

**MINUTES OF THE
IUP UNIVERSITY SENATE**

January 29, 2008

Chairperson Broad called the January 29, 2008, meeting of the University Senate to order at 3:34 p.m., in Beard Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Ali A., Federoff, Hooks, Hull, Kennedy, Kolb, Look, Masilela, Powers, Ritchey, Rittenberger, Soni, Werner, and Wilkie

The following Senators were absent from the meeting: Baum, Beck, Beisel, Boser, Ezekiel, Hinrichsen, Hulings, Jones A., Jones B., Kenning, Kline, McDevitt, Montgomery J., Montgomery W., Peterson, Schroeder, Sweeny, Wisnieski, and Zorich

The minutes of the December 4, 2007 meeting were **APPROVED** as amended.

Agenda items for the January 29, 2008, meeting were **APPROVED**.

The election of Charles Rogers as Vice Chairperson was **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

Good afternoon. I am pleased to join you and report to you on a number of late topics of interest.

DOCTORAL PROGRAM IN NURSING

At its December meeting, the Pennsylvania State System Board of Governors approved IUP's 9th doctoral program, the Ph.D. in nursing.

IUP's program will have a specialized focus on nursing education and will prepare nurse teacher-scholars who will help produce licensed professional nurses.

Consequently, the program will advance the University's graduate nursing curriculum, while responding to the state and the nation's shortage of licensed nurses. The program also will contribute to scholarly research in the area of teacher education in the nursing profession.

I want to offer my congratulations and gratitude to Dr. Carleen Zoni, Dean of the College of Health and Human Services, and to members of the IUP Nursing and Allied Health Department who have worked hard to advance this important degree program.

FIRST COMMONWEALTH CENTER FOR ECONOMICS EDUCATION

On Wednesday, I will represent IUP as we formally establish the First Commonwealth Center for Economics Education at IUP. This program is a partnership between IUP, First Commonwealth and Economics Pennsylvania.

The mission of Economics Pennsylvania is to ensure that school-aged Pennsylvanians understand essential economic concepts and develop a solid grasp of the nature and structure of both the national and global economies.

IUP economics faculty members have worked with Economics Pennsylvania for the past several years to offer summer programming to high school students and teachers to enhance economics education.

The First Commonwealth Center for Economics Education at IUP will increase teacher and student participation in a variety of financial and investment literacy initiatives.

In addition, the College of Education and Information Technology and The Eberly College of Business and Information Technology will join the College of Humanities and Social Sciences in this special program.

GILMAN and FREEMAN-ASIA SCHOLARSHIPS

I am also pleased to inform you that three IUP students have been selected for Benjamin A. Gilman International Scholarships and four IUP students have been chosen for Freeman-ASIA study abroad scholarships. All of the scholarships are for study during the spring semester. Only 500 Freeman-ASIA awards are given for the entire academic year, and Gilman Scholarships are limited to only 400 recipients throughout the nation.

These scholarships are two of the most prestigious study abroad scholarships in the nation and we are extremely proud that seven IUP students have been selected for spring 2008. The success of our students to secure these awards is further proof of the high caliber students and faculty that comprise IUP.

WELCOME TO INTERIM PROVOST

I am pleased to welcome Dr. David J. Werner, who has agreed to serve as Interim Provost at IUP. He began his work at IUP on December 10th. Dr. Werner brings 30 years of experience in higher education to this interim role.

Since 2004, Dr. Werner has served in the role of Chancellor Emeritus and Research Professor at Southern Illinois University Edwardsville. From August, 2005 to June, 2006, he served as Interim President of Mansfield University of Pennsylvania.

Dr. Werner served as Chancellor at Southern Illinois from 1997 to 2004 and as Provost and Vice Chancellor for Academic Affairs there from 1987 to 1997. He also served as Dean and Associate Dean of the Southern Illinois University School of Business.

Please join me in welcoming Dr. Werner to IUP.

INTERIM DEAN OF NATURAL SCIENCES AND MATHEMATICS

I also am pleased to welcome Dr. Gary Stoudt, current chairperson of the Mathematics Department, to his new position as Interim Dean of the College of Natural Sciences and Mathematics. Dr. Stoudt began his new role in January.

Dr. Stoudt has been chair of his department since May 2002 and has been an active member of the IUP faculty since August 1991.

I am confident in Dr. Stoudt's abilities to lead the College of Natural Sciences and Mathematics in meeting its immediate and short-term objectives.

Provost's Report

Because of a previous commitment to participate in the Council for Higher Education Accreditation conference in Washington D.C., Dr. Werner is unable to attend the Senate meeting today, and has asked me deliver his report for him.

In response to the Senate recommendations from the December 4, 2007, he approves the request of the Department of Geoscience to place the General Science Education program into a 3-year moratorium, effective Fall 2008. This item will be reported to the Council of Trustees for information.

The following program revisions that have been recommended by the Senate are approved:

- a) BS – Computer Science/ Information Assurance Track
- b) BS – Computer Science/ Applied Computer Science Track
- c) BS – Computer Science/Language and Systems Track
- d) BS – Computer Science
- e) Computer Science Minor

These revisions will be submitted to the Council of Trustees for approval.

On the Graduate level, the revision of the MEd School Counseling is approved and will be submitted to the Council of Trustees for approval.

Dr. Werner also thanks the members of the University Community for the warm welcome he has received at IUP.

This concludes my report.

John Kilmarx for David Werner

Chairperson's Report

Well, we're off to an interesting start. President Bush seems to think everything is on the right track for the nation, so, in that vein, I guess it is the same here.

The only item that has been brought to my attention that concerns the Senate directly is Liberal Studies. Because of a prior commitment, I was unable to attend the town meeting that was held last week, but I understand that there was a good and lively discussion. Most of you have probably also heard about the resolution that came out of the Council of Chairs meeting, asking that the current program be assessed before proceeding with the reforms. This assessment is, no doubt, necessary, and I won't presume to offer an opinion as to how it should be done. I do want to stress, however, that some reform of the current system is critical, if we want to retain our accreditation. Specifically, Middle States insists that we need to be assessing (not just have a plan for assessing) the student learning outcomes associated with the program. All of us know of other areas that need to be improved in order to meet the goals of a liberal education as well. I urge all senators to pay careful attention to developments as they happen so that we can be ready to do our part when it gets to us.

Beyond that, there are hopeful signs in the search for a new Dean of the Graduate School/Associate Vice President for Research, and the search for a new provost got underway with a first meeting this morning. (We trust the simultaneous power outage was not an omen.) Tomorrow, in my capacity as Senate Chair, I'm off to Harrisburg for a meeting on the Chancellor search. I don't really know what's expected of me, but I'm very concerned about the 11 page job description I was sent. There seems to be no requirement that the new chancellor have an academic background, although that is one of the options offered, and there are many indications that the Board of Governors wants the new chancellor to work toward furthering the erosion of institutional identities within the state system. I doubt that the Senate chairs can have any effect on how the search goes, but we'll do our best.

In the meantime, we have important business to take care of today, so let's get on with it.

Vice-Chairperson's Report

Greetings Senators, my name is Charles Rogers and I am currently a senior at IUP. I am currently involved with the Student Government Association and I look forward to serving as Vice Chairperson this semester.

STANDING COMMITTEE REPORTS

Rules Committee (Senator Soni)

Senator Wright reported that the next meeting will take place on Tuesday, February 5 at 3:30pm in Eberly Board Room.

University-Wide Undergraduate Curriculum Committee (Senators Sechrist and Numan)

FOR INFORMATION:

1. Liberal Studies Committee Report:

Approved Type I Professor Commitment status for Dr. Kenneth Coles, Geoscience Department

Approved PHIL 110 Reasoning and the Law as a Liberal Studies Elective course

Approved GEOS 254 Exploration of Space as a non-lab science course

2. Report on Liberal Studies Revision from Liberal Studies Revision Steering Committee to University Senate:

The LS Subcommittee reports have been posted since before semester break, with the exception of the Literature report that was posted in January. Feedback on the reports has been received and the site is still available for reviewing the reports and the feedback posted from members of the university community

The Town Meeting took place on January 23rd from 5-8 and was attended by approximately 50 people including faculty and administrators.

At this point the LSRSC is reflecting on all the feedback and will direct its efforts to addressing the major issues/concerns associated with the revision.

FOR ACTION:

APPROVED

1. Department of Health and Physical Education—Program Catalog Description Changes and Program Title Changes

Current Catalog Description:

Department of Health and Physical Education

The Department of Health and Physical Education provides the following services:

1. instruction in health and wellness courses as part of the university's Liberal Studies requirement
2. instruction in health and physical education courses as Physical Education course electives
3. an undergraduate **major** in health and physical education that leads to the Bachelor of Science degree in Education with potential certification to teach in the Commonwealth of Pennsylvania
4. Bachelor of Science degree in Physical Education and Sport which includes the **specialty tracks** of Aquatics, Athletic Training, Exercise Science, and Sport Administration
5. Certification program in Driver Education

Required Program—Liberal Studies

The department, through its Health and Wellness course in the Liberal Studies program, seeks to enhance the overall well-being of students through instruction planned to promote and maintain desirable levels of physical, mental,

emotional, and social well-being. Self-responsibility in the following dimensions of wellness is emphasized: nutritional awareness, stress awareness and management, exercise and fitness, substance use and abuse, and sexually transmitted diseases/AIDS. The importance of reducing risk factors for chronic degenerative disease and managing lifestyle factors for promotion of health is presented with implication for both the present and future. Information is provided during class lectures and enhanced by a variety of practical learning experiences which give students opportunities for self-assessment and personal application of the subject matter.

In addition, the department offers a variety of 1-credit activity courses focusing on physical fitness and the development of skills essential for recreation and lifetime sports. Instruction is offered in many activities including golf, resistive exercise, scuba, swimming, and tennis.

The university's Liberal Studies requirements require that each student successfully complete [HPED 143](#) or its alternate, [FDNT 143](#). Students may also elect to take 4 credits of the ROTC program ([MLSC 101-102](#)) as an alternate to the wellness courses. Activity courses will continue to be offered, although they are no longer required. It is encouraged and recommended that students choose these courses as elective credits.

Bachelor of Science Degree–Physical Education and Sport

The Bachelor of Science degree **in** Physical Education and Sport provides greater emphasis on subject matter/content and less on pedagogy. Students who select this **major** generally apply their knowledge in the areas of exercise science, community and corporate fitness, cardiac rehabilitation, sports medicine, and/or executive fitness programming. The **sports study major** is a non-teacher certification program. Students **enrolled in this program** may be required to purchase a personal liability insurance policy. **This will be necessary** before beginning the preprofessional experience, the internship, or any other clinical experience on or off campus.

Four specialty **tracks** of study have been developed for the degree program in Physical Education and Sport. These tracks, in addition to the Nutrition minor within the Physical Education and Sport **major**, and a business minor in conjunction with the Sport Administration **track**, provide students with an innovative, relevant, and challenging curriculum and at the same time encourage the promotion of interdisciplinary work. Course content is focused toward specific professions **within the major**, as well as toward different national credentialing possibilities. Student internships and preprofessional experiences can be more appropriately focused to enhance opportunities for postgraduate employment. Furthermore, these **tracks** provide emphasis in specific subject content areas and teach skills necessary for students to assume leadership roles in careers related to the health fitness industry as well as the sport science industry.

Aquatics Track

This **track** of study is designed to provide students with the knowledge and skills necessary to **obtain** leadership roles, both instructional and administrative, in a **verity** of professional settings. These opportunities include school districts, both for profit and nonprofit community organizations, and aquatic coaching.

Exercise Science Track

The Exercise Science program is endorsed by the American College of Sports Medicine. Exercise Science students prepare for a variety of careers in the health and fitness industry. Positions are available in private and commercial fitness clubs, medical fitness facilities, profit and nonprofit community organizations, cardiac rehabilitation programs, and aging services. Students may also wish to use this **track** of study to prepare for graduate education in such areas as exercise physiology, physical and occupational therapy, and other allied health programs.

Sport Administration Track

This program track prepares students to use a variety of skills to function in a management capacity within the sport industry. Graduates of this pro-gram can seek employment in such areas as school and college athletic departments, coaching, community recreation organizations, minor and major league sports franchises, commercial sport facilities, and golf courses, as well as other athletic and sports related industries. Students will acquire management skills that can be used in multiple career tracks. Successful completion of this track of study will also earn the student a Minor in Business from IUP's Eberly College of Business and Information Technology.

Athletic Training Track

IUP's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. This **track** prepares students with the knowledge, skills, and experience to provide prevention, evaluation, acute management, and rehabilitation and/or reconditioning services to professional and amateur athletes, and other individuals involved in sports, exercise, and physical activity in general. The program has an academic and a clinical education and experience component. The clinical education and experience component entails a series of eight sequential laboratory courses and a minimum of four semesters of supervised field experience with the IUP Department of Athletics and affiliated clinical settings (sports medicine clinics, physicians' offices/hospitals, and high schools). Students **wishing to pursue this track** must file an application for admission into the program during their fourth semester at IUP (spring of their sophomore year). Formal admission into the program is a prerequisite for assignment to clinical field experiences and enrollment in upper-level courses.

Admission into the program is competitive, and fulfillment of the minimum eligibility requirements does not guarantee admission. Each year, the program will select a predetermined number of students from the eligible candidate pool based on demonstrated academic achievement and the evaluation of other criteria (letters of recommendation, essay, etc.).

The Athletic Training Selection Committee will review all completed applications and rank students according to the specified criteria. The number of candidates admitted each year may vary with the quality of the candidate pool, available clinical experience sites, and available supervision. Students not admitted initially may reapply the following year. The minimum standards for eligibility are: (1) sophomore status (minimum of 48 credits), (2) a minimum 2.7 cumulative GPA, (3) a minimum of a "C" grade in [HPED 175](#), [221](#), [242](#), [345](#), and [346](#), (4) two letters of recommendation, (5) satisfactory completion of a one-semester directed clinical observation, (6) a written essay, and (7) a completed and signed "technical standards" form. Official admission and subsequent assignment to field experiences are also contingent upon obtaining student liability insurance, health clearances (physical, TB, speech, and hearing), and Acts 34 and 151 clearances (criminal and child abuse records). Once admitted, students must continue to demonstrate above-average academic and clinical performance in order to remain in good standing (specific program retention and completion guidelines apply). Students should obtain an Athletic Training Program overview or admissions packet from the department for full details.

Bachelor of Science in Education Degree–Health and Physical Education

The Health and Physical Education program is accredited by the National Council for Accreditation of Teacher Education, in both Health Education (with accreditation criteria defined by the American Association for Health Education) and Physical Education (with accreditation criteria defined by the National Association for Sport and Physical Education).

Requirements for the degree of Bachelor of Science in Education with a major in Health and Physical Education include the university's Liberal Studies requirements, Professional Education requirements, and the Health and Physical Education core requirements. Upon completion of the degree program and successfully passing the Praxis Exam, the student is qualified for an Instructional I Certificate in Health and Physical Education, issued by the Pennsylvania Department of Education in Harrisburg. This certificate is valid for teaching health and physical education in grades K-12 for three years in the public schools of Pennsylvania. All students seeking Pennsylvania certification must follow the 3-Step Process described in the section "Admission to Teacher Education and Certification" found in the College of Education and Educational Technology section of this catalog.

Health and Physical Education Core

The Health and Physical Education curriculum identifies a required core of studies which emphasizes a body of knowledge relevant to the study of professional health and physical education, as well as the study of physical education and sport. Courses contained in the core are those which are intended to enable students to identify and solve problems by applying relevant knowledge and also to engage in self-directed learning.

Candidates for degree programs in Health and Physical Education must demonstrate acceptable cognitive and psychomotor qualifications as well as desirable character and personality traits. The professional programs seek to

foster those qualities of individual character and competence that are inherent in personal and professional maturity. Specific competencies and curriculum requirements are defined within each degree-specific **track**, and student progress is supervised by the academic advisor.

Proposed Catalog Description:

Department of Health and Physical Education

The Department of Health and Physical Education provides the following services:

1. instruction in health and wellness courses as part of the university's Liberal Studies requirement
2. instruction in health and physical education courses as Physical Education course electives
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The university's Liberal Studies requirements require that each student successfully complete [HPED 143](#) or its alternates, [FDNT 143](#) or [NURS 143](#). Students may also elect to take 4 credits of the ROTC program ([MLSC 101-102](#)) as an alternate to the wellness courses. Activity courses will continue to be offered, although they are no longer required. It is encouraged and recommended that students choose these courses as elective credits.

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Four specialty **programs** of study have been developed for the degree program in Physical Education and Sport. These **programs**, in addition to the Nutrition minor within the Physical Education and Sport **program**, and a business minor in conjunction with the Sport Administration **program**, provide students with an innovative, relevant, and challenging curriculum and at the same time encourage the promotion of interdisciplinary work. Course content is focused toward specific professions, as well as toward different national credentialing

possibilities. Student internships and preprofessional experiences can be more appropriately focused to enhance opportunities for postgraduate employment. Furthermore, these **programs** provide emphasis in specific subject content areas and teach skills necessary for students to assume leadership roles in careers related to the health fitness industry as well as the sport science industry.

Aquatics

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This program prepares students to use a variety of skills to function in a management capacity within the sport industry. Graduates of this program can seek employment in such areas as school and college athletic departments, coaching, community recreation organizations, minor and major league sports franchises, commercial sport facilities, and golf courses, as well as other athletic and sports related industries. Students will acquire management skills that can be used in multiple career tracks. Successful completion of this program of study will also earn the student a Minor in Business from IUP's Eberly College of Business and Information Technology.

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Admission into the program is competitive, and fulfillment of the minimum eligibility requirements does not guarantee admission. Each year, the program will select a predetermined number of students from the eligible candidate pool based on demonstrated academic achievement and the evaluation of other criteria (letters of recommendation, essay, etc.). The Athletic Training Selection Committee will review all completed applications and rank students according to the specified criteria. The number of candidates admitted each year may vary with the quality of the candidate pool, available clinical experience sites, and available supervision. Students not admitted initially may reapply the following year. The minimum standards for eligibility are: (1) sophomore status (minimum of 48 credits), (2) a minimum 2.7 cumulative GPA, (3) a minimum of a "C" grade in [HPED 175](#), [221](#), [345](#), and [346](#), (4) two letters of recommendation, (5) satisfactory completion of a one-semester directed clinical observation, (6) a written essay, and (7) a completed and signed "technical standards" form. Official admission and subsequent assignment to field experiences are also contingent upon obtaining student liability insurance, health clearances (physical, TB, speech, and hearing), and Acts 34, **151**, and **114 clearances (state and federal criminal and child abuse records)**. Once admitted, students must continue to demonstrate above-average academic and clinical performance in order to remain in good standing (specific program retention and completion guidelines apply). Students should obtain an Athletic Training Program overview or admissions packet from the department for full details.

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Health and Physical Education Core

The Health and Physical Education curriculum identifies a required core of studies which emphasizes a body of knowledge relevant to the study of professional health and physical education, as well as the study of physical education and sport. Courses contained in the core are those which are intended to enable students to identify and solve problems by applying relevant knowledge and also to engage in self-directed learning.

Candidates for degree programs in Health and Physical Education must demonstrate acceptable cognitive and psychomotor qualifications as well as desirable character and personality traits. The professional programs seek to foster those qualities of individual character and competence that are inherent in personal and professional maturity. Specific competencies and curriculum requirements are defined within each degree-specific **program**, and student progress is supervised by the academic advisor.

Current Titles, Subtitles, and Footnotes:

Bachelor of Science – Physical Education and Sport (*)

(*) Admission to this track is by permission of advisor only

Bachelor of Science—Physical Education and Sport—Exercise Science Track

Exercise Science Track:

Bachelor of Science—Physical Education and Sport—Sport Administration Track

Sport Science Requirements:

Bachelor of Science—Physical Education and Sport—Aquatics Track

Aquatic Track:

Proposed Titles, Subtitles, and Footnotes:

Bachelor of Science – Physical Education and Sport (*)

(*) Admission to this program is by permission of advisor only

Bachelor of Science—Physical Education and Sport—Exercise Science

Exercise Science Requirements:

Bachelor of Science—Physical Education and Sport—Sport Administration

Sport Administration Requirements:

Bachelor of Science—Physical Education and Sport—Aquatics

Aquatics Requirements:

Bachelor of Science–Physical Education and Sport–Athletic Training Track

Athletic Training Track Requirements:

Note: The office of the Athletic Training Curriculum Coordinator can provide additional information related to specific requirements regarding initial health screening, criminal record checks, and liability insurance needs.

Bachelor of Science–Physical Education and Sport–Athletic Training

Athletic Training Requirements:

Note: The HPED office or the office of the Athletic Training Curriculum Coordinator can provide additional information related to specific requirements regarding initial health screening, criminal record checks, and liability insurance needs.

Rationale: These editorial changes will correct some factual errors, reflect recent changes in State required clearances (i.e. federal criminal records, Act 114) for students engaged in off-campus clinical experiences, and standardize the language/descriptions for all majors within the department. Some of these editorial changes will help clarify and more accurately describe the subject matter and professional opportunities for Physical Education and Sport (PESP) majors. In addition, these changes have satisfied a requirement for continued accreditation of the Athletic Training program. The Commission on Accreditation of Athletic Training Education (CAATE) recently revised its interpretation of a key standard. Prior to 2007, programs were required to be a major equivalent and were permitted to be tagged with an umbrella degree program as long as “Athletic Training” appeared on the transcript. Because the athletic training program meets the major definition/guidelines as stated in policy 1985-01 (i.e. 40-60 credits of specialized coursework), and appears on the student transcript (together with the Physical Education and Sport major designation), the program met this and all other accreditation standards and was granted initial accreditation in 2001. During the spring of 2007, CAATE announced its new interpretation for compliance with this standard. Programs must now be a stand-alone major (cannot be tagged with any other title/major). The Athletic Training program submitted a self-study report during the summer of 2006, and had a site-visit Spring 2007 (prior to the announcement of the new interpretation). The program was cited as being non-compliant because of the use of the term “track”, and the use of the “Physical Education and Sport” qualifier.

After consulting the HHS college dean, the registrar, the associate provost, and the chair of the undergraduate curriculum committee, the department decided to utilize the term “program” in place of “track” to describe all Physical Education and Sport majors. This was the only generic term that we found to be suitable for use with all PESP programs without violating SSHE administrative procedures. These changes were made in the catalog immediately to satisfy CAATE’s concerns. Following submission of our rejoinder (which included this new language), the commission granted continued accreditation until the 2011-2012 academic year provided that we submit a plan for how it will assure that Athletic Training becomes a stand-alone major consistent with other allied health majors at the institution. The HPE Department will forward a proposal for a stand-alone major later this year.

FOR ACTION:

APPROVED

2. Department of Spanish—Program Catalog Description Change/Revision and Program Title Changes

Current Program Description:

B.S. Ed. –Secondary Spanish Education

The following additional requirements for Spanish Education in the Admission to Teacher Education and Certification Process are required. Please see the remainder of the requirements for all B.S.Ed. majors in the “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of this catalog.

Mid-Program Review

Progress is reviewed in the semester in which students complete EDUC 242 with a grade of C or better and have at least 60 credits. At that point, students must meet the following departmental requirements.

1. Successfully complete an English essay. Students read a recent article dealing with innovations in teaching and are asked to respond to certain questions in light of their coursework and teaching experiences at IUP.
2. Attain an intermediate-mid or higher level on an individual Oral Proficiency Interview in Spanish (ACTFL-ETS).
3. Satisfactorily complete an interview in English with the Spanish Education coordinator, a second faculty member from the Department of Spanish, and one cooperating teacher, in order to assess ability to interact with others on a professional level.
4. Hold at least a 3.0 GPA in Spanish.

Admission to Student Teaching

1. Attain an advanced-low rating or higher on an individual Oral Proficiency Interview in Spanish (ACTFL-ETS).
2. Hold at least a 3.0 GPA in Spanish.
3. Earn a grade of C or higher in SPAN 404 and 453.

Proposed Program Description:

Bachelor of Science in Education – K-12 Spanish Education

The following additional requirements for K-12 Spanish Education in the Admission to Teacher Education and Certification Process are required. Please see the remainder of the requirements for all B.S. Education majors in the “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of this catalog.

Mid-Program Review

During the semester in which students complete EDUC 242 with a "C" or better (and have a minimum of 60 semester credit hours), they must meet the following departmental requirements:

1. Successfully complete an essay in English (Topic: Foreign Language Education). Students read a recent article dealing with innovations in teaching and are asked to respond to certain issues in light of their coursework and clinical experience while attending IUP.
2. Demonstrate Intermediate-Mid or higher level of oral proficiency in Spanish in a departmental/advisory individual Oral Proficiency Interview (ACTFL).
3. Satisfactorily complete an interview in English with the Spanish Education Coordinator, a second faculty member from the Department of Spanish, and one cooperating teacher in order to assess their ability to interact with others on a professional level.
4. Have a minimum GPA in Spanish coursework of 3.0.

Admission to Student Teaching

1. Demonstrate Advanced-Low or higher level of oral proficiency in Spanish in an individual Oral Proficiency Interview (ACTFL)—to be completed instead of the PRAXIS II Spanish: Content Knowledge Exam.
2. Demonstrate Advanced-Low or higher level of written proficiency in Spanish in an individual Writing Proficiency Test (ACTFL) —to be completed instead of the PRAXIS II Spanish: Content Knowledge Exam.
3. Have a minimum GPA in Spanish coursework of 3.0.
4. Earn a grade of C or higher in SPAN 404 and 453.

Rationale: The title change is a minor wording change to clarify that the program is a K-12 teacher certification program. It has always been a K-12 program (as required by the Pennsylvania Department of Education), but the catalog description did not specify this. In the Mid-Program Review there are a few minor wording changes for clarification and to make this description parallel with the French Education program catalog description. Also, the field now refers to the Oral Proficiency Interview that is used for academic purposes as being owned by ACTFL (American Council on the Teaching of Foreign Languages) and no longer by ETS (Educational Testing Service).

Under Admission to Student Teaching, we have been requiring that students demonstrate a minimum level of Advanced-Low or higher on the Oral Proficiency Interview (OPI) as a prerequisite for Student Teaching since 1992. We are adding the requirement that students demonstrate a minimum level of Advanced-Low or higher on the Writing Proficiency Test (WPT). We instituted this requirement as a pilot starting in 2005-06 and would now like to make it official. This writing test is being required for two reasons: a. Our accrediting body, the National Council on the Accreditation of Teacher Education (NCATE), in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL), requires programs to demonstrate that the writing proficiency of their foreign language teacher candidates is Advanced-Low or higher. The Spanish Education Program at IUP earned national recognition by ACTFL/NCATE in Spring 2006 and presented pilot data for the results of the WPT.

b. Historically foreign language teacher candidates in Pennsylvania have been required to pass the PRAXIS II Content Knowledge Test, which is an outdated test that does not reflect the knowledge and skills that students in our program require. The exam is being totally redesigned by the ETS. The Pennsylvania Department of Education instituted an option indicating that teacher candidates could either pass PRAXIS II OR successfully pass the OPI and WPT. The two tests offer an assessment of the language skills necessary to be a proficient language teacher that present a higher construct validity than the Praxis II Spanish Content Knowledge Test. In the past two years, the majority of our teacher candidates in Spanish have demonstrated Advanced-Low or higher proficiency on the WPT.

FOR ACTION:

APPROVED

3. Department of Geosciences-New Course

GEOS 254 Exploration of Space

3c-0-3cr

Prerequisite: No Geoscience majors/minors

The history, technical considerations, and scientific and social issues of the exploration of the planets and smaller objects of the solar system. Early rocketry, the race to the Moon, and past robotic missions provide a perspective to consider current and future science missions and human settlement beyond Earth. Includes field observations and activities that may occur on evenings and weekends.

Rationale: This course is an addition to the non-lab science courses offered by the Geoscience Department. It is intended for students outside the Geoscience Department to satisfy the Liberal Studies science requirement. No course presently offered addresses the topics of this course.

FOR ACTION:

APPROVED

4. Department of Philosophy-New Course

PHIL 110 Reasoning and the Law

3c-0-3cr

Emphasizes development of critical thinking in the context of legal reasoning. Students are exposed to issues in the law, and to modes of reasoning required in that domain and others. Application of principles and methods to detailed analysis of well-known judicial cases.

Rationale: This course will be open to all IUP students as a Liberal Studies Elective. It does not require changes in any existing Philosophy Department courses.

FOR ACTION:

APPROVED

5. Department of Nursing and Allied Health Professions-New Course

NURS 340 Nursing Pharmacology

3c-0-3cr

Prerequisite: NURS 236 or permission

Provides the nursing student with a pathophysiological approach to the therapeutic use of medications. Relationships between pharmacology and pathophysiology are explored. Emphasis will be placed on understanding prescribed pharmacotherapy, therapeutic goals, nursing assessment and interventions, and patient well-being related to the effects of specific diseases or conditions.

Rationale: This course is designed as an elective for students in the nursing major. The content in this course is integrated in various courses in the curriculum. This course provides a concentration for student desiring a more in-depth course on pharmacology. The content in this course is necessary to practice nursing (*Commission on Collegiate Nursing Education, State Board Professional and Vocational Standards*). The information taught in this course is consistent with the test plan for the licensing exam for nursing (*NCLEX-RN*).

University-Wide Graduate Committee (Senators LaPorte and Williamson)

FOR ACTION:

APPROVED

Department of Criminology

Certificate of Recognition and Variability of Delivery

Certificate of Recognition – Criminology/Law Enforcement Leadership in WMD Catalog Start Term 2008-2009

Description and Rationale:

The goal of the Certificate of Recognition (COR) – Criminology/Law Enforcement Leadership in WMD is to provide a program of study specifically suited for field agents with the Federal Bureau of Investigation (FBI). The program is designed to meet the specific needs of this organization, while at the same time satisfying a number of the core requirements in our existing Master of Arts in Criminology.

The department of Criminology is utilizing its existing master's curriculum in the design of this COR in an effort to allow agents who have completed this program (if they choose and meet graduate school and departmental requirements) to continue their education toward a Master of Arts in Criminology. Two courses make up the core and the remaining credits will be chosen from a list of approved electives. Twelve to fifteen credit hours from the COR will be transferable to the existing Master of Arts program in Criminology (no more than six credits of electives can be applied to the Non-Thesis Degree Requirements for a Master of Arts in Criminology). Only existing courses in CRIM, SAFE and SDR will be utilized for this COR; no new courses or course deletions will occur.

Provisional Senate approval for one cohort of this program was provided on May 1, 2007; this proposal is for final approval.

Catalog Description:

The department of Criminology offers a program of study leading to a Certificate of Recognition – Criminology/Law Enforcement Leadership in WMD. The Certificate of Recognition – Criminology/Law Enforcement Leadership in WMD is designed for those individuals who already have a bachelor's degree and have experience in the criminal justice system. Professionals who would benefit from this certificate are individuals who are working closely with both the private and public sector to secure our nation's critical infrastructure. Prospective students should consult with the department regarding their qualifications and program availability.

Program Requirements:

The following 6 credits of existing graduate level coursework in Criminology will be required of all students in this COR:

CRIM 600 Criminological Theory 3 cr.
CRIM 601 Proseminar 3 cr.

The remaining nine credit hours of electives will come from the following course list:

CRIM 605 Research Methods 3 cr.
CRIM 632 Organizational Dynamics within the Criminal Justice System 3 cr.
CRIM 681 Special Topics 3 cr.
CRIM 791 Synthesis Project 3 cr.
SAFE 606 Hazardous Materials Management 3 cr.

SAFE 673 Disaster Preparedness 3 cr.
SAFE 681 Special Topics 3 cr.
SDR 586 Selected Topics in SDR var-1-6 cr.
SDR 600 Effects of Biological Materials Use 5 cr.
SDR 601 Advanced Characterization Theory and Practical Applications Using GC/MS, FT-IR, and Organic Chemistry 5 cr.
SDR 602 Short- and Long-Term Effects of Radiological Materials Use 2 cr.

Variability in Delivery – Criminology/Law Enforcement Leadership in WMD

Summary: Faculty from the Department of Criminology, SDR program, and the Department of Safety Science will teach in the COR – Criminology/Law Enforcement Leadership in WMD program. This COR program will be presented for agents in the FBI through a series of one week intensive instruction courses, some of which may be offered on-site at Quantico and the FBI's west coast facility.

Only faculty approved to teach at the graduate level at IUP will teach these courses. The majority of the coursework for this COR will be taught by the same faculty members who teach these courses in our existing graduate programs. The contract hours for each 3 credit course will be a minimum of 35 hours. In some cases, and at the discretion of the faculty member of record, final papers, research projects, or take home final exams might be required to be turned in after the week long intense instruction period has been completed. This will allow the students to conduct outside research on these written assignments.

Rationale: The goal of the Certificate of Recognition (COR) – Criminology/Law Enforcement Leadership in WMD is to provide a program of study specifically suited for field agents with the Federal Bureau of Investigation (FBI). The program is designed to meet the specific needs of this organization, while at the same time satisfying a number of the core requirements in our existing Master of Arts in Criminology.

As the premier federal law enforcement agency in the United States, the FBI is requesting that we provide a specialized educational program to supplement their existing training and educational programs. Indiana University of Pennsylvania and the department of Criminology are in a unique position to offer such specialized education by utilizing existing graduate level coursework, and to provide specialized coursework within a number of existing courses. The purpose of offering the COR – Criminology/Law Enforcement Leadership in WMD to this unique audience is to provide graduate level coursework tailored to specific needs within this federal law enforcement agency.

Academic Committee (Senators Dugan and Novels)

The next meeting will be next week in McElhaney 201.

Awards Committee (Senators Hernandez and Ritchey)

The deadline for receipt of supporting materials for the awards was last Friday, January 25 at 4:00pm. I am happy to report that we have a good pool of nominees this year. The next Senate Awards Committee meeting is Tuesday, February 5 at 3:30pm in Stabley 206.

Noncredit Committee (Senator O'Neil)

No report

Library and Educational Committee (Senator Jozefowicz)

The next meeting will be on Tuesday, February 5 at 3:30pm in 101 Stabley

Research Committee (Senator Sciulli)

FOR INFORMATION:

The committee met December 11, 2007 and awarded \$11,597.10 in grants to the following individuals.

- Laura Ferguson
- Richard Hsiao
- Carl LeBlond and Jeffery Layton
- Dasen Luo
- Catherine McClenahan
- Theresa McDevitt
- Lisa Newell
- Elizabeth Palmer
- Teresa Shellenbarger
- David Smith
- Ramesh Soni

The next meeting will be on Tuesday, February 5 at 3:30pm in G35 Stright Hall.

University Development and Finance Committee (Senator Domaracki)

The next meeting will be Tuesday, February 5 at 3:15pm in the University Towers Conference Room. On the agenda will be the Economic and Engineering Report concerning the Co-Gen Plant.

Student Affairs Committee (Senator Beisel)

The next meeting will be Tuesday, February 5 at 3:30pm in the HUB Conemaugh Room.

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Wright)

The next meeting will be Monday, February 18 at 4:00pm in the Crimson Events Center.

Presidential Athletic Advisory Committee (Senator Domaracki)

No report

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The next meeting will be Wednesday, February 6 at 3:30pm in the Oak Room West.

NEW BUSINESS none

ADJOURNMENT

The meeting was adjourned at 4:24 p.m.

Respectfully Submitted,

Tressa Wright, Secretary