Report:

Approved Ms. Stephanie Caulder, Music Department, one-time approval to teach MUHI 301 as writing intensive (presently a Type III course) for spring semester 2003.

Approved CRIM 400 Theoretical Criminology as a Type II department writing intensive course.

Approved ENGL 396 The Literature of Emerging Nations with LS Elective and Non Western designations.

Approved revisions for the following LS Electives:

PHIL 321 Symbolic Logic II (catalog description)

PHIL 324 Ancient Philosophy (title and catalog description)

PHIL 325 Modern Philosophy (title and catalog description)

PHIL 410 Contemporary Analytical Philosophy (catalog description)

PHIL 420 Metaphysics (catalog description)

PHIL 421 Theory of Knowledge (catalog description)

Approved LBST 499 Perspectives on the Third Reich, Maj. John Grassinger, Provost Office.

Approved LBST 499 Wonders of the Natural World, Dr. Ray Beisel and Dr. Cathy Stephenson.

2. Course Name and Catalog Description Changes--Department of Philosophy

a. Catalog Description and Title Change:

1) Current Catalog Description:

PHIL 324 History of Philosophy I

3c-0l-3sh

Western philosophy of pre-Socratic, classical Greek, Roman, and medieval periods. Special attention given to Plato, Aristotle, Augustine, and Aquinas, as well as the philosophic schools.

2) Proposed Catalog Description:

PHIL 324 Ancient Philosophy

3c-0l-3sh

Explores the foundations of Western Philosophy through examination of important philosophers of the Ancient period, such as the Pre-Socratic philosophers, Socrates, Plato, and Aristotle. Topics may include the nature of the physical universe, Plato's theory of Forms, the nature of happiness, and the possibility of morality.

Rationale: The old title does not provide enough information to the students about the nature of the course. The old description does not accurately reflect the way the course is being taught. It suggests equal time treatment between Medieval and Ancient Philosophies. Given the importance of the latter on Western thought it is better to make clear in the description that this is the emphasis of the course.

b. Catalog Description Change:

1) Current Catalog Description:

PHIL 321 Symbolic Logic II

3c-0l-3sh

Prerequisite: PHIL 221 or permission of instructor

A continuation of Symbolic Logic I designed to enable students to evaluate

consistency of statements, validity of arguments, soundness and completeness of formal systems. Focus on quantificational calculus and inductive logic.

2) Proposed Catalog Description:

PHIL 321 Symbolic Logic II

3c-0l-3sh

Prerequisite: PHIL 221

Reviews sentential and predicate logic as presented in Philosophy 221.

Metalogical results concerning relations between derivability and entailment are studied in detail. Techniques and results important for mathematics and computer science are highlighted. May explore modal logic, or non-classical sentential logics.

Rationale: The old description more accurately describes the lower level logic class, PHIL 221, than it does what is actually taught in PHIL 321. The proposed description change more accurately reflects both the syllabus of record for PHIL 321 and the way PHIL 321 is actually presented to students.

c. Catalog Description and Title Change:

1) Current Catalog Description:

PHIL 325 History of Philosophy II

3c-0l-3sh

A continuation of PHIL 324, beginning with fifteenth-century Renaissance thought and ending with the nineteenth-century precursors of contemporary philosophies.

2) Proposed Catalog Description:

PHIL 325 Modern Philosophy

3c-0l-3sh

Study of exemplary philosophical texts from the late 16th through the late 18th century. Figures may include Descartes, Hobbes, Locke, Spinoza, Berkeley, Leibniz, Hume and Kant. Explores such topics as the nature of matter and mind, the possibility and limits of knowledge, and the emerging scientific challenge to Church and Ancient authority.

Rationale: The old title, in virtue of being called History of Philosophy II, misleadingly suggests that students first need take History of Philosophy I (PHIL 324): this confusion has deterred students from taking PHIL 325. The old description additionally does not give students enough information about the content of the course, both of the authors and the topics to be covered.

d. Catalog Description Change:

1) Current Catalog Description:

PHIL 410 Contemporary Analytic Philosophy

3c-0l-3sh

An investigation of twentieth-century Western positions such as pragmatism, logical positivism, logical and linguistic analysis.

2) Proposed Catalog Description:

PHIL 410 Contemporary Analytic Philosophy

3c-0l-3sh

Examines Anglo-American philosophy from the early 20th century onward. Explores early attempts to solve traditional philosophical problems with newly developed methods of logical and linguistic analysis, and also later challenges to such attempts. Authors may include Frege, Russell, Moore, Wittgenstein, Ayer, Austin, Quine, Davidson, Strawson, and Sellars.

Rationale: The old description did not present enough information to students about the content and authors to be covered. Few students are aware of contemporary philosophical discussions and as a result would not be given much information about the course from the old description.

e. Catalog Description Change:**1) Current Catalog Description:****PHIL 420 Metaphysics**

3c-0l-3sh

A study of the nature of reality in general and of the main categories through which it is understood. The main topic areas of metaphysics concern: the one and the many; the relation of thought and being; the problem of universals; nominalism; realism; idealism; the nature of being, substance, essence, space, time, eternity, matter, mind; determinism and indeterminism.

2) Proposed Catalog Description:**PHIL 420 Metaphysics**

3c-0l-3sh

Explores the nature of reality through investigation of such concepts as substance, cause, freedom, and God. Draws on both historical and contemporary writings. Other topics may include the nature of space and time, the role of language in comprehending reality, the possibility of non-sensory knowledge, the nature of possibility and necessity.

Rationale: The old description is redundant and relies on a number of technical terms students would be unfamiliar with. The new description is more accessible.

f. Catalog Description Change**1) Current Catalog Description:****PHIL 421 Theory of Knowledge**

3c-0l-3sh

An investigation into problems involved in knowledge and justification and a consideration of methods suggested for their resolution. Particular attention is paid to issues such as knowledge, justification, certainty, objectivity, perception, and truth.

2) Proposed Catalog Description:**PHIL 421 Theory of Knowledge**

3c-0l-3sh

Examines various views concerning the nature of knowledge, belief, and justification. Readings drawn from a wide range of historical and contemporary authors. Additional topics may include perceptual knowledge, skepticism, common sense, and the relation between a knower and the community.

Rationale: The new description simply provides more information to students about the nature of the course. A redundancy in the old description is also eliminated.

3. Course Prefix and Catalog Description Changes—Learning Enhancement Center**a. Course Prefix and Catalog Description Change:****1) Current Catalog Description:****LRNC 070 Reading Skills for College Study**

3c-0l-3sh

Designed to assist students in the development of college-level reading skills with emphasis on textbook reading. Includes literal and critical comprehension skills, vocabulary development, and reading efficiency. Carries institutional, nondegree credit and attendance is required.

2) Proposed Catalog Description:**LRNG 070 Reading Skills for College Study**

3c-0l-3sh

Assists students in the development of college-level reading skills with emphasis on textbook reading. Includes literal and critical comprehension skills, vocabulary development, and reading efficiency. Carries institutional,

nondegree credit and attendance is required.

b. Course Prefix Change and Catalog Description Change:

1) Current Catalog Description:

LRNC 075 Reading and Study Skills Applications 1c-0l-1sh

Prerequisite: LRNC permission

Assists students in the applications of college-level reading and study skills to content-area coursework. Intended for freshman students in poor academic standing who need additional and individualized guidance in the transfer of learning strategies into day-to-day reading and coursework. Students will participate in small-group instruction, as well as individual appointments with the instructor. Carries institutional, nondegree credit, and attendance is required.

2) Proposed Catalog Description:

LRNG 075 Reading and Study Skills Applications 1c-0l-1sh

Assists students in the applications of college-level reading and study skills to content-area coursework. Intended for freshman students in poor academic standing who need additional and individualized guidance in the transfer of learning strategies into day-to-day reading and coursework. Students will participate in small-group instruction, as well as individual appointments with the instructor. Carries institutional, nondegree credit, and attendance is required.

c. Course Prefix and Catalog Description Change:

1) Current Catalog Description:

LRNC 090 Introduction to College Math I 3c-0l-3sh

Prerequisite: A student may not register for this course after successfully completing any course offered by the Mathematics Department, without written approval of the Learning Center Director.

Reviews basic computational skills and their applications. Includes operations with whole numbers, decimals, and fractions; the concepts of ratios, proportions, and percents; basic geometric principles; and an introduction to algebra. Carries institutional, nondegree credit and attendance is required.

2) Proposed Catalog Description:

LRNG 090 Introduction to College Math I 3c-0l-3sh

Prerequisite: A student may not register for this course after successfully completing any course offered by the Mathematics Department, without written approval of the Learning Enhancement Center director.

Reviews basic computational skills and their applications. Includes operations with whole numbers, decimals, and fractions; the concepts of ratios, proportions, and percents; basic geometric principles; and an introduction to algebra. Carries institutional, nondegree credit and attendance is required.

d. Course Prefix and Catalog Description Change:

1) Current Catalog Description:

LRNG 095 Introduction to College Math II 3c-0l-3sh

Prerequisite: A student may not register for this course after successfully completing any course offered by the Mathematics Department, without written approval of the Learning Center director.

Introduces beginning algebraic concepts, including signed numbers; rules and properties of equations; exponents; polynomials; factoring; algebraic fractions;

graphs and linear equations, inequalities, and radical expressions. Carries institutional, nondegree credit, and attendance is required.

2) Proposed Catalog Description:

LRNG 095 Introduction to College Math II 3c-0l-3sh

Prerequisite: A student may not register for this course after successfully completing any course offered by the Mathematics Department, without written approval of the Learning Enhancement Center director.

Introduces beginning algebraic concepts, including signed numbers; rules and properties of equations; exponents; polynomials; factoring; algebraic fractions; graphs and linear equations, inequalities, and radical expressions. Carries institutional, nondegree credit, and attendance is required.

e. Course Prefix, Course Title, and Catalog Description Change:

1) Current Catalog Description:

LRNC150 Educational Planning 1c-0l-1sh

Introduces students to the system of higher education and to skills that promote effective educational planning and decision making. Includes the topics of history and purposes of higher education and its changing curricula; models for, and variables to consider in, decision making, goal setting, and educational planning. Note: Certain sections will be restricted to specific enrollment groups.

2) Proposed Catalog Description:

LRNG150 Introduction to Higher Education 1c-0l-1sh

Introduces students to the system of higher education and to skills that promote effective educational planning and academic success. Orients students to the systems, resources, policies, and procedures of IUP and to the Liberal Studies curriculum. Emphasizes goal setting, decision making, self monitoring, and time-management skills.

Rationale: The old course name is vague, requiring further explanation to describe the actual course content. The new course name more accurately describes the content and purpose of the course.

f. Course Prefix and Catalog Description Change:

1) Current Catalog Description:

LRNC 160 Learning Strategies 1c-0l-1sh

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal setting and self-monitoring, learning styles, test preparation and test taking, lecture and textbook note taking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected. Note: Certain sections will be restricted to specific enrollment groups.

2) Proposed Catalog Description:

LRNG 160 Learning Strategies 1c-0l-1sh

Assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Includes the topics of goal-setting

and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook note taking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Active participation in class meetings is expected.

g. Course Prefix and Catalog Description Change:

1) Current Catalog Description:

LRNC 170 Career Exploration

1c-0l-1sh

Introduces students to the theoretical and practical framework with which to explore careers compatible with overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess their interests, and abilities, and make realistic decisions on academic majors and careers. (1) Certain sections of this course will be restricted to specific enrollment groups. (2) Offered as ED 170 prior to 1997-98. (3) Course is cross-listed as ADVT 170. These courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

2) Proposed Catalog Description:

LRNG 170 Career Exploration

1c-0l-1sh

Introduces students to the theoretical and practical framework with which to explore careers compatible with overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess their interests, and abilities, and make realistic decisions on academic majors and careers. (Course is cross-listed as ADVT 170. These courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.)

h. Course Prefix and Catalog Description Change:

1) Current Catalog Description:

LRNC 201 Vocabulary Expansion

2c-0l-2sh

Students will acquire an enriched vocabulary through learning and applying knowledge of 168 Latin and Greek word parts and mastering the meanings and the use of 100 mature words based on some of those word parts. Primary emphasis is on developing the reading vocabulary, but attention is also given to students' writing, listening, and speaking vocabularies.

2) Proposed Catalog Description:

LRNG 201 Vocabulary Expansion

2c-0l-2sh

Assists students to develop an enriched vocabulary through learning and applying knowledge of Latin and Greek word parts and mastering the meanings and use of mature words based on those word parts. Primary emphasis is on developing the reading vocabulary, but attention is also given to students' writing, listening, and speaking vocabularies.

Rationale: The change of prefix from LRNC to LRNG is in tandem with a change in the name of the department from Learning Center to Learning Enhancement Center—a name that better reflects the programs, courses, and services of the department. The old prefix would continue to reinforce the use of the old name whereas the new prefix better describes the activity and outcome of the LEC mission: helping under-prepared students prepare, prepared students advance, and advanced students excel (i.e., learning (LRNG) and its enhancement). Additionally, catalog descriptions have been edited to more accurately reflect current conditions.

4. Change of notation in Catalog Description from ‘sh’ to ‘cr’

The summary information for courses in the form (xc-yl-zsh) denoting ‘class(lecture)-lab-semester hour’ will be replaced by (xc-yl-zcr) in the catalog – where cr denotes credit.

Rationale: At the suggestion of the Council of Deans, the Liberal Studies Committee requested the UWUCC to consider the change since the term ‘sh’ is obsolete.

FOR ACTION:

1. College of Education and Educational Technology—Program Revision of Teacher Education Core

PASSED

a. Proposed Change in Education Core by Dropping FDED 102

Current Program with FDED 102	Proposed Change FDED 102 Eliminated
- A minimum of a 3.0 cumulative GPA after a minimum of 48 earned credits for 2003-2004 and beyond. The GPA requirement is based on the transcribed grades of the most recently completed semester and will be used to determine eligibility for scheduling in the next semester. - Successful completion of PRAXIS I Exams (PPST) with the minimum score established by the Pennsylvania Department of Education. Each exam may be taken only twice. - Completion of the following courses with a grade of “C” or higher: ENGL 101, ENGL 121, EDSP 102, FDED 102, COMM 103 and 6 credits in Mathematics (Level 100 or higher). - Act 34 & Act 151 Clearances. - Completion of speech, hearing, and TB test. - Satisfactory completed essay. - Reviewed evidence of starting an Electronic Portfolio. - Advisor’s recommendation and signature.	- A minimum of a 3.0 cumulative GPA after a minimum of 48 earned credits for 2003-2004 and beyond. The GPA requirement is based on the transcribed grades of the most recently completed semester and will be used to determine eligibility for scheduling in the next semester. - Successful completion of PRAXIS I Exams (PPST) with the minimum score established by the Pennsylvania Department of Education. Each exam may be taken only twice. - Completion of the following courses with a grade of “C” or higher: ENGL 101, ENGL 121, EDSP 102, COMM 103 and 6 credits in Mathematics (Level 100 or higher). - Act 34 & Act 151 Clearances. - Completion of speech, hearing, and TB test. - Satisfactory completed essay. - Reviewed evidence of starting an Electronic Portfolio. - Advisor’s recommendation and signature.

Rationale: 1) Accreditation agencies, both NCATE and PDE, no longer require a Foundations of Education course. 2) The prescribed topics currently covered in that course are covered in individual program “methods courses” in a manner that allows the topics to be presented in the context and application of the content subject area. 3) There is a need to reduce the total number of credit hours for each Teacher Education Program to facilitate compliance with the SSHE Board of Governors directive that all programs of study be at 120 credit hours.

At the September 30, 2002 meeting of the IUP Teacher Education Coordinator Council (TECC), a motion unanimously passed to remove FDED 102 – American Education in Theory and Practice from the Teacher Education core.

Effective Date: It is proposed that this change will apply to entering freshman, fall 2003

Other Resulting Changes: 1) The Three Step Process to Teacher Education approved by the IUP Senate in December, 2000, will need to be revised to show removal of the course. 2) Each IUP teacher education program will need to continue to monitor national and state accreditation standards to be sure prescribed topics related to Foundations of Education are addressed in other program courses. 3) Individual teacher education programs will need to remove the course from their program of study.

b. Catalog Description Change

1) Current Catalog Description:

Degree Requirements

All degree candidates in the College of Education and Educational Technology (except for three special programs) must satisfactorily complete a minimum of 124 semester hours in three categories: Liberal Studies, a specialized major field, and professional education. Program revisions are ongoing in an attempt to provide teachers in training with the most current information related to teaching and learning. Students should always consult with advisors to determine what changes, if any, have been made in their chosen program of study.

Liberal Studies—52-55 semester hours, described in this catalog under Requirements for Graduation.

Specialized major field—requirements listed under department offerings.

Teacher Education Program—30 semester hours, as follows:

Pre-professional Sequence—9 semester hours

COMM 103 Digital Instructional Technology	3sh
EDSP 102 Educational Psychology	3sh
FDED 102 American Ed in Theory and Practice	3sh

Professional Sequence—21 semester hours:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3sh
EDUC 242 Pre-student Teaching Clinical Exp I	1sh
EDUC 342 Pre-student Teaching Clinical Exp II	1sh
EDUC 442 School Law	1sh
Methods Course - (Teaching of _____)	3sh
EDUC 4XX Student Teaching - (One semester)	12sh

2) Proposed Catalog Description:

Degree Requirements

All degree candidates in the College of Education and Educational Technology (except for three special programs) must satisfactorily complete a minimum of 120 semester hours in three categories: Liberal Studies, a specialized major field, and professional education. Program revisions are ongoing in an attempt to provide teachers in training with the most current information related to teaching and learning. Students should always consult with advisors to determine what changes, if any, have been made in their chosen program of study.

Liberal Studies—48-54 semester hours, described in this catalog under Requirements for Graduation.

Specialized major field—requirements listed under department offerings.

Teacher Education Program—27 semester hours, as follows:**Pre-professional Sequence**—6 semester hours

COMM 103 Digital Instructional Technology	3sh
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EDSP 102 Educational Psychology	3sh
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Professional Sequence—21 semester hours:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3sh
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EDUC 242 Pre-student Teaching Clinical Exp I	1sh
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EDUC 342 Pre-student Teaching Clinical Exp II	1sh
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EDUC 442 School Law	1sh
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Methods Course - (Teaching of _____)	3sh
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EDUC 4XX Student Teaching - (One semester)	12sh
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2. Department of Philosophy—New Course**PASSED****PHIL 480 Honors Seminar in Philosophy** 3c-0l-3sh**Prerequisites:** Philosophy Honors students or instructor permission.

Provides an advanced forum for detailed exploration of a single topic or single author, subject to instructor's choice. Enrollment limited to students designated as candidates for Honors, to members of the Honors College who satisfy any additional prerequisites set by instructor, and other Philosophy majors by invitation or permission.

Rationale: The course will be open to students designated as candidates for Honors, to members of the Honors College who satisfy any additional prerequisites set by instructor, and other Philosophy majors by invitation or permission. We expect to attract Honors College Philosophy majors and other Honors College students who are strongly interested in Philosophy and/or the announced topic. Non-Honors College Philosophy majors who are admitted with instructor permission must have demonstrated comparable abilities. Majors may count the course toward their required hours in Philosophy; honors students may count the course toward their total of honors hours.

3. Department of Communications Media—Course Revisions**PASSED****a. Prerequisite Change:****1) Current Catalog Description:**

COMM 475 Senior Portfolio Presentation	1c-0l-1sh
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Prerequisites: Communications Media majors only, 24 COMM credits and COMM 395

Through this course students will compile and present a series of works produced through previous Communications Media courses and activities. The result will be a portfolio suitable for presentation to a potential employer. The portfolio may include examples of student works from a variety of subject areas.

2) Proposed Catalog Description:

COMM 475 Senior Portfolio Presentation	1c-0l-1sh
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Prerequisites: Communications Media majors only and COMM 395

Through this course students will compile and present a series of works produced through previous Communications Media courses and activities. The result will be a portfolio suitable for presentation to a potential employer. The portfolio may include examples of student works from a variety of subject areas.

Rationale: During the Spring 2002 registration process it was determined that the 24 credit prerequisite was prohibiting some students from being able to register for the course. COMM 475 is a requirement for graduation and the students' inability to register caused the department to do a

number of course over-rides. Since COMM 395 would still be required and since the requirement for COMM 395 is 20 COMM credits, students will have completed a sufficient number of department courses to enroll in COMM 475.

b. Prerequisite Change:

1) Current Catalog Description:

COMM 480 Seminar in Communication Media 3c-0l-3sh

Prerequisites: COMM 302, Junior or Senior standing, other prerequisites as appropriate to course content.

A seminar in selected communications issues or problems. The course will include the reading and review of the current literature as appropriate to the major topic presented in the seminar. Students will be involved in the research and oral defense of a major research paper.

2) Proposed Catalog Description

COMM 480 Seminar in Communication Media 3c-0l-3sh

Prerequisites: Junior or Senior standing, other prerequisites as appropriate to course content.

A seminar in selected communications issues or problems. Includes the reading and review of the current literature as appropriate to the major topic presented in the seminar.

Rationale: Since this course is a seminar course, offered by different faculty members, we determined that it is more appropriate to allow faculty who are teaching the course to decide the prerequisites, given the focus of the seminar and the subject they are teaching. In addition, not all faculty teaching the course intended to require a research paper, as it did not meet their goals for the course. Other assignments such as book reviews might be substituted.

APPENDIX D:
University-Wide Graduate Committee
Chairpersons Kondo and Chambers

Chair Kondo presented the “FOR INFORMATION” items (presented below), regarding the findings and endorsements of the University Wide Graduate Committee regarding reorganization of the Graduate School and Research.

FOR INFORMATION:

The membership of the University Wide Graduate Committee unanimously:

1. Endorses the consultative process in which faculty, administrator and staff input resulted in the subcommittee reports and recommendations (Continuing Education, Graduate Education, and Research Institute) of the GSR-RWG*.
2. Advocates for the continued unification between graduate studies and research, recognizing that these two areas are mutually supportive.
3. Endorses the creation of a division headed by a Vice-President for Research and Graduate Studies. The Research Institute shall affiliate with this office, and the Dean of the Graduate School and Research shall report to this Vice-President.
4. Recognizes that the proposed administrative structure represents a substantially different philosophical and managerial position for graduate education from what currently exists. However, the separation of Research and Graduate Studies from Academic Affairs places these two areas, along with undergraduate education, as cornerstones of IUP’s mission. We believe this reorganization is consistent with Dr. Pettit’s vision for IUP to pursue growth in “graduate enrollment and related research and service activities” (Inside, May 2002) and is an appropriate direction to take to enhance IUP’s intellectual culture, in keeping with the teacher-scholar model of faculty excellence.
5. Believes that, while the proposed organization appears top-heavy and costly, up-front investment should generate increased income down the road.
6. Requests that the Provost provide feedback to the IUP community at large regarding acceptance or rejection (with rationale) of the recommendations of the GSR-RWG.

*To see the Graduate School and Research Reorganization Working Group’s report and recommendations please go to the University Senate home page www.iup.edu/senate/.

Senator Radell said that the items presented amounted to a formal action and would thus the items should come to the Senate floor for approval, and that since the creation of a Vice President would require substantial financing that the issue should have been first researched by the Finance Committee. Radell motioned that the recent endorsements by the Graduate Committee be referred to the Rules Committee for a ruling as to the appropriateness of the Graduate Committee’s presentation of these endorsements as “For Information” items rather than as “For Action” items, requiring the approval of the Senate, and that the endorsement of a Vice President for Research and Graduate Studies be referred to the Finance Committee.

Senator Broad asked for a division of the motion, such that:

- (3) The findings and endorsements of the Graduate Committee regarding the reorganization of the reorganization of the Graduate School and Research be submitted to the Rules Committee to determine if the items should be presented “For Information” or “For Action”; and
- (4) The proposed position of a Vice President for Research and Graduate Studies be referred to the Finance Committee for cost analysis.

The division of motion was seconded, and the two motions, as stated above, were put to a vote.

Both motions, as stated above, **CARRIED**.

FOR ACTION:

1. MINOR COURSE REVISION

PASSED

A. Change in Course Name, Description, and Prerequisite: (Start Date – Spring 2003)

From:

ART 557 Graduate Studio in Printmaking 3-18 s.h.
Modes, media, material, techniques, and processes of graphic arts and their use in expression. The student may concentrate on intensive exploration of one media in depth or explore a number of media for breadth of experience. **Prerequisite:** ART 217 or its equivalent.

To:

ART 557 Graduate Studio in Print Media 3-18 s.h.
Exploration of print media from a conceptual and technical perspective, including traditional and non-traditional approaches. The student may concentrate on intensive exploration of one medium in depth or explore a number of media for breadth of experience. This course is designed for both beginning and advanced students. **Prerequisite:** graduate art student standing.

Rationale: A change of name and course description is being sought to update the course and to reflect print media practice around the country. The change from “Graduate Studio in Printmaking” to “Graduate Studio in Print Media” reflects the expansion of print media programs across the nation to include electronic and photographic media processes into the courses offered in print media. Changing the name updates the course to current standards and is better able to recruit students into the program when being advertised to potential graduates of the art department. The description is also being changed to reflect the current emphasis of not only the techniques associated with print media but the theoretical and conceptual aspects relevant to the discipline.

A change in the course pre-requisite better addresses the need to have previous studio experience for students taking the course at the graduate level. The ART 217 pre-requisite prevents students from other universities with adequate studio experience to take the graduate print media course; even if it is the first course they have ever taken in print media, they have sufficient experience in studio processes, such as drawing, design and theory courses, to be able to take the course. Changing the pre-requisite to be graduate art student status prevents graduate students from other departments who do not have an art studio background from taking this course.

B.

From

XXX*591 Improving Professional Practice in Instructional Settings 1 – 3 sh

*(ACE, COMM, COUN, CURR, EDAD, EDIR, EDSP, EDUC, ELED, EDHI, EXED, FDED, LTCY, MEDU, RHAB, SAHE, SPLP)

To

XXX*591 Improving Professional Practice in Instructional Settings -----: 1 – 3 sh

Rationale: Although the original proposal stated that the course content was to be reflected in the title each time the course was offered, that was not made clear when submitted to Senate. At this year’s September meeting, XXX590 was approved for this title clarification, but the need for a second course

(XXX591) was questioned and returned to Committee for reconsideration. The Committee now returns it to Senate, convinced that both numbers are necessary in order to allow students (local teachers) to take two courses simultaneously and to be eligible for reimbursement by their school district for both.

2. NEW COOPERATIVE PROGRAM:

PASSED

Proposal for IUP Participation in The Doctorate of Audiology Program at Bloomsburg University of Pennsylvania – Department of Special Education and Clinical Services

Background

In 1992, the Legislative Council of the American Speech-Language-Hearing Association (ASHA) passed a resolution mandating that the entry-level academic degree for the clinical practice of audiology be upgraded from a master's to a doctorate.

Having started to develop the new doctoral degree in the 1999-2000 academic year, the faculty of the Audiology and Speech pathology Department of Bloomsburg submitted a curriculum proposal for the Au.D. early in 2001. The proposal was approved via the appropriate curriculum channels at Bloomsburg, including their Council of Trustees. However, contrary to the information they were originally given, legal authorities in Harrisburg indicated that the enabling legislation for the SSHE authorizes only Indiana University of Pennsylvania to grant doctoral degrees, including professional doctorates. Upon the advice of SSHE legal counsel, it was suggested that the administration and faculty of Bloomsburg seek a collaborative agreement with IUP to offer this degree under the auspices of the IUP Graduate School and Research.

Brief description of Bloomsburg's proposed Au.D. program

The primary objective of the Au.D. is to train audiologists who are competent to perform the wide array of diagnostic, remedial, and other services associated with the clinical practice of audiology. Major emphasis is placed on clinical training and the practical application of research, theory, and technology into said clinical practice. The Au.D. is a four-year post-baccalaureate degree, the first two years of which emphasize didactic instruction and laboratory coursework. The final two years emphasize the application of that coursework to between 2,000 and 3,000 hours of clinical learning experience.

IUP's offerings in audiology

Within the programs in Speech-Language Pathology (SPLE) and Education of Persons with Hearing Loss (EDHL) at IUP, there are limited offerings in audiology. These courses are designed to provide the background necessary for professionals in these fields and to meet certification requirements. No degree in audiology is offered at IUP. Currently, two IUP faculty members are certified in audiology and teach these courses. Both hold other certifications and teach non-audiology courses and have served in administrative roles. One of these faculty members has indicated plans to retire in the summer of 2003.

Rationale and benefits for IUP

IUP is seeking to fulfill the directive of the SSHE in engaging in collaborative programs with other SSHE schools and in assisting in the offering of doctoral programs other than on the IUP campus. Bloomsburg has an established program in Audiology that is being expanded to a doctoral program leading to a professional doctorate, the Au.D. This collaboration will offer IUP the opportunity to hire a person who can continue the excellence of audiology offerings on this campus. Bloomsburg has agreed to give first admission choice to five positions each year for IUP students graduating in SLPE and EDHL who meet the other requirements of the Au.D. program.

MEMORANDUM OF UNDERSTANDING BETWEEN BLOOMSBURG UNIVERSITY OF PENNSYLVANIA AND INDIANA UNIVERSITY OF PENNSYLVANIA

This Memorandum of Understanding includes the following:

Determination to Offer the Degree

Bloomsburg and IUP will offer the Au.D. as a program under the auspices of IUP's doctoral granting authority.

Curriculum Review

Curriculum review for establishment of the program will be completed through both the Bloomsburg and the IUP curriculum review processes.

Doctoral Teaching Faculty Status

All faculty teaching in the program (both BU and IUP) must meet IUP's minimum requirements for appointment to doctoral teaching faculty status, which includes recommendation by the department and recommendation of the Graduate Dean. Review of faculty credentials will occur at both Bloomsburg and IUP.

Faculty Employment

IUP will hire a full time faculty member in audiology who is eligible to be appointed to doctoral faculty status. Bloomsburg will pay three-fourths of the salary and proportional benefits for this faculty member annually. The faculty member's load will consist of 3 credits of release time as liaison for the Au.D. program, 3 credits doctoral teaching in the Au.D. program, 3 credits release time per the IUP doctoral teaching standard, and 3 credits will remain for teaching at IUP at IUP's expense.

The IUP faculty member will be responsible to the Dean of the Graduate School and Research at IUP for oversight on the quality of the program. The faculty member will provide the Graduate Dean an annual report on the program including the quality of the new students recruited as well as an overview of the theses for that year.

Teaching Assignments

The IUP faculty member will teach one course in the program each semester, fall and spring. The IUP faculty member will be offered a contract to teach one course in the program in the summer. The IUP doctoral workload standard will apply to this faculty member.

Contractual Costs

Travel and Article 40 travel incentive costs for the IUP faculty member incurred in the course of teaching in the Au.D. will be paid by Bloomsburg. Distance education incentives to include the preparation payment, remote site and per student payment as outlined in Article 42 I. 1-7 will be paid by Bloomsburg.

Thesis Review

The Au.D. candidates' theses shall be made available for review by the IUP faculty member for this collaborative program.

Admission to Program

Five openings in each entering class will be reserved for IUP graduates who meet the qualifications for entry into the Au.D. program.

Review

The provisions of this Agreement will be reviewed after two years of operation.

PROGRAM DESCRIPTION

The Au.D. is a practitioner's degree that falls into the First Professional Degree category and appears on the Degree Program Planning Matrix for development in the 1999-2000 academic year. The Au.D. will be the entry level degree in the profession of audiology. Its primary objective is to produce audiologists who are competent to perform the wide array of diagnostic, remedial, and other services associated with

the practice of audiology. The Au.D. places major emphasis on clinical training and the practical application of research, theory, and technology into clinical practice.

In addition to a far broader array of coursework than is currently possible in a master's degree program, students would be required to be familiar with the extensive scientific and research literature that represents the foundation of audiology as recommended by the Ad Hoc Committee on Doctoral Education of the Council of Graduate programs in Communication Sciences and Disorders (1991). The Au.D. would also require the student to acquire the knowledge and skills needed to evaluate and interpret pertinent research and to apply this knowledge to clinical practice. The prerequisites for the Au.D. would include basic sciences (biology, chemistry, physics, mathematics beyond college algebra, communication, statistics, English, Psychology, humanities, and social sciences). The Au.D. program would be a 4-year post-baccalaureate degree. The first two years of the program would emphasize didactic instruction and laboratory classwork; the emphasis in the final two years would be on combining the theory and clinical learning experiences. The degree would require 2000 to 3000 hours of direct clinical experience.

Admission. The application is required to submit a one-page, typed letter of intent stating professional background, experience and rationale for wanting to be admitted to audiology.

The applicant is required to submit three letters of recommendation with the names, addresses, positions and telephone numbers of the references who have knowledge of the applicant's academic and clinical background.

An applicant must have a baccalaureate degree from an accredited institution, with a minimum grade point average of 3.0. Students who do not have an undergraduate major in the area of communication disorders will be required to satisfactorily complete certain academic and practicum deficiencies as prescribed by the faculty following individual transcript analysis.

The Graduate Record Examination is required of all applicants. Typically, successful students have had a combined score of at least 1560 on the examination. International students should review requirements for foreign students, including TOEFL requirements and financial statements.

Applicants who fail to satisfy the program's requirements may be admitted on a provisional basis. In such cases, the terms of the conditional admission will be specified for the individual application. Deadline for submission of application materials is March 1.

Retention. The student must maintain a QPA of 3.0 with a maximum of two Cs throughout the graduate program. A grade of C or lower in any clinical experience will necessitate repeating the course to achieve a grade of B or higher.

Graduation. A minimum of 81 academic semester hours is required to complete the Au.D. program. A minimum of 33 clinical semester hours which excludes 12 month full-time clinical residency is required. Students who have achieved a master's degree in Audiology can complete the Au.D. degree with a minimum of 48 credits. Additional credits may be required after transcript analysis.

New courses developed for the Au.D. Program:

72.500 Diagnostic Audiology I: Assessment of auditory sensitivity and speech perception
Credit Hours: 3

This course includes the procedures for determination of auditory sensitivity via air conduction, bone conduction and in the sound field. Detailed procedures for assessment of speech perception are also included. Interpretation of test results to determine the presence, degree and type of hearing loss will be discussed. All the equipment and procedural variables that can affect test results will be presented.

Prerequisites: Admission and good standing in the AuD program

72.501 Aural rehabilitation for adults

Credit Hours: 3

A study of all the related aspects of provision of aural rehabilitation services to adults with hearing loss. Includes such topics as models of aural rehabilitation assessment and management, auditory training, speech-reading, auditory-visual integration, effective communication strategies, speech conservation and deaf culture. **Prerequisites:** Admission to and good standing in the AuD program

72.502 Hearing Science I

Credit Hours: 3

Basic properties of simple and complex sounds, sound measurement and sound propagation will be reviewed. The classical psychophysical procedures for detection of auditory thresholds will be demonstrated. Loudness perception, frequency selectivity and temporal processing in the auditory system will be discussed. **Prerequisites:** Admission to and good standing in the AuD program

72.503, 507, 511, 523, 526, 530 Internship: Clinical Methods/Practicum in Audiology I, II, III, IV, V, VI

72.504 Hearing Aids: Theoretical & Technical Considerations

Credit Hours: 3

The theoretical and technical aspects of hearing aid fitting to include psychoacoustics, acoustics, speech perception and acoustic modifications of a hearing aid fitting. **Prerequisites:** Academic Good standing in the AuD program

72.505 Diagnostic Audiology II: Acoustic immittance, site of lesion and pseudohypacusis

Credit Hours: 3

A comprehensive study of a variety of site lesion tests. The course will cover acoustic immittance measures including tympanometry and acoustic reflex measures for detection of middle ear disorders and site of lesions in the auditory pathway. Other site of lesion tests include threshold and suprathreshold tone decay, loudness recruitment, loudness balance, Short Increment Sensitivity Index, Bekesy tests and brief tone audiometry. Test for detection of nonorganic hearing loss will also be discussed.

Prerequisites: Admission to and good standing in the AuD program

72.508 Evaluation and Treatment of Tinnitus

Credit Hours: 3

The purpose of this course is to teach the theoretical basis and clinical implications on the prevalence, etiology, evaluation and treatment of tinnitus. **Prerequisites:** Currently enrolled and academic good standing in the AuD program

72.520 Assistive Listening Devices

Credit Hours: 3

The study of auditory, visual and vibrotactile receptive communication technologies designed to meet the needs of deaf and hard of hearing individuals. Emphasis will be placed on needs assessment, selection, evaluation and verification process. **Prerequisites:** Currently enrolled and academic good standing in the AuD program

72.521 Hearing Science II

Credit Hours: 3

This course will include the following aspects of auditory perception: Pitch perception, space perception, auditory pattern and object perception, speech perception. Practical applications of psychoacoustic phenomena will also be discussed. **Prerequisites:** Admission to and good standing in the AuD program. Hearing Science I.

72.522 Aural habilitation and rehabilitation for children

Credit Hours: 3

A study of all the related aspects of provision of aural rehabilitation services to children with hearing loss. Includes such topics as models of information processing during communication, development of auditory speech and language skills in children with hearing loss, provision of effective counseling and guidance to families, provision of assessment and intervention services for the development of speech and language skills, speech conservation and deaf culture. **Prerequisites:** Admission and good standing in the AuD program

72.524 Hearing Aids: Clinical Considerations and Fitting Practices

Credit Hours: 3

Catalog Description: Clinical consideration and fitting practices will be analyzed and evaluated. This will include practical use and clinical application of acoustic modification and prescription methods in fitting hearing aids. Considerations for the evaluation, selection and fitting of hearing aids for adults and children. The benefits of bilateral vs. monaural amplification and the verification of instrument gain measurements. **Prerequisites:** Academic good standing in the AuD program

72.525 Clinical Neuroanatomy of Auditory, Visual and Somatosensory Systems

Credit Hours: 3

This is a clinical neuroanatomy course specific to the structures of the auditory, visual and somatosensory systems. It is the second course in a sequence of three courses specific to these systems. (Neurophysiology, neuroanatomy, and clinical physiological methods in Audiology). This course will familiarize the student with the structures in the auditory visual and somatosensory systems. Neurophysiology will be reviewed to integrate the structure with system failure (disease process, mechanical manipulation) in each area. **Prerequisites:** Academic good standing in AuD program

72.528 Geriatric Audiology

Credit Hours: 3

A study of all the related aspects of age-related changes in aging and its impact on diagnostic and rehabilitative services to older clients in Audiology. Detailed study of age related changes in auditory system and its impact on hearing. Age-related changes in other sensory systems and physiological systems will be reviewed. Special procedures for provision of audiological services to the older adult will be discussed. **Prerequisites:** Admission to the AuD program and good academic standing

72.529 Personal and Interpersonal Implications of Aural Habilitation/Rehabilitation

Credit Hours: 3

Examine the impact of aural habilitation/rehabilitation on the individual and in a social context as well as psychosocial function. Application of aural habilitation/rehabilitation techniques for the individual and significant others. **Prerequisites:** Currently enrolled and academic good standing in the AuD program

72.535 Clinical Physiological Methods in Audiology: ABR, EcochG

Credit hours: 3

Study of the Electrophysiology techniques used to assess and diagnose cochlear and retrocochlear pathology and brainstem, spinal and nerve integrity. Review of theories and clinical applications of auditory brainstem evoked potentials, electrocochleography, SSEP and VEP. **Prerequisites:** Academic good standing in AuD program

72.536 Professional Ethics & Cultural Diversity

Credit Hours: 3

Issues related to ethical development and practice in the field of Audiology as well as multicultural sensitivity.

72.537 Medical Audiology

Credit Hours: 3

Basic and advanced principles in medical diagnostic Audiology including anatomy and physiology of the system, disorders of the system, radiology and functional brain imaging, pharmacology, genetics, medical treatment and diagnosis. **Prerequisites:** Academic good standing in the AuD program

72.538, 542, 546, 547, 548 Clinical Externship/Residency I, II, III, IV, V

Credit Hours: 3-6

An integral part of the teaching-training program is to have the student transition to hospitals; ENT practices, Audiology practices, and medical clinics. This will enable the student to gain experience with a diverse population of clients, (age, gender, pathology, social/economic and race), equipment and clinical/medical procedures. It is the bridge between the theoretical experience and being prepared for the work place. The American Speech-Language-Hearing Association requires that specific contact hours must be completed across 5 categories and 2 age groups. The total number of contact hours in these categories and age groups will be 2000-3000 hours. These hours must be acquired in 3 distinct sites or work environments and there must be a full-time 12 month residency experience.

The Clinical experience in this sequence of courses will be a graded transition. The first experience (538, 542, 546) will be half time external with academic courses. Experiences 547-548 will be full-time external. This will ensure the diversity and hours needed to be prepared for employment, licensure and certification. **Prerequisites:** Successful completion of all in-house clinic experience courses

72.539 Evaluation and Management of Balance Disorders

Credit hours: 3

To teach the anatomy and physiology of balance and the vestibular system, differential diagnostic procedures such as electroystagmography, posturography and rotational testing, and the rehabilitation of the balance disordered patient. **Prerequisites:** Currently enrolled and academic good standing in the AuD program

72.540 Cochlear, Auditory Brainstem and Middle Ear Implants: Assessment & Management

Credit Hours: 3

Implantation is a complex biomedical achievement. The audiologist's role is extremely important in the field. Their role includes understanding biological safety, development of implant program, medical evaluation, audiological evaluation and treatment, surgery, design of implant, programming the processor, benefits and risks and ethical issues. **Prerequisites:** Academic good standing in AuD program

72.544 Issues and Perspectives in Audiological Practices

Credit hours: 3

Topics related to the professional practice of Audiology including establishing a private practice, reimbursement, quality assurance, professional malpractice, marketing, business management, and the planning, organization, financing and delivery of health care. **Prerequisites:** Currently enrolled and in good academic standing in the AuD program

APPENDIX E:
Proposed Senate Resolution
Submitted by Senators Collins and Richards

FOR ACTION:**PASSED**

Whereas, the establishment of a common calendar, the imposition of system-wide graduation requirements and the creation of a system-wide curricular process have by-passed the power and duty of the university presidents “to make...specific campus policies pertaining to instructional programs...following consultation with council, faculty, and students”

And Whereas, the Chancellor did not “conduct comprehensive planning in consultation with representatives of the trustees, presidents, faculties, students, and alumni...to establish priorities and procedures for the operation and development among the institutions, with respect to the role and scope of each institution, instructional programs, research programs, and public service programs” as stated in § 20-2005-A of Act 188 of 1982, prior to the establishment and implementation of the common calendar and system-wide graduation requirements by the Chancellor and the Board of Governors,

And Whereas, § 20-2010-A of Act 188 of 1982 grants the power “to establish policies and procedures governing the use of institutional facilities and property in accordance with guidelines established by the local council” to the president of the university and the council of trustees has the power “to review and approve the recommendations of the president pertaining to policies and procedures governing the use of institutional facilities and property” as stated in § 20-2009-A of Act 188 of 1982, thereby giving the power to determine when the university shall operate to the individual university and not to the Chancellor and the Board of Governors of the State System of Higher Education,

And Whereas, § 20-2010-A of Act 188 of 1982 grants the power “to make and implement specific campus policies pertaining to instructional programs, research programs, and public service programs and academic standards in accordance with policies of the Board following consultation with council, faculty, and students” to the president of the university and the council of trustees has the power “to approve schools and academic programs” as stated in § 20-2009-A of Act 188 of 1982, while allowing the Board of Governors only “to establish broad fiscal, personnel, and educational policies under which the institutions of the System shall operate”

And Whereas, “The Mission and the Original Strategic Direction Statements for the State System of Higher Education” established “eight distinguishing features,” providing broad criteria for the system universities while allowing each community to maintain its distinct mission

And Whereas, § 20-2016-A of Act 188 of 1982 limits the Board of Governors and Chancellor to an operating budget of only 0.5% of university operating expenses including “any federal appropriation, any state appropriation, any student tuition fees and any student fees for room and board,” implies limited centralization

And Whereas, the individuality of each university is paramount in providing fourteen valuable and distinctive academic communities within the State System of Higher Education and the Commonwealth of Pennsylvania

Be it therefore resolved, that speaking in solidarity, the students, faculty, staff, and administration of The University Senate of Indiana University of Pennsylvania oppose the lack of observation of the mission of the State System of Higher Education and Act 188 of 1982 as they were intended and the current trends of centralization demonstrated by the Chancellor and Board of Governors of the State System of Higher Education

Be it further resolved, that a copy of this resolution be presented to Chancellor Hample and the State System of Higher Education Board of Governors.

FOR INFORMATION:

Section 20-2003-A. - Purposes and General Powers

- (a) The State System of Higher Education shall be part of the Commonwealth's system of higher education. Its purpose shall be to provide high quality education at the lowest possible cost to the students. The primary mission of the System is the provision of instruction for undergraduate and graduate students to and beyond the master's degree in the liberal arts and sciences and in applied fields, including the teaching profession.

Section 20-2005 A. - The Chancellor

- (8) The chancellor shall conduct comprehensive planning in consultation with representatives of the trustees, presidents, faculties, students, and alumni, and within the policies established by the Board to establish priorities and procedures for the operation and development among the institutions, with respect to the role and scope of each institution, instructional programs, research programs, and public service programs.

Section 20-2006-A. - Powers and Duties of the Board of Governors

- (4) To establish broad fiscal, personnel, and educational policies under which the institutions of the System shall operate.
- (15) To do and perform generally all of those things necessary and required to accomplish the role and objectives of the System.

Section 20-2009-A. - Powers and Duties of Councils of Trustees

- (4) To review and approve the recommendations of the president pertaining to policies and procedures governing the use of institutional facilities and property.
- (5) To approve schools and academic programs.

Section 20 2010 A. - Power and Duties of Institution Presidents

- (2) To make and implement specific campus policies pertaining to instructional programs, research programs, and public service programs and academic standards in accordance with policies of the Board following consultation with council, faculty, and students.
- (3) To develop and implement policies and procedures for the administration of the institution. To develop and implement, in conjunction with the local campus student government association, policies and procedures by which student organizations may be created and operated.
- (5) To establish policies and procedures governing the use of institutional facilities and property in accordance with guidelines established by the local council.
- (16) Consistent with the policies of the Board to do and perform all of those other things necessary and required for the orderly operation of the institution.

**BOARD OF GOVERNORS' GOALS FOR THE STATE SYSTEM OF HIGHER EDUCATION
2000-2001 to 2002-2003**

System Goal 2-6:

Increase program quality through the identification of and support for university “spheres of excellence” intended to serve a statewide clientele. These determinations will be made by System universities and reported to and agreed upon with the Chancellor.

Expected Outcome:

Universities will identify one to four or more programmatic areas that can be “spheres of excellence” that help the System meet the needs of the state.

Measure of Success:

By fall 2001, complete a review of duplication of programming excluding liberal arts core and “spheres of excellence” programs in order to determine those duplicate programs which should be eliminated, consolidated or redesigned for delivery through distance education, or retained on a geographic need basis by fall 2002.