**MINUTES OF THE**
**IUP UNIVERSITY SENATE**

**March 25, 2008**

Chairperson Broad called the March 25, 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 S., Alman, Atwater, Baum, Bonach, Coleman, Davies, Eck, Federoff, Guth, Hannibal, Hernandez, Hooks, Janosko, Lemasters, O'Neil, Piper, Rittenberger, and Smith B.

The following Senators were absent from the meeting: Beck, Chaudhry, Dugan, Hinrichsen, Hull, Jones A., Kenning, Montgomery W., Moorhead, Peterson, Potts, Schroeder, Sullivan, Weiner, and Zorich

The minutes of the February 26, 2008 meeting were **APPROVED.**

Agenda items for the March 25, 2008, meeting were **APPROVED** as amended with the inclusion of a report from the Academic Committee, a report from the Development and Finance Committee, in the Undergraduate Curriculum Committee report a revision to the Proposed Liberal Studies Revision, in the Graduate Committee report a change from ECON 720 to ECON 820, and to delete an action item for the Library and Educational Services Committee.

## REPORTS AND ANNOUNCEMENTS

### President's Report

Dr. Atwater was unable to attend the meeting today due to a meeting in Houston, Texas.

### Provost's Report

In response to the Senate recommendations from the February 26, 2008 meeting, I accept the following changes from the Geography and Regional Planning Department through the Undergraduate University-Wide Curriculum Committee to **delete** the Regional Planning/Town Manager Track and the Regional Planning/Economic Developer Track.

I also approve the change in title from Regional Planning /Geographic Information Systems and Cartographer Track **to** Regional Planning/Land Use Planning and Geographic Information Systems Track. These changes will be reported to the Council of Trustees as information items.

As Dr. Atwater is unable to attend today's Senate meeting, it is my pleasure to announce the four individuals who have won the 2007-2008 Senate Distinguished Faculty Awards. These individuals are:

For Creative Arts – Patricia Villalobos-Echeverria
For Research – Lynn Botelho
For Service – Calvin Masilela
For Teaching – Richard Lamberski

## Chairperson's Report

The Easter Bunny came early this year, but he's not the only one who laid an egg. Between the e-mail flurry generated by the Council of Chairs yesterday and the sudden announcement of cuts in faculty and increase in class size, there are a lot of people with egg on their faces. Yesterday, in my regular meeting with President Atwater, he suggested that we were going to need "surgical cuts" in the budget, but not "radical cuts." That may be, but what I've heard so far sounds more like the aftermath of a "surgical strike" than a surgical cut. This will all no doubt eventually translate itself into something that affects the Senate, but for the moment we can watch from the sidelines and hope for the best.

In my role as chair of the Senate, I have been serving on the Search Committee for a new Provost. In that capacity I have met the three candidates who have visited the campus, as have a very few of you. The first candidate turned us down. You know as much about the status of the other two as I do. We have recently received credentials for some more candidates. We may still get a good Provost out of all this.

Today we are going to be looking at the new proposal for Liberal Studies. It comes to us for information only, so we won't be debating it. At this point the only appropriate discussion by the Senate would be for clarification. However, please pay careful attention to it and direct your concerns to the appropriate places. In light of the current budget crisis, we may have to keep our goals somewhat limited.

There are other interesting items coming before us today as well. Unfortunately we have all gotten used to rapid communication and instant gratification. Therefore, people keep working overtime, and the number of absolutely urgent items that come to us after the agenda deadline seems to be growing. Concomitantly, people are so overextended that our committees sometimes fail to make a quorum so that they can do their business. At least no one is getting bored. Keep on keeping on.

## Vice-Chairperson's Report

As the result of the university-wide survey the SGA conducted, a Speak Up IUP Forum will be held to give an opportunity to address the concerns identified from the survey. The SGA elections will be held April 9-10.

## STANDING COMMITTEE REPORTS

### Rules Committee (Senator Soni)

Senator Soni reported that the phase 1 elections are completed and nominations for committee elections (Phase 2) are being sought. The next meeting will be on Tuesday, April 1 at 3:30pm in ECOB Board Room and one of the agenda items is the demonstration of the Turning Technologies Personal Response System for possible adoption during the Senate meetings.

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

**FOR INFORMATION:**

**1. Liberal Studies Committee Report**

Approved HNRC 481 The Role of History in the Creation of National Identity: Case Studies from Cyprus and Turkey by Dr. Scott Moore and Dr. Janet Goebel to count for HNRC 499 credit and the non-western requirement for this summer only.

Approved ARHI 321 History of World Ceramics and ARHI 424 Art of India and Southeast Asia as Liberal Studies Electives and Non-Western courses.

**2. The following Distance Education Courses have been approved by the UWUCC:**

FDNT 213 Life Cycle Nutrition

**3. Department of Sociology—Course Title Change**

**Current Course Title: SOC 448 Social Policy**
**Proposed Course Title: SOC 448 Social Welfare Policy**

**Rationale:** The emphasis of the course is on social welfare programs and policy so adding welfare to the title better reflects the course description and course content.

**4. Proposed Liberal Studies Revision**

| **Learning Skills** | | **18-23 credits** |
|---|---|---|
| First Year Experience | 3 | |
| English Comp I and II | 6 (a) | |
| Mathematics | 3-4 | |
| Dimensions of Wellness | 3 | |
| Foreign Language | 0-4 (b) | |
| Oral Communication | 3 | |

| **Knowledge Areas** | | **31-32 credits** |
|---|---|---|
| Humanities (History, PH/RS, Hum Lit) | 9 | |
| Social Science | 9 | |
| Fine Arts | 3 | |
| Natural Science | 7-8 (c) | |
| Capstone | 3 (d) | |

**Total Liberal Studies Requirements** **49-55 credits**

**Competencies-Across-the-Curriculum***

1. Global Citizenship (1 course)
2. Oral Communication (2 courses – at least one course in the major)
3. Quantitative Reasoning (1 course)
4. Scientific Literacy (1 course)
5. Written Communication (2 courses – at least one course in the major)

* "Curriculum" refers to any part of a student's undergraduate program

Under this proposal:

a. English 101 is reduced from 4 to 3 credits. Enrollment will be limited to 20 students per section, based on standards from the National Council of Teachers of English.
b. Students are required to complete at least one foreign language course in their Liberal Studies program. Departments and programs already requiring foreign language may apply three credits of that requirement to fulfill this Liberal Studies component. Students would be able to fulfill this requirement by passing an appropriate proficiency test or by completing an approved study abroad program, making the range of credits for this requirement 0-4.
c. The Natural Science option will be either: a.) one lab science course and one non-lab science course or b.) two lab science courses. Students will complete one additional Scientific Literacy Competency-Across-the-Curriculum course.
d. Departments may submit majors' courses for approval to fulfill the Liberal Studies Capstone requirement. If students take the Capstone through their major course of study, those credits will apply to the major rather than Liberal Studies. Students who complete an approved course outside the major to fulfill this requirement will count those credits toward their Liberal Studies program.
e. Each Liberal Studies course will be required to address: a.) Diversity, b.) Critical Thinking and/or Critical Reading and c.) Information Literacy and/or Technological Literacy, as appropriate.
f. One non-western studies course must be completed in one of the five Knowledge Areas.
g. the Liberal Studies Elective Category is eliminated.
h. the Liberal Studies Synthesis Category is eliminated.

Additionally:

- Liberal Studies courses and categories will be revised incorporating criteria written by the Liberal Studies Revision subcommittees (fall 2007)
- Liberal Studies courses will be revised to address the approved Expected Undergraduate Student Learning Outcomes
- Revised Liberal Studies category and course criteria will be advanced, for action, through the approved curriculum processes

Dr. Sadler, Director Liberal Studies Committee, addressed questions from the Senate.

**FOR ACTION:**

**1. Department of Art—New Courses** **APPROVED**

**ARHI 321 History of World Ceramics** **3c-0l-3cr**
Analyzes the development of ceramics from its beginnings to the present. Emphasizes the historical and social context, and changing aesthetics of ceramic production, with special focus on the pottery of East Asia and Islamic cultures.

**ARHI 424 Art of India and Southeast Asia** **3c-0l-3cr**
Analyzes the arts of India and Southeast Asia, past and present. Examines representative examples from major periods, emphasizing the cultural, political, and/or religious context of the work.

**Rationale:** These courses will be options in controlled electives for students in the BA in Art/Art History Track. They also will satisfy art history electives for students pursuing a BA/BFA in Art Studio and/or BSED in Art Education. They are intended to be Liberal Studies Electives that will also fulfill the nonwestern requirement, as they address cultures other than those in Europe and the North America. Additionally, ARHI 424 will be added to the Asian Studies Program as an Exclusively Asia-Focused Course.

**2. College of Humanities and Social Sciences—Catalog Description Change and Program Revision for Asian Studies Major and Minor** **APPROVED**

**a. Catalog Description Change:**

**Current Catalog Description:**
The Committee of Asian Studies offers a major and a minor to provide students with the opportunity to increase their knowledge of the world's largest, most populous, and most diverse continent. The program emphasizes an interdisciplinary approach and requires students to complement their Asian Studies degree with a minor or second major, preferably in such fields as Anthropology, Economics, Fine Arts, Geography, History, International Business, International Studies, Journalism, Political Science, and Religious Studies. Students enrolled in the Asian Studies major or minor will find that the course offerings furnish excellent preparation for careers in business, government, journalism, and teaching.

To complete the Asian Studies major, a student must take a minimum of 33 credits in courses dealing with Asia and 15-18 credits in a minor of the student's choice (with a second major also fulfilling the latter requirement). All Asian Studies majors must take ASIA 200 and must demonstrate at least an intermediate level proficiency of an Asian Language, doing so either by passing the intermediate sequence of one of the Asian languages offered at IUP or by demonstrating that they have acquired the equivalent proficiency level elsewhere. There are two categories of courses: Category A: Exclusively Asia-Focused and Category B: Substantially Asia-Focused. At least 18 credits must come from Category A; no more than 6 credits may come from Category B.

To minor in Asian Studies, students must complete a minimum of 18 credits, at least 12 of which must be outside of their major. ASIA 200 is required of all Asian Studies minors. At least 12 credits must come from Category A (Exclusively Asia-Focused). 3 credits of an Asian language course may apply to the Category A requirement. No more than 3 credits from Category B (Substantially Asia-Focused) may be applied to the minor.

**Proposed Catalog Description:**

**Asian Studies Major**
The Committee of Asian Studies offers a major and a minor to provide students with the opportunity to increase their knowledge of the world's largest, most populous, and most diverse continent. The program emphasizes an interdisciplinary approach and requires students to complement their Asian Studies degree with a minor or second major, preferably in such fields as Anthropology, Economics, Fine Arts, Geography, History, International Business, International Studies, Journalism, Political Science, and Religious Studies. Students enrolled in the Asian Studies major or minor will find that the course offerings furnish excellent preparation for careers in business, government, journalism, and teaching.

To complete the Asian Studies major, a student must take a minimum of 33 credits in courses dealing with Asia and 15-21 credits in a minor of the student's choice (with a second major also fulfilling the latter requirement). All Asian Studies majors must take ASIA 200 and must demonstrate at least an intermediate level proficiency of an Asian Language, doing so either by passing the intermediate sequence of one of the Asian languages offered at IUP or by demonstrating that they have acquired the equivalent proficiency level elsewhere. The remaining courses to be taken fall into two groups: "Category A: Exclusively Asia-Focused" and "Category B: Substantially Asia-Focused." At least 21 credits must come from Category A; no more than 3 credits may come from Category B.

To minor in Asian Studies, students must complete a minimum of 18 credits, no more than 6 of which may have the prefix of their major. ASIA 200 is required of all Asian Studies minors. At least 12 credits must come from Category A (Exclusively Asia-Focused). 3 credits of an Asian language course may apply to the Category A requirement. No more than 3 credits from Category B (Substantially Asia-Focused) may be applied to the minor.

**Rationale:** The PASSHE Chancellor's Office strongly supported our proposal for an Asian Studies Major. The one criticism of the program that they voiced, however, was that some of our Category B courses were too broad and therefore might not deal directly enough with Asia to be considered "substantially Asia-focused." We on the Asian Studies Committee have decided that their critique had merit. In order to assure that the focus of the major remains firmly on Asia, we therefore would like to make two changes.

First, we propose to move ten of the courses currently within Category B to footnote 4 of the catalogue description. All of these courses use a case study methodology and as a result, some times when they are offered they focus either substantially or even exclusively on Asia. Other times they only deal with Asia tangentially, or not at all. The Asian Studies program already has a mechanism to deal with such classes with variable topics: footnote 4 of the catalogue

description. This footnote indicates that those courses in which the subject matter varies may be applied to either Category A or Category B when the Asian Studies Committee determines that they are sufficiently concerned with Asia. Students will be informed during each advising session of any such courses available in the upcoming semester. A record of these courses will be kept on each student's advising sheet to aide graduation check-out.

Second, in order to assure greater depth in the study of Asia, we are reducing the number of possible credits in Category B to no more than three. This places the major in line with the minor, for which the requirement is already no more than 3cr from Category B. Category A includes twenty-one courses, more than enough to accommodate a requirement of 21 credits.

There is also an addition to footnote 2 that will allow students who take advanced-level Asian language courses at IUP or another university may apply to the Asian Studies Committee to have such credits partially fulfill the Category A. As we have compared our major to those of other Asian Studies programs around the United States, we have found that we are the only one not to allow such courses to count toward the major. Lastly ARHI 424 is added as a course in Category A and the wording for minor requirements is being clarified.

## b. Program Revision:

### Current Program:
### Bachelor of Arts—Asian Studies

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **48**
**Mathematics:** 3cr
**Liberal Studies Electives:** 3cr

**Major:** **33**
**Required Course:**
ASIA 200 Introduction to Asian Studies 3cr
**Controlled Electives:** 30cr(1)
**Intermediate language sequence:** 0-6cr(2)
CHIN 201/202 Intermediate Chinese
CRLG 201/251 Arabic III, IV
CRLG 205/255 Hindi III, IV
CRLG 208/258 Japanese III, IV
CRLG 209/259 Korean III, IV
CRLG 214/264 Hebrew III, IV

**Category A: Exclusively Asia-Focused: (3)(4)** 21-30cr
**At least 18 credits earned through the following courses:**
ANTH/SOC 272 Cultural Area Studies: China 3cr
ANTH/SOC 273 Cultural Area Studies: Southeast Asia 3cr
ARHI 224 Introduction to Asian Art 3cr
ARHI 423 Art of Japan 3cr
ARHI 425 Arts of China 3cr
GEOG 256 Geography of East Asia 3cr
GEOG 257 Geography of South and Southeast Asia 3cr
HIST 206 History of East Asia 3cr
HIST 330 History of the Islamic Civilization 3cr
HIST 331 Modern Middle East 3cr
HIST 332 History of Early China 3cr
HIST 334 History of Modern China 3cr
HIST 337 History of Modern Japan 3cr
PLSC 383 Political Systems: Asia 3cr
PLSC 384 Political Systems: Middle East 3cr
RLST 220 Buddhist Thought and Practice 3cr
RLST 311 Eastern Philosophy 3cr
RLST 370 Religions of China and Japan 3cr
RLST 373 Advanced Studies in Buddhism 3cr
RLST 375 Religions of India 3cr
RLST 380 Islam 3cr

### Proposed Program:
### Bachelor of Arts—Asian Studies

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **48**
**Mathematics:** 3cr
**Liberal Studies Electives:** 3cr

**Major:** **33**
**Required Course:**
ASIA 200 Introduction to Asian Studies 3cr
**Controlled Electives:** 30cr(1)
One of the following sequences of intermediate Asian languages: 0-6cr(2)
CHIN 201/202 Intermediate Chinese
CRLG 201/251 Arabic III, IV
CRLG 205/255 Hindi III, IV
CRLG 208/258 Japanese III, IV
CRLG 209/259 Korean III, IV
CRLG 214/264 Hebrew III, IV

**Category A: Exclusively Asia-Focused: (3)(4)** 21-30cr
**At least 18 credits earned through the following courses:**
ANTH/SOC 272 Cultural Area Studies: China 3cr
ANTH/SOC 273 Cultural Area Studies: Southeast Asia 3cr
ARHI 224 Introduction to Asian Art 3cr
ARHI 423 Art of Japan 3cr
ARHI 424 Art of India and Southeast Asia 3cr
ARHI 425 Arts of China 3cr
GEOG 256 Geography of East Asia 3cr
GEOG 257 Geography of South and Southeast Asia 3cr
HIST 206 History of East Asia 3cr
HIST 330 History of the Islamic Civilization 3cr
HIST 331 Modern Middle East 3cr
HIST 332 History of Early China 3cr
HIST 334 History of Modern China 3cr
HIST 337 History of Modern Japan 3cr
PLSC 383 Political Systems: Asia 3cr
PLSC 384 Political Systems: Middle East 3cr
RLST 220 Buddhist Thought and Practice 3cr
RLST 311 Eastern Philosophy 3cr
RLST 370 Religions of China and Japan 3cr
RLST 373 Advanced Studies in Buddhism 3cr
RLST 375 Religions of India 3cr
RLST 380 Islam 3cr

**Category B: Substantially Asia-Focused:** (3)(4)(5) 0-6cr
**No more than six credits earned through the following courses:**
BTST 342 Intercultural Business Communication
ECON 339 Economic Development I
ECON 345 International Trade
ECON 346 International Finance
ECON 350 Comparative Economic Systems
ENGL/FNLG 396 The Literature of Emerging Nations
ENGL 397 Global Literature
ENGL 398 Global Genres
GEOG 104 Geography of the Non-Western World
GEOG 254 Geography of Russia and the Soviet Sphere
MGMT 452 Comparative Management
MGMT 454 International Competitiveness
MGMT 459 Seminar in International Management
MGMT/MKTG 350 International Business
MKTG 430 International Marketing
MKTG 441 Export Marketing (Asia case study)
PLSC 101 World Politics
PLSC 285 Comparative Government II: Non-Western
RLST 110 World Religions
SOC 362 Racial and Ethnic Minorities

**Minor** **15-21**

**Free Electives:** **18-24**

**Total Degree Requirements:** **120**

(1) At least 12 credits must be at the 300 level or higher.
(2) A student who has acquired an intermediate level of proficiency in an Asian language, but not through an accredited college program, may apply to the Asian Studies Committee to be exempt from three or six credits in intermediate language instruction. Such credits in these cases are to be replaced by taking additional Category A classes.
(3) No more than 9 credits of courses with the same departmental prefix may count toward the major.
(4) The topics in such courses as ENGL 344, 399, HIST 403, and ITST 281 vary (check with instructor), as do the subjects in special topics courses and independent studies. When concerned with Asian Studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee. Each request for transfer credit will be considered on a case-by-case basis by the Asian Studies Committee.
(5) Certain courses may require additional prerequisites.

**Category B: Substantially Asia-Focused:** (3)(4)(5) 0-6cr
**No more than three credits earned through the following courses:**
BTST 342 Intercultural Business Communication
ECON 339 Economic Development I
ECON 350 Comparative Economic Systems
ENGL/FNLG 396 The Literature of Emerging Nations
GEOG 104 Geography of the Non-Western World
GEOG 254 Geography of Russia and the Soviet Sphere
MGMT 459 Seminar in International Management
PLSC 101 World Politics
PLSC 285 Comparative Government II: Non-Western
RLST 110 World Religions

**Minor** **15-21**

**Free Electives:** **18-24**

**Total Degree Requirements:** **120**

(1) At least 12 credits must be at the 300 level or higher.
(2) A student who has acquired an intermediate level of proficiency in an Asian language, but not through an accredited college program, may apply to the Asian Studies Committee to be exempt from three or six credits in intermediate language instruction. Such credits in these cases are to be replaced by taking additional Category A classes. Students who take advanced-level Asian language courses at IUP or another university may apply to the program director to have such credits partially fulfill the Category A requirements.
(3) No more than 9 credits of courses with the same departmental prefix may count toward Categories A and B.
(4) The subject matter varies in: rotating topic courses (e.g. ENGL 344, 397, 398, or 399; HIST 403, and RLST 485); courses that utilize the case study approach (e.g. ECON 345, 346, MGMT350/MKTG350; MGMT 452, 454, MKTG 430, 441, and SOC 362); and special topics courses (i.e. classes numbered 281 and 481). When concerned with Asian Studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee.
(5) Certain courses may require additional prerequisites.

## 3. Department of Biology—New Course **APPROVED**

**BIOL 473 Seedless Vascular Plants: Ferns and Allied Flora** **2c-3l-3cr**
**Prerequisite:** BIOL 210
A comprehensive survey of morphological and habitat characteristics of seedless vascular plants (generally ferns and their allies) of Pennsylvania and the surrounding states.

**Rationale:** This course will be an elective for the BS in Biology, BS in Natural Science and BSED—Secondary Biology. The course will be popular with students attracted to the field studies aspect of Biology and with those interested in teaching students about natural environments.

## 4. Department of Management—Program Revision **APPROVED**

### Current Program:

### Bachelor of Science– Management/General Management Track

| | | | |
|---|---|---|---|
| **Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 115 **Social Science:** ECON 121, PSYC 101 **Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix | | | **55** |
| **College: Business Administration Core** | | | **33** |
| **Required Courses:** | | | |
| ACCT 201 | Accounting Principles I | 3cr | |
| ACCT 202 | Accounting Principles II | 3cr | |
| BLAW 235 | Legal Environment of Business | 3cr | |
| BTST 321 | Business and Interpersonal Communications | 3cr | |
| FIN 310 | Fundamentals of Finance | 3cr | |
| IFMG 300 | Information Systems: Theory and Practice | 3cr | |
| MGMT 310 | Principles of Management | 3cr | |
| MGMT 330 | Production and Operations Management | 3cr | |
| MGMT 495 | Business Policy | 3cr | |
| MKTG 320 | Principles of Marketing | 3cr | |
| QBUS 215 | Business Statistics | 3cr | |
| **Major:** | | | |
| **Required Courses:** | | | |
| ECON XXX | Any advanced 300-400 level ECON course | 3cr | |
| MGMT 300 | Human Resource Management | 3cr | |
| MGMT 311 | Human Behavior in Organizations | 3cr | |
| MGMT 428 | Seminar in Management | 3cr | |
| MGMT/MKTG 432 | Business and Society | 3cr | |
| MGMT/ACCT | Any one Management course **or** ACCT 300 Managerial Accounting | 3cr | |
| MGMT 451 | International Management | 3cr | |
| **Controlled Electives:** (1) Students must select two advanced Business electives from 300-level courses or above. No more than 3cr of MGMT 493 may be used to meet this requirement. | | 6cr | |
| **Free Electives:** (2) | | | **5** |
| **Total Degree Requirements:** | | | **120** |

(1) MGMT 275 will be considered an advanced Business elective.
(2) General Management track majors are required to take a minimum of 50 percent of their degree requirements – i.e., a minimum of 60cr–in nonbusiness coursework. The first 9cr of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered "nonbusiness" for purposes of this calculation. Given the foregoing, a minimum of 5cr of free electives must be taken in nonbusiness coursework by most Management Department majors.

### Proposed Program:

### Bachelor of Science-- Management/General Management Track

| | | | |
|---|---|---|---|
| **Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 115 **Social Science:** ECON 121, PSYC 101 **Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix | | | **55** |
| **College: Business Administration Core** | | | **33** |
| **Required Courses:** | | | |
| ACCT 201 | Accounting Principles I | 3cr | |
| ACCT 202 | Accounting Principles II | 3cr | |
| BLAW 235 | Legal Environment of Business | 3cr | |
| BTST 321 | Business and Interpersonal Communications | 3cr | |
| FIN 310 | Fundamentals of Finance | 3cr | |
| IFMG 300 | Information Systems: Theory and Practice | 3cr | |
| MGMT 310 | Principles of Management | 3cr | |
| MGMT 330 | Production and Operations Management | 3cr | |
| MGMT 495 | Business Policy | 3cr | |
| MKTG 320 | Principles of Marketing | 3cr | |
| QBUS 215 | Business Statistics | 3cr | |
| **Major:** | | | |
| **Required Courses:** | | | |
| ECON XXX | Any advanced 300-400 level ECON course | 3cr | |
| MGMT 300 | Human Resource Management | 3cr | |
| MGMT 311 | Human Behavior in Organizations | 3cr | |
| MGMT 428 | Seminar in Management | 3cr | |
| MGMT 434 | Quality Management | 3cr | |
| MGMT 451 | International Management | 3cr | |
| MGMT XXX | Any one Management course | 3cr | |
| **Controlled Electives:** (1) Students must select two advanced Business electives from 300-level courses or above. No more than 3cr of MGMT 493 may be used to meet this requirement. | | 6cr | |
| **Free Electives:** (2) | | | **5** |
| **Total Degree Requirements:** | | | **120** |

(1) MGMT 275 will be considered an advanced Business elective.
(2) General Management track majors are required to take a minimum of 50 percent of their degree requirements – i.e., a minimum of 60crs–in nonbusiness coursework. The first 9cr of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered "nonbusiness" for purposes of this calculation. Given the foregoing, a minimum of 5cr of free electives must be taken in nonbusiness coursework by most Management Department majors.

**Rationale:** MGMT 434 is replacing MGMT 432 because it was always the intent to have MGMT 434 as the required course and it was a transcription error in the last round of revisions. In addition, MGMT 432 is not offered every year, and the department has frequently had to process substitution paperwork to allow students to use MGMT 434 instead. MGMT 432 can still be a MGMT elective. This clarifies for the student what the acceptable options are and reduces needless paperwork. ACCT 300 is being dropped as a required course because the

Accounting Department revised their curriculum and much of the content of this course is now covered in ACCT 202. This additional course is not offered on a regular basis.

**5. Department of French and German—Program Revision and Catalog Description Change** **APPROVED**

**a. Catalog Description Change—Addition of the following paragraphs**

**Bachelor of Science in Education – K-12 French Education**
The following additional requirements for K-12 French 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 when 60 semester credit hours are completed (including the completion of EDUC 242 with a "C" or better), students 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 French in a departmental/advisory individual Oral Proficiency Interview (ACTFL).
3. Satisfactorily complete an interview in English with the French/German Education Coordinator and one cooperating teacher in order to assess their ability to interact with others on a professional level.
4. Have a minimum GPA in French of 3.0.

**Admission to Student Teaching:**
1. Demonstrate Advanced-Low or higher level of oral proficiency in French in an individual Oral Proficiency Interview (ACTFL)—to be completed instead of the PRAXIS 2 (French: Content Knowledge) Exam.
2. Demonstrate Advanced-Low or higher level of written proficiency in French in an individual Writing Proficiency Test (ACTFL) —to be completed instead of the PRAXIS 2 (French: Content Knowledge) Exam.
3. Have a minimum GPA in French of 3.0.
4. Earn a grade of C or higher in EDUC 441

## b. Program Revision:

### Current Program:

### Bachelor of Science in Education-
### K-12 French Education (*)

| | | |
|---|---|---|
| **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:<br>**Mathematics:** 6cr, MATH 101 or higher<br>**Social Science:** ANTH 110, PSYC 101<br>**Liberal Studies Electives:** 3cr, no courses with FRNC prefix | | **50** |
| **College:** | | **29** |
| **Preprofessional Education Sequence:** | | |
| COMM 103 | Digital Instructional Technology | 3cr |
| EDSP 102 | Educational Psychology | 3cr |
| **Professional Education Sequence:** | | |
| EDEX 301 | Education of Students with Disabilities in Inclusive Secondary Settings | 2cr |
| EDSP 477 | Assessment of Student Learning: Design and Interpretation of Educational Measures | 3cr |
| EDUC 242 | Pre-Student Teaching Clinical Experience I | 1cr |
| EDUC 342 | Pre-Student Teaching Clinical Experience II | 1cr |
| EDUC 441 | Student Teaching | 12cr |
| EDUC 442 | School Law | 1cr |
| EDUC 453 | Teaching of Foreign Languages in the Secondary School | 3cr(1) |
| **Major:** | | **36** |
| **Required Courses:** | | |
| FRNC 202 | College French II | 3cr |
| FRNC 331 | Intermediate French Conversation | 3cr |
| FRNC 341 | French Grammar | 3cr |
| FRNC 353 | Intermediate French Composition | 3cr |
| FRNC 370 | Introduction to French Literature | 3cr |
| FRNC 373 | French Civilization | 3cr |
| FRNC 390 | Teaching Elementary Content in French and German | 3cr<br>3cr |
| FRNC 432 | French Phonetics and Phonology | 3cr |
| FRNC 441 | Advanced French Grammar | |
| **Controlled Electives:**<br>Any other 9cr from FRNC 253 and above | | 9cr |
| **Free Electives:** | | **5** |
| **Total Degree Requirements:** | | **120** |

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

(1) EDUC 453 is offered only in fall semester.

### Proposed Program:

### Bachelor of Science in Education–
### K-12 French Education (*)

| | | |
|---|---|---|
| **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:<br>**Mathematics:** 3cr, MATH 101 or higher<br>**Social Science:** ANTH 110, PSYC 101<br>**Liberal Studies Electives:** 9cr, no courses with FRNC prefix, one additional MATH course (1) | | **53** |
| **College:** | | **29** |
| **Preprofessional Education Sequence:** | | 3cr |
| COMM 103 | Digital Instructional Technology | 3cr |
| EDSP 102 | Educational Psychology | |
| **Professional Education Sequence:** | | |
| EDEX 301 | Education of Students with Disabilities in Inclusive Secondary Settings | 2cr |
| EDSP 477 | Assessment of Student Learning: Design and Interpretation of Educational Measures | 3cr |
| EDUC 242 | Pre-Student Teaching Clinical Experience I | 1cr |
| EDUC 342 | Pre-Student Teaching Clinical Experience II | 1cr |
| EDUC 441 | Student Teaching | 12cr |
| EDUC 442 | School Law | 1cr |
| EDUC 453 | Teaching of Foreign Languages in the Secondary School (2) | 3cr |
| **Major:** | | **36** |
| **Required Courses:** | | |
| FRNC 202 | College French II | 3cr |
| FRNC 331 | Intermediate French Conversation | 3cr |
| FRNC 341 | French Grammar | 3cr |
| FRNC 353 | Intermediate French Composition | 3cr |
| FRNC 370 | Introduction to French Literature | 3cr |
| FRNC 373 | French Civilization | 3cr |
| FRNC 390 | Teaching Elementary Content in French and German | 3cr |
| FRNC 432 | French Phonetics and Phonology | 3cr |
| FRNC 441 | Advanced French Grammar | 3cr |
| **Controlled Electives:**<br>Any other 9cr from FRNC 253 and above | | 9cr |
| **Free Electives:** | | **2** |
| **Total Degree Requirements:** | | **120** |

(*) See requirements leading to teacher certification, titled "Three-Step Process for Teacher Education" in the College of Education and Educational Technology section of this catalog.

(1) Students who do not wish to select a MATH course under the Liberal Studies Electives must still take a second MATH course in order to fulfill the state certification requirement.

(2) EDUC 453 is offered only in fall semester.

**Rationale:** The Mid-Program Review & Admission to Student Teaching requirements are being added to the program because in Spring 2006, the B.S. ED-Secondary Spanish Education at IUP received the highest distinction from our accrediting body National Council for Accreditation of Teacher Education (NCATE) with a rare "Exemplary" mention, a distinction shared by only 12 foreign language teacher preparation programs nationally. The B.S. ED-Secondary French Education seeks to apply the same standards that made IUP Spanish Education program so successful by adding the same requirements as the Spanish Education program.

ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) are substituting for the ETS Praxis 2/ French Content Knowledge test because Praxis 2 French Content Exam is an indirect measure of the teacher candidates' familiarity with francophone cultures. The proposed combination of OPI and WPT tests constitutes a direct measurement of the candidates' ability to understand spoken and written French at a proficiency level recommended by NCATE. The new tests offer an assessment of the language skills necessary to be a proficient language teacher that present a much higher construct validity than the Praxis 2 Content Knowledge.

Lastly an additional MATH course is being added as a Liberal Studies elective in order to comply with PDE requirements that all teacher candidates have six (6) credits of mathematics. In the new program contact hours are better defined, especially in terms of the Liberal Studies requirements, and will actually add up to 120 credit hours (leaving 2 credits of free electives, not 5 as wrongly indicated in the previous program description).

**University-Wide Graduate Committee (Senators LaPorte and Williamson)**

**FOR ACTION:**

**1. Variability in Program Delivery** **APPROVED**

**Department:** Adult and Community Education

**Program:** Master of Arts in Adult and Community Education, Track in Adult Education and Communications Technology

**Summary:**
The Track in Adult Education and Communications Technology (AECT) has existed since 1995. This proposal requests that the AECT program be offered at the IUP Monroeville Center. The program will be offered on a cohort basis, with a new cohort beginning every two years. Two courses per semester for six consecutive semesters will be offered in Monroeville. Students will complete the 36 semester hour program in two years. No changes to the curriculum are involved.

**Rationale:**
The AECT program has encountered great success Indiana, both in terms of enrollments and career opportunists for graduates. Do to the success of the AECT program in Indiana, and based on needs assessments conducted in the greater Pittsburgh area, it is believed that offering the program in Monroeville will result in a viable cohort of students.

**2. Minor Course Revision:** Change in course title and catalog description **APPROVED**

**Department:** Sociology

**Old Course Title and Catalog Description:**

**SOC 527 Spouse Abuse 3 cr.**
Considers the range of theoretical explanations for the pervasive violence between husband and wife, cohabitating partners, or dating couples. Research on spouse abuse and its implications for treatment programs, criminal justice intervention, and social policy are discussed.

**New Course Title and Catalog Description:**

**SOC 527 Social Perspectives on Intimate Partner Violence 3 cr.**
Considers the range of theoretical explanations from a social perspective for the pervasive violence between intimate partners. Particularly examines the research on intimate partner violence and the implications of this research for programs and policies assisting both the victim and the abuser.

**Rationale:**
Spouse Abuse has a focus only on pervasive violence between husband and wife, while Social Perspectives on Intimate Partner Violence is a more inclusive term that reflects current day intimate relationships, such as married couples, same-sex couples, unmarried couples, or ex-partners.

**3. Minor Course Revision:** HPED 642 Design and Operation of Aquatic Facilities
**APPROVED**

**Department:** Health and Physical Education

**Catalog Description:**

**HPED 642 Design and Operation of Aquatic Facilities 3 cr.**
Elements and principles of planning, design, and operation of swimming pools, waterfront facilities, and related equipment necessary for the aquatic administrator.

**Summary:**
The lab was removed from the old syllabus of record because of the improvement of technology. Today, with the accessibility of technology, the instructor can use many different approaches to facilitate student learning, such as video and photo presentations.

The course revision replaces the older, outdated textbook with a more contemporary text. This more modern text integrates use of technology into aquatic design and operation. This revision also integrates the use of case studies to help students work through real world scenarios.

**4. New Course:** BIOL 573 Seedless Vascular Plants: Ferns and Allied Flora
**APPROVED**

**Department:** Biology

**Catalog Description:**

**BIOL 573 Seedless Vascular Plants: Ferns and Allied Flora 3 cr.**
A comprehensive survey of morphological and habitat characteristics of seedless vascular plants (generally ferns and their allies) of Pennsylvania and the surrounding states. Prerequisite: BIOL 210

**Rationale:**

This dual-listed course strengthens the field science offering of the Biology Department. It is an important course for biology majors who are specializing in nature studies (Forestry, Park Ranger, Naturalist, Ecologist) or gaining certification to teach students in high school or college introductory, environmental and field courses. This course will be popular with students attracted to the field studies aspect of Biology and with those interested in teaching students about natural environments.

**5. Minor Course Revisions** **APPROVED**

**Department: Nursing and Allied Health Professions**

**Old Catalog Description:**
NURS 729 Nursing Administration 3 cr.
Concepts and theories related to the management process are used to examine the roles and responsibilities of the nurse manager in health care organizations. The influences of environment and technology as well as issues and trends that impact on nursing management are explored. **Prerequisites:** NURS 614, NURS 619, and NURS 622.

**New Catalog Description:**
NURS 729 Nursing Administration 3 cr.
Concepts and theories related to the management process are used to examine the roles and responsibilities of the nurse manager in health care organizations. The influences of environment and technology as well as issues and trends that impact on nursing management are explored.

**Rationale:**
The nursing department is requesting the deletion of the prerequisites for NURS 729. This will facilitate the administrative track students' progress in the cohort model. Furthermore, this course is a stand alone first course taught in the administration track and does not require prerequisites.

**Old Catalog Description:**
NURS 731 Nursing Administration Practicum I 3 cr.
The nurse administrator's role and responsibility in health care organization are examined in the class and the clinical setting. Current issues and problems dealing with marketing, recruitment, retention, and quality of care are addressed. Influence of professional and technological factors on the functions of health care and the role of the nurse administrator are explored. This course provides the student with the opportunity to synthesize advanced practical knowledge in nursing

administration and develop an administrative project under the guidance of an administrator mentor at an appropriate clinical site.
**Prerequisites:** NURS 623, NURS 729, NURS 730

**New Catalog Description:**
NURS 731 Nursing Administration Practicum I 3 cr.
The nurse administrator's role and responsibility in health care organization are examined in the class and the clinical setting. Current issues and problems dealing with marketing, recruitment, retention, and quality of care are addressed. Influence of professional and technological factors on the functions of health care and the role of the nurse administrator are explored. This course provides the student with the opportunity to synthesize advanced practical knowledge in nursing administration and develop an administrative project under the guidance of an administrator mentor at an appropriate clinical site.
**Prerequisites:** NURS 622, NURS 729, NURS 730

**Rationale:**
The Department of Nursing and Allied Health Professions is requesting the change of NURS 623 to NURS 622, The Practice of Nursing Research I, as a prerequisite for NURS 731, Nursing Administration Practicum I. This course is one of a two part practicum experience and a capstone activity for the nursing administration track students. The Nursing Research course will provide the foundation in research methodology and evaluation to assist students in the implementing of their administration practicum projects.

**Old Catalog Description:**
NURS 732 Nursing Administration Practicum II 3 cr.
Provides the student with an opportunity to work with a nursing administrator in an appropriate health care agency to apply theoretical concepts to the practice of nursing administration. Students explore the roles and responsibilities of the nurse administrator. Topics include human resource management, staff development, strategic planning, quality improvement, and outcomes measurement and evaluation. Students implement and evaluate the outcomes of an administration project. This course consists of a biweekly, two-hour seminar and a weekly practicum of six hours in a clinical setting. **Prerequisites:** Completion of all core and nursing administration courses or permission from the instructor.

**New Catalog Description:**
NURS 732 Nursing Administration Practicum II 3 cr.
Provides the student with an opportunity to work with a nursing administrator in an appropriate health care agency to apply theoretical concepts to the practice of nursing administration. Students explore the roles and responsibilities of the nurse administrator. Topics include human resource management, staff development, strategic planning, quality improvement, and outcomes measurement and evaluation. Students implement and evaluate the outcomes of an administration project. This course consists of a biweekly, two-hour seminar and a weekly practicum of six hours in a clinical setting. **Prerequisites:** NURS 623, NURS 729, NURS 730, NURS 731

**Rationale:**
The nursing department is requesting the change of prerequisites of Nursing Administration Practicum II. NURS 732 is a capstone for nursing administration track students. The purpose of the change is to facilitate student progression and provide flexibility to accommodate the cohort model format.

**Old Catalog Description:**
NURS 743 Nursing Education Practicum 3 cr.
Provides opportunities for students to synthesize and integrate educational theories, research and curriculum planning and evaluation into the role of nurse educator. Students work with a nurse educator in an area of interest (hospital, staff development, schools of nursing). As the capstone course of the nursing education track, students develop an appropriate project in the setting. Responsibilities of the nurse educator as a teacher, mentor, role model, advisor, and scholar are addressed. This course consists of a weekly one-hour seminar and a weekly practicum of six hours.

**New Catalog Description:**
NURS 743 Nursing Education Practicum 3 cr.
Provides opportunities for students to synthesize and integrate educational theories, research, and curriculum planning and evaluation into the role of nurse educator. Students work with a nurse educator in an area of interest (hospital, staff development, schools of nursing). As the capstone course of the nursing education track, students are expected to develop an appropriate project in a chosen setting. Responsibilities of the nurse educator as a teacher, mentor, role-model, advisor, and scholar will be addressed. This course consists of a weekly one-hour seminar and a weekly practicum of six hours. **Prerequisites:** NURS 623, NURS 722, NURS 723, NURS 725

**Rationale:**
The catalog description in the current graduate school catalog excludes the course prerequisites. This is a capstone activity course and students should take all education track courses before enrolling in this practicum course. An oversight occurred when the proposal was submitted for the senate approval the prerequisites were included in the original proposal as approved by the UWGC, but were not listed in the April 27, 2004 senate agenda.

**6. New Course:** **APPROVED**
EDSP 624: Social, Emotional & Cultural Factors in the Education of Gifted Learners

**Department:** Educational and School Psychology

**Start Date:** Summer 2009

**Catalog Description:**

**EDSP 624 Social, Emotional & Cultural Factors in the Education of Gifted Learners 3 cr.**
This course is designed to familiarize educators with the social and emotional characteristics of gifted learners and their families and to increase awareness of current and past attitudes toward high ability learners in American culture. The goal is to improve educational programs for gifted

learners through an increased awareness of cultural, social, emotional and familial factors related to positive learning outcomes for this population.

**Rationale:**

Giftedness is a formal exceptionality in the state of Pennsylvania as outlined in Chapter 16: Special Education for Gifted Students, of the Pennsylvania Code. *Pennsylvania Department of Education Gifted Guidelines* (2004) state that, "…it is necessary for both gifted education teachers and regular education teachers to be knowledgeable about gifted education" (p.32). Also, "To have an effective program for gifted students, administrators, counselors, librarians, psychologists and other support personnel must … receive training in gifted education" (p. 32). While a certification in gifted education is not required to teach gifted students in Pennsylvania, the most recent revision of Chapter 49 of the Pennsylvania Code, Certification of Professional Personnel (June, 2006), permits an endorsement in gifted education. This course could be one that educators could take toward that endorsement. A course in the social, emotional, and cultural aspects of educating the gifted learner addresses several of the National Association for Gifted Children, the Council for Exceptional Children, and NCATE higher education standards for training educators serving gifted learners.

**7. Minor Program Revision and Minor Course Revision** **APPROVED**

**Department:** Sociology

**Program:** Ph.D. in Administration and Leadership Studies, Nonprofit and Public Sector

**Start Date:** Fall 2008

**Summary:**

The program proposal includes changes that reflect the evolution and refinement of the program: (i) The interdisciplinary collaboration for this program will be between the Departments of Sociology and Economics; (ii). a minor change in the requirement for electives; and (iii) a minor change in candidacy requirements.

(i) We are proposing a change in the catalog description of the program from the current text that states that the program is offered by the Sociology Department in collaboration with the departments of Political Science and Economics to language that states that the program is offered by the Sociology Department in collaboration with the Department of Economics.

(ii) There are no changes to the admission requirements or required courses. One change in graduation requirements for the program involves elective courses. Currently, students are required to have at least 9 of the required 15 credit hours of electives from among any graduate courses offered by Sociology or Political Science. The proposed program change would require students to take at least 9 of their 15 credit hours of electives from among any graduate level SOC, ECON, or LDRS courses.

(iii) We are proposing a change in candidacy requirements: To earn the status of doctoral candidate, we are proposing that ALS Ph.D. students must meet Graduate School

requirements (18 credit hours and a 3.0 GPA) and have passed both the core and research area comprehensive exams (typically after at least 30 credit hours).

**Rationale:**

These changes represent the evolution of the program toward shared vision, values, and skills sets among the faculty of the departments of Sociology and Economics. The change in candidacy requirements is proposed in order to bring the ALS program requirements for candidacy in line with other doctoral programs, in that passing the Core and Research comprehensive exams represents accomplishments appropriate for the status of Doctoral Candidate. These program revisions are proposed to facilitate positive student learning outcomes as part of our continuing implementation of the Major Program Revision passed in 2006.

**Side-by-side comparison of the Current vs. Proposed program:**

| **Current Program** | **Proposed Program** |
|---|---|
| The Ph.D. program in Administration and Leadership Studies, Nonprofit and Public Sector, is designed to educate administrators In human services, health care, state and local government agencies, higher education, and other public and nonprofit organizations. This program is offered by the Sociology Department in collaboration with the departments of Political Science and Economics. The ALS program's goals are to provide leadership development and enhanced administrative capacity through application of theory and research in the public and nonprofit services context. Student learning is constituted by the following objectives:<br><br>• Thorough knowledge of the scholarship and research on leadership and the ability to utilize this knowledge in an applied, professional context.<br>• Knowledge and skills in nonprofit and public sector program planning and administration that are reflective of a sociological perspective.<br>• The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study. | The Ph.D. program in Administration and Leadership Studies, Nonprofit and Public Sector**s**, is designed to educate **leaders** in human services, health care, state and local government agencies, higher education, and other public and nonprofit organizations. This program is offered by the Sociology Department in collaboration with the **D**epartment of Economics. The ALS program's goals are to provide leadership development and enhanced administrative capacity through application of theory and research in the public and nonprofit services context. Student learning is constituted by the following objectives:<br><br>• Thorough knowledge of the scholarship and research on leadership and the ability to utilize this knowledge in an applied, professional context.<br>• Knowledge and skills in nonprofit and public sector program planning and administration that reflect a sociological perspective.<br>• The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study. |

| | |
|---|---|
| As the majority of students are midcareer professionals with full-time positions, required courses are offered in the evenings, two courses a semester. Courses are offered in fall, spring, and an eleven week summer session. | As the majority of students are mid-career professionals with full-time positions, required courses are offered evenings **and/or Saturdays**, two courses a semester. Courses are offered in fall, spring, and an eleven week summer session. |
| Students are admitted in cohorts of between fifteen and twenty and begin in the fall semester. New cohorts begin in even years at the Indiana campus and in odd years at the Harrisburg site. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vita or a list of relevant professional work and volunteer experience in chronological order), a goal statement in which the applicant explains why she/he wishes to be admitted to the program, and a major writing sample such as a master's thesis, course paper, policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A master's degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology, Political Science, and Economics; therefore, some background in the Social Sciences is helpful. Applicants are screened by the doctoral coordinator, with recommended admissions subject to the approval of the Doctoral Advisory Committee. | Students are admitted in cohorts of between fifteen and twenty and begin in the fall semester. New cohorts begin in even years at the Indiana campus and in odd years at the Harrisburg site. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vita or **résumé**), a goal statement in which the applicant explains why she/he wishes to be admitted to the program, and a major writing sample such as a master's thesis, course paper, policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A master's degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology and Economics; therefore, some background in the **s**ocial **s**ciences is helpful. Applicants are screened by the doctoral coordinator, with recommended admissions subject to the approval of the Doctoral Advisory Committee. |
| Each student admitted to a doctoral program receives doctoral candidacy after completing fifteen graduate credits beyond the master's degree, with a GPA of 3.0. To be eligible for graduation, students must complete the 61 credit hours specified in the curriculum, successfully pass comprehensive examinations, and successfully defend a dissertation proposal and completed dissertation. Program curriculum requirements are as follows: | Each student admitted to a doctoral program receives doctoral candidacy after completing **at least eighteen** graduate credits beyond the master's degree, with a GPA of 3.0, **and passing both core and research methods area comprehensive examinations (typically after at least 30 credit hours).** To be eligible |

| | |
|---|---|
| For detailed information about the program, you may contact the program coordinator at 724-357-2730 or ALS-PHD@iup.edu. The program's website may be view at www.iup.edu/als.<br><br>**Core 22 cr.**<br>LDRS 800 Proseminar<br>LDRS 801 Leadership Theories<br>LDRS 802 Leadership Applications<br>LDRS 810 Nonprofit Management<br>LDRS 811 Administration in the Public Sector<br>SOC 804 Social Policy<br>SOC 803 Social and Organizational Theory<br>ECON 820 Managerial Economics for Decision Making and Leadership<br><br>**Research 24 cr.**<br>SOC 862 Analysis of Social Data<br>SOC 863 Quantitative Research Methods I<br>SOC 864 Quantitative Research Methods II<br>SOC 865 Qualitative Research Methods<br>LDRS 861 Program Evaluation<br>LDRS 995 Dissertation<br><br>**Electives 15 cr.**<br>Nine credits from among any graduate-level courses offered by Sociology or Political Science.<br><br>Six credits from among any other relevant graduate courses. | for graduation, students must complete the 61 credit hours specified in the curriculum, successfully pass **all** comprehensive examinations, and successfully defend a dissertation proposal **as well as a** completed dissertation. Program curriculum requirements are as follows:<br><br>**Core 22 cr.**<br>LDRS 800 Proseminar<br>LDRS 801 Leadership Theories<br>LDRS 802 Leadership Applications<br>LDRS 810 Nonprofit Management<br>LDRS 811 Administration in the Public Sector<br>SOC 804 Social Policy<br>SOC 803 Social and Organizational Theory<br>ECON 820 Managerial Economics for Decision Making and Leadership<br><br>**Research 24 cr.**<br>SOC 862 Analysis of Social Data<br>SOC 863 Quantitative Research Methods I<br>SOC 864 Quantitative Research Methods II<br>SOC 865 Qualitative Research Methods<br>LDRS 861 Program Evaluation<br>LDRS 995 Dissertation<br><br>**Electives 15 cr.**<br>Nine credits from among any graduate-level **SOC, ECON, or LDRS courses**.<br><br>Six credits from among any other relevant graduate courses.<br><br>**For detailed information about the program, call 724-357-2956 (Indiana), 717-720-4064 (Harrisburg), or email, ALS-PHD@iup.edu. The program's website may be viewed at www.iup.edu/als.** |

**Catalog Description:**

The Ph.D. program in Administration and Leadership Studies, Nonprofit and Public Sectors, is designed to educate leaders in human services, health care, state and local government agencies, higher education, and other public and nonprofit organizations. This program is offered by the

Sociology Department in collaboration with the Economics Department. The ALS program's goals are to provide leadership development and enhanced administrative capacity through application of theory and research in the public and nonprofit services context. Student learning is constituted by the following objectives:

- Thorough knowledge of the scholarship and research on leadership and the ability to utilize this knowledge in an applied, professional context.
- Knowledge and skills in nonprofit and public sector program planning and administration that reflect a sociological perspective.
- The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study.

As the majority of students are mid-career professionals with full-time positions, required courses are offered evenings and/or Saturdays, two courses a semester. Courses are offered in fall, spring, and an eleven week summer session.

Students are admitted in cohorts of between fifteen and twenty and begin in the fall semester. New cohorts begin in even years at the Indiana campus and in odd years at the Harrisburg site. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vita or résumé), a goal statement in which the applicant explains why she/he wishes to be admitted to the program, and a major writing sample such as a master's thesis, course paper, policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A master's degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology and Economics; therefore, some background in the social sciences is helpful. Applicants are screened by the doctoral coordinator, with recommended admissions subject to the approval of the Doctoral Advisory Committee.

Each student admitted to a doctoral program receives doctoral candidacy after completing at least eighteen graduate credits beyond the master's degree, with a GPA of 3.0, and passing both core and research methods area comprehensive examinations (typically after at least 30 credit hours). To be eligible for graduation, students must complete the 61 credit hours specified in the curriculum, successfully pass all comprehensive examinations, and successfully defend a dissertation proposal as well as a completed dissertation. Program curriculum requirements are as follows:

| **Core** | **22 cr.** | |
|---|---|---|
| LDRS 800 Proseminar | | 1 cr. |
| LDRS 801 Leadership Theories | | 3 cr. |
| LDRS 802 Leadership Applications | 3 cr. | |
| LDRS 810 Nonprofit Management | 3 cr. | |
| LDRS 811 Administration in the Public Sector | | 3 cr. |
| SOC 804 Social Policy | | 3 cr. |
| SOC 803 Social and Organizational Theory | 3 cr. | |

ECON 820 Managerial Economics for
Decision Making and Leadership 3 cr.

| **Research** | **24 cr.** |
|---|---|
| SOC 862 Analysis of Social Data | 3 cr. |
| SOC 863 Quantitative Research Methods I | 3 cr. |
| SOC 864 Quantitative Research Methods II | 3 cr. |
| SOC 865 Qualitative Research Methods | 3 cr. |
| LDRS 861 Program Evaluation | 3 cr. |
| LDRS 995 Dissertation | 3 cr. |

**Electives** **15 cr.**
Nine credits from among any graduate-level SOC, ECON, or LDRS courses.
Six credits from among any other relevant graduate courses.

For detailed information about the program, call 724-357-2956 (Indiana), 717-720-4064 (Harrisburg), or email, ALS-PHD@iup.edu. The program's website may be viewed at www.iup.edu/als.

**Minor Course Revision:**

We propose changing the catalog description for the one credit LDRS 800: Proseminar course, deleting language that specifies when it will be offered, and adding the language "professional seminar" to assist new students in understanding the nature of the course.

**Old Course Description:**

**LDRS 800 Proseminar** **3 cr.**
Offered on two Saturdays in the first month of classes, the Proseminar will develop doctoral-level academic skills. It will include skills-building in academic writing, orientation to academic technologies, professional development in the academic culture and planning strategically for dissertation research from the first semester.

**New Course Description:**

**LDRS 800 Proseminar** **3 cr.**
ProSeminar (professional seminar) helps students to develop doctoral-level academic skills. It includes skill-building in scholarly writing, orientation to academic technologies, professional development in the academic culture, and planning strategically for dissertation research from the outset of students' program of study.

## University Development and Finance Committee (Senator Domaracki)

Development and Finance Committee Meeting
Report to Senate
March 04, 2008

**FOR INFORMATION:**

**Committee Reports**

Parking Committee – The Parking Committee met on February 28, 2008. The following actions were taken

Recommended Parking Regulation Changes:

1) Motion - To utilize parking lot at RSM for 1st year commuters to park and ride. This will free up 176 parking spaces on campus. [passed]

2) Motion – Change parking regulation language for students, faculty, and staff that have obvious handicap (crutches, wheelchair, etc.). They will be granted a temporary permit (up to 14 days) at the time of the request. If a permit is needed for longer than 14 days, then a doctor slip will be required to extend the permit. Obvious impairments would be given a second 14 day permit at the time the person is applying. [passed]

3) Motion – Departments need to request temporary parking permits for visitors prior to their arrival. If, however, a department forgets, Parking Services will grant the visitor a one-day permit if they come to the Parking/Visitor Center. [passed]

4) Motion – The proposal was presented to remove all mechanical parking meters on campus. This would eliminate future maintenance and upgrade costs on current mechanical meters, and will more evenly distribute faculty/staff/commuter parking across the campus. The plan will evenly distribute all campus parking into pay-by-space or F/S/C permit parking. Handicapped spaces will stay intact.

Two new Luke machines will be purchased ($36,000). All pay-by-space machines require minimal maintenance and are controlled electronically by computer from the Parking Services office. By eliminating the meters, the university will annually save $20,920 in meter retiming and repair costs. [passed]

*meter retiming $40.00 per meter x 273 meters = $10,920
*average yearly meter repairs $10,000

5) Motion – To assist with snow removal, designated lots will not allow parking from 2:00 am – 6:00 am during the months of November through March. The list will include the lots of the HUB, Whitmyer, the stadium, Reschini, Pratt Drive, and Grant Street. Signs will be posted in each lot. Special considerations will be made for the 25 ‘resident students’. [passed]

6) Motion - In order to assist with safe snow removal in the parking garage, the reserved parking spaces (1-253) will be moved under the roof, and pay-by-space slots (253-420) will be on the upper levels and exposed roof. This change would also eliminate the need for a second waiting list. [passed]

7) Motion – All resident parking permit students will be allowed to park in any lot when the Campus Towers West parking lot is demolished. [passed]

8) Motion – Parking garage permits will be sold on an annual basis, covering fall, spring & summer semesters. Annual payment will be $425. If a space is relinquished before the end of the year, a refund will be prorated for the days left in the year. These permits can be obtained online. [passed]

**All changes will be active as of August unless otherwise noted. Sign wording changes will be made as needed and clearly displayed. The Parking Regulations document will be updated to reflect all changes.**

Parking Permits, Parking Fees & Parking Garage:

1) Information – The online permit processing will service the following:
   a) faculty/staff free permits
   b) Purchased permits for the Parking Garage and Robertshaw lot
   c) temporary permits for guests & faculty/staff who forget their permit
   d) motorcycle permits
   * Faculty/Staff can request up to 5 temporary permits in a three year span.

2) Information – The process for reserving group visitor parking spaces within a lot is as follows:
   - 7 or more spaces require the signature of a VP.

3) Information – The parking rate for remaining meters that was approved last spring will not go into effect until fall of 2008. The meter rate change will increase from .25 cents for 40 minutes to .25 cents for half hour.

Budget Report – There was no budget report.

**Old Business**

Space Study by CFP - Carry over to April Meeting

Reverse 911 – All glitches noted in the recent test of the reverse 911 system are being corrected. Currently, 50% of both employees and students have registered for the system. The current goal for registration is 75%. Senior management has been provided with a list of their employees who have not registered. Meetings are taking place with other employees on campus to be given the opportunity to register. Student will have a decision to make each semester when they register. Students may opt not to register or will register prior to being able to register for classes.

Fisher Auditorium – This project is 67% complete and is running about 20-25 days behinds schedule. The current anticipated completion date is June 2008.

KCAC – This project will be put out to bid later in March. Groundbreaking is expected to occur in August. This project will be managed by the Department of General Services.
Washington Street Parking Lot – This project will be put to bid in March. Construction will occur this summer and when completed the lot will be a Pay-by-Space lot with the main entrance on Washington Street.

**New Business**

Athletic Facilities Master Plan – The Athletic Facilities Master plan has been developed over the past two years by Kimball & Associates. The data collected to develop this master plan has also been instrumental in planning the facilities to be included in the KCAC. As a result of the data collected a seven year plan was developed that identified a need for eight projects. These projects include:

1. Construction of a South Campus Locker Room facility to accommodate the baseball field complex.
2. Construction of a hotel complex adjoining the KCAC.
3. Major renovations and additions to Miller Stadium.
4. Construction of an Indoor Multi-Sport Complex.
5. Construction of a Natatorium to adjoin the Indoor Multi-Sport Complex.
6. Construction of Tennis Courts and additional Practice Fields.
7. Renovations to Memorial Field house.
8. Construction of a new Football Stadium.

Respectfully Submitted
Joseph Domaracki
03.04.08

The next meeting will take place on Tuesday, April 1 at 3:15pm in the University Towers Conference Room.

**Student Affairs Committee (Senator Beisel)**

**FOR ACTION:** **APPROVED**

**PROPOSED CHANGES TO THE MANDATORY HEALTH INSURANCE POLICY FOR IUP INTERNATIONAL STUDENTS**
**Office of International Affairs (OIA) and Pechan Health Center (PHC)**
**January 2008**

- Existing policy requires all registered international students holding F-1 and J-1 visas to be automatically enrolled and charged a health insurance fee. A waiver process exists. Waiver of the policy has increased from 25% to nearly 81% of the students involved over the term of the program's six years. Revising the policy would allow these students to

continue to use health insurance of their choice and still protect the university from the unexpected cost of returning a seriously ill or deceased student to their home country.

- Replace the existing major medical health insurance policy with one that requires all international students to be enrolled in a repatriation and evacuation policy. No waivers will be permitted for this abbreviated policy and all registered international students will be billed ($60-$80/calendar year). From past experience, this policy would address the OIA's primary concerns of death and catastrophic illness/injury.

- Domestic students can currently voluntarily choose to enroll on their own directly with the insurance company under the system premium. These students could continue to enroll voluntarily in one of many college health insurance policies available in Pennsylvania. **The health center would be willing to provide a workshop at the beginning of each term (open to all students) to explain how health insurance works while attending IUP and what options a student would have to receive healthcare in this area**. There would be a list of reputable companies to direct students toward based on their past performance with IUP students. **The workshop sessions would be open to all students and could be presented directly to SGA and the GSO if requested.**

- The current health insurance policy has a potential negative impact on enrollment and, in particular, on relationships with our partners (exchange students, Fulbrights, MUSKIE/IREX, etc). IUP is attractive to these organizations and our exchange partners because we are able to waive the IUP insurance and therefore reduce any additional costs associated with duplication of health coverage.

- **During its orientation programs, the OIA will add a more extensive session addressing health care in the USA, the need for adequate health insurance and information regarding reputable companies offering health insurance coverage for international students.** The OIA will strongly recommend that international students purchase adequate insurance coverage. International students on a J-1 visa will continue to have OIA staff coordinate their health insurance coverage.

- By providing information workshops as well as an array of voluntary options for health insurance coverage, IUP would actually be providing a more useful, less constraining service to our students, both domestic and international.

- The health center will continue to act as an advocate for students in need of healthcare, regardless of insurance coverage and will assist each student, to the best of our abilities with health care and health insurance issues.

Fast facts

- We will remove the automatic posting of the full health insurance fee to all international students and replace it with repatriation and evacuation coverage only
- Any international student who is required by law to have health insurance will still be required to have it. This will be monitored by the OIA staff.
- No domestic students were ever required to have health insurance

- The health center and the international office will still recommend health insurance to all students
- All international students will still have access to the campus health center
- All students will have information, education, and assistance regarding health insurance available
- Health insurance choices will be available to all students

The next meeting will take place on Tuesday, April 8 at 3:30pm in the HUB Conemaugh Room.

**Academic Committee (Senators Dugan and Novels)**

**FOR INFORMATION:**

Proposal for creation of

**UNIVERSITY ASSESSMENT COMMITTEE**

Prepared by Susan Boser, Provost's Associate

Assessment of student learning outcomes in academic programs is a faculty activity. As such, the Provost's Office seeks, in partnership with the Senate and APSCUF, to create a faculty University Assessment Committee to begin in Spring 2008. This committee will be charged with identifying student learning outcome assessment challenges as they arise and providing input on these and other assessment-related issues to the Provost's Office in order to ensure coordination in operations across the campus. Specific issues include:

- Review and offer perspective on matters related to coordinating and strengthening student learning outcomes assessment across the university. This includes input into: the design of the data management system; assessment policy; the content for a university assessment website; faculty training and support needs; and priorities for use of assessment resources.

- Through a sub-committee, provide active support to the Liberal Studies Committee in designing and implementing Liberal Studies assessment.

The composition of the committee will be agreed upon by the Council of Deans, APSCUF, Liberal Studies and Student Affairs. Permanent members will include the Associate Provost for Academic Programs, the Director of Institutional Research and the Provost's Associate.

The next meeting will take place on Tuesday, April 1 at 3:30pm in 201 McElhaney.

**Awards Committee (Senators Hernandez and Ritchey)**

No report.

## Noncredit Committee (Senator O'Neil)

**FOR INFORMATION:**

The Non-Credit Committee met on March 17, 2008. Kathy Evanko, Director of Conference Services met with the Committee and announced that the five year contract for the Keystone Occupational Safety and Health Center (KOSH) at IUP was not renewed by the Occupational Safety and Health Administration (OSHA) Training Institute. As a result, courses will only run through March 31, 2008 at the IUP KOSH Center. The remaining courses previously scheduled by the IUP KOSH Center will be offered through the National Resource Center at West Virginia University. IUP KOSH Center instructors will be used to instruct these courses.

The next meeting will take place on Thursday, April 10 at 1:00pm in Keith 100.

## Library and Educational Committee (Senator Jozefowicz)

**LIBRARY AND EDUCATIONAL SERVICES COMMITTEE (LESC) REPORT MARCH 17, 2008**

*(Function: The Committee shall be responsible for recommending policies for the IUP Libraries, Academic Technology Services, the Technology Services Center, and other educational services.)*

**FOR INFORMATION:**

LESC conversation this semester has focused on several main topics: IUP's distance education initiative, recent IUP website conversion, an initial draft of an Acceptable Use Policy for technology services, and IUP's presence in Second Life.

With respect to IUP's distance education initiative, LESC wishes to summarize committee discussion and bring this report before the Senate for the purpose of generating broader cross-disciplinary and cross-divisional dialogue.

***Statement of the Problem:***
As distance education relates to IUP's library, technology, and other educational services, LESC believes this is a critically important topic but also recognizes that development of distance education policies and procedures reaches far beyond the scope of the committee. While there are a variety of ways to potentially frame distance education conversations, LESC began constructing a framework with four distinct categories of issues. Each category has one or more stakeholders who may already be discussing a limited subset of distance education issues. The four categories outlined by LESC members are as follows:

1. IT start-up and on-going support—i.e., the nuts and bolts of providing IT services to support a distance education initiative including web connectivity, servers, other hardware, software, etc.;

2. Curricular/pedagogical oversight and support—i.e., policies governing how distance education individual courses and entire programs will move through the curriculum approval processes (potential relevant policies in this category may cover a range of issues from basic course content to delivery mechanisms to outcomes assessment to academic integrity), as well as, professional development training for instructors and other faculty resources and support services;

3. Creation of a virtual campus environment, particularly as undergraduate degree programs are being developed—i.e., defining what university services will be provided to which subsets of the enrolled student population (e.g., if a student living out of the region, say Wyoming or India, enters a fully online IUP undergraduate program with no intention of ever physically being on campus, will counseling services, cognitive or physical disability services through Advising and Testing, student organization access, etc. be made available to that student?—if yes, to what degree? how? by whom?); and

4. Faculty compensation for developing and teaching online courses, particularly in programs which do not have well-defined start and end dates and/or well-defined cohorts of students—i.e., both minimum and maximum class size restrictions for distance education courses, faculty load issues in an environment in which faculty lines are continuing to disappear due to budgetary constraints even in the midst of new program development and sustained enrollment levels on the IUP physical campus, defining expectations regarding whether or not primarily distance education faculty are to be physically present on campus, etc.

Particularly in the environment of turnover among various Provost and Vice Presidential management positions that has affected IUP in recent years, LESC is concerned that there is a lack of focused "big picture" leadership guiding the development of a sound distance education plan. For each of the enumerated categories of issues, there are recognized efforts by different campus entities focused on single distance education issues (say, the UWUCC and UWGC with respect to Category 2); however, LESC is concerned that such focus on the "trees" in the current environment risks a multitude of oversight issues regarding the "forest" as a whole.

Additionally, given the progress towards development of distance education programs being made by some departments, concrete discussion about distance education policy issues and procedures should be happening now on a university-wide level rather than waiting until some unknown future date when open administrative positions may be filled. A lack of current conversation may result in a lack of preparedness to deal with inevitable problems that will occur as distance education programs are launched and will result in either a smorgasbord of approaches across different departments and/or penalization of departments which have been early developers of such programs if they are subsequently required to make significant changes.

***Call for Response:***
Hence, LESC would like other IUP university stakeholders in distance education to join us and request that the Provost's Office take the following action:

A cross-disciplinary, cross-divisional Strategic Planning for Distance Education Work Group should be formed and given the charge to more fully investigate the range of issues and possible strategies associated with expansion of IUP's distance education programs.

This work group should be formed this semester and begin work as soon as possible. This work group should report to the Provost's Office and to the University Senate. Work group membership should include a mixture of faculty and administrative staff who collectively are able to reflect the interests of both the undergraduate and graduate teaching missions of IUP. Furthermore, work group membership should include but not be limited to, constituencies such as the University Senate's UWUCC, UWGC, and LESC; ACPAC; various services of the Academic Affairs Division, Administration and Finance Division, and Student Affairs Division; and APSCUF.

**Research Committee (Senator Sciulli)**

**FOR INFORMATION:**

The committee met March 4, 2008 and awarded $16,128 in small grants to the following individuals:

- Francis Allard
- Kenneth Coles
- Theresa Gropelli
- Kate Hanrahan
- Linda Jennings
- Joseph Kovaleski
- Kirsten Murray
- Tim Nuttle
- Tim Nuttle and Valery Gunter
- Raymond Pavloski
- Jeffrey Ritchey
- Rose Shumba
- Yaya Sissoko

- Robert Sweeny
- Joan Van Dyke
- Cheryl Wilson

The next meeting will take place on Tuesday, April 1 in Stright G35.

## SENATE REPRESENTATIVE REPORTS

### University Planning Council (Senator Wright)

No report

### Presidential Athletic Advisory Committee (Senator Domaracki)

The next meeting will take place on Friday, March 28 at 7:30 in Breezedale.

### Academic Computing Policy Advisory Committee (Senator Chiarulli)

**FOR INFORMATION:**

RE: Report on recent ACPAC Actions from the March 5, 2008 Meeting

ACPAC approved a recommendation to write and send the following letter to Dr. Werner regarding the implementation of the new web site:

March 10, 2008

Dr. David J. Werner
Interim Provost and Vice President for Academic Affairs
Indiana University of PA
205 Sutton Hall
Indiana, PA 15705

Dr. Werner:

The Academic Computing Policy Advisory Committee (ACPAC) would like to bring to your attention a matter of great importance to our university. As you know, our web site is a critical component of just about all aspects of our university business. It is crucial for the marketing of our university, the recruitment of students, classroom instruction, and most importantly, it portrays the image of our university to the public. At present, many of these pages are not fully functional. The conversion to our new web design has been problematic at best. At the present time, anyone looking for information on many of our new web pages will find generic instructions regarding the content that should be entered on that page. Quite frankly, this is a crisis. We are in one of the most critical stages of recruitment and we do not have one of our

best recruitment tools functioning properly. This is something that needs to be fixed, and needs to be fixed immediately.

The charter of ACPAC is as follows:

> The Academic Computing Policy Advisory Committee (ACPAC) shall recommend to the appropriate university unit, policy related to technology in support of the academic mission. These units include but are not limited to: the President, the Provost, the University Senate, the Deans' Council, and the Office of the CIO.

As the academic IT advisory body, ACPAC makes the following recommendations:

**The university process for content approval for department and division web sites should be temporarily suspended effective immediately.**

Content information must be posted as soon as possible. The current approval process is too cumbersome, is seriously backlogged, and at present, it serves no real purpose. In fact, if you will look at the Personnel site for your office: http://www.iup.edu/academicaffairs/personnel/default.aspx you will find that you are the Interim Provost and Vice President for Academic Afairs (yes Affairs is spelled wrong). The approval process was put in place to eliminate such errors, but such errors obviously still occur. To fix this small but embarrassing error could take weeks as any change must be submitted for approval and there is a backlog for such requests. It is critical that division and departmental information be posted as soon as possible. We can't have blank or generic instructional pages or dead links. Once the pages are posted and functional, a process to edit and make necessary changes can be put into place.

**The committee further recommends that the May 17 deadline for the removal of the old web sites be extended indefinitely.**

Currently, the old web pages can still be accessed. There is no reason to take this material off the web before the new site is fully functional and all necessary pages are up and running in a smooth fashion. The arbitrary date of May 17 is unrealistic and serves no real purpose.

In the future we suggest that before any web conversion takes place, the new web presence be fully functional and tested. We should have fully tested, refined and double checked the new website before it was ever launched. We, as a university in a highly competitive market, should not have our web presence in such a state of disarray.

With your permission ACPAC would like to continue to monitor this situation and continue to make recommendations as we see fit. We feel it is critical that ACPAC be a part of the continued planning of the IUP web presence.

Sincerely yours,

Dennis M. Giever

Elected Co-chair, ACPAC

J. Richard McFerron
Administrative Co-chair, ACPAC

**NEW BUSINESS** none

**ADJOURNMENT**

The meeting was adjourned at 4:48 p.m.

Respectfully Submitted,

Tressa Wright, Secretary