MINUTES OF THE IUP UNIVERSITY SENATE

April 22, 2008

Chairperson Broad called the April 22, 2008, meeting of the University Senate to order at 3:36 p.m., in Beard Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Belch, Boda-Sutton, Bowers, Coleman, Eck, Federoff, Franklin-Rahkonen, Griffith, Gu, Hannibal, Hanrahan, Hooks, Hulings, Kennedy, Klingaman, Look, Novels, Pike, Ritchey, Schwietz, Scott, Sink, Soni, and Van Wieren.

The following Senators were absent from the meeting: Allard, Appolonia, Beck, Begres, Beisel, Brooks, Janosko, Jones, A., Jones, B., Kenning, Montgomery, W., Pearlman, Schroeder, Sullivan, Sweeny, Thibadeau, Woolcock, Zorich, and Zuraikat

The minutes of the March 25, 2008 meeting were **APPROVED.**

Agenda items for the April 22, 2008, meeting were **APPROVED** as amended with the change in the UWUCC information items 1, 3, 4, 5, and 6 being moved to action items; on page 2 the title for COMM 101 should be Communications Media in American Society; on page 2 the title for MUSC 110 should be Fundamentals of Theory; on pages 33-37, the prerequisites state a "3.0 GPA" and that should be changed to "Admission to Step One"; on pages 48, 49, and 53 the title for ECON 634 should be Managerial Economics; on page 58 the name Sarah Palmisano should be Susan Palmisano; and on page 60 the first paragraph under the proposed revision, the words "academically dismissed and.." in the first line should be deleted

REPORTS AND ANNOUNCEMENTS

President's Report

Good afternoon. I am pleased to be here to again update you on important University developments.

DOCTORAL PROGRAM IN COMM MEDIA, MASTER'S IN APPLIED ARCHAEOLOGY
At its April 9th meeting, the Pennsylvania State System Board of Governors approved IUP's doctoral program in communications media and our master's program in applied archaeology. These two degree programs will add significantly to the quality and breadth of IUP's graduate program.

The communications media doctoral program brings our total inventory of doctorates to 10. I am proud to inform you that IUP's master's in applied archaeology is one of only four of its kind in the nation and is unique in the Commonwealth of Pennsylvania.

The communications media doctoral program is designed to address topics related to new media and to generate research driven by existing theory and scholarship within the field of communications media and instructional technology.

I want to offer my congratulations and appreciation to Dr. Mary Ann Rafoth, Dean of the College of Education and Educational Technology, and Dr. Yaw Asamoah, Dean of the College of Humanities and Social Sciences. Congratulations also to members of the communications media and anthropology departments who have worked diligently to advance these important initiatives.

STUDENT FULBRIGHT

I am pleased to inform you that IUP student Gina Russo, a senior history-Asian studies major in the Robert E. Cook Honors College, has been selected as a Fulbright Scholar for the 2008-2009 academic year. She will be based at Shanghai University in Shanghai, China.

Miss Russo's appointment brings to nine the number of IUP students who have been selected for this award in the last decade. Only 1,200 university students in the nation are chosen for this scholarship annually.

Miss Russo will be studying nationalism and nation building through the public education process in China.

She has already been accepted for the Stanford University Ph.D. program in history, which she will enter in fall 2009 after completing her Fulbright experience.

PROVOST, VP FOR FINANCE UPDATE

As you may know from an earlier communication, IUP has a new permanent provost in Dr. Gerald Intemann, a former dean at Towson University. He will be joining the IUP community later this summer.

Very shortly, I expect to communicate information about the successful candidate for the Vice President for Administration and Finance position. I want to thank Dr. Robert Davies, Dr. Mary Ann Rafoth and Dr. Rhonda Luckey and all members of the search committees who have done an excellent job in completing this important work.

COMMENCEMENT

Lastly, I am pleased to inform you that another IUP Alumnus will be the recipient of an honorary doctorate at our May 10th Commencement ceremony. Dr. John J. Kopchick is an internationally recognized leader in the growth hormone field. Currently, he serves as the Milton and Lawrence H. Goll Eminent Scholar Professorship in Molecular and Cellular Biology at Ohio State University. He also is Professor in the Biomedical Sciences department in the College of Osteopathic Medicine at Ohio University. I hope that your schedules permit your attendance to the University graduation commencement ceremony May 10th at 11:00 a.m. at Miller Stadium.

As we end this semester, I want to offer sincere thanks to members of the University Senate for your diligent and valued efforts in advancing IUP.

Provost's Report

In response to the Senate recommendations from the March 25, 2008 meeting, I accept the following recommendations from the University-Wide Undergraduate Curriculum Committee:

1. Program revision for the Asian Studies Major and Asian Studies Minor
2. Minor revision of the Bachelor of Science degree in Management/General Management Track.
3. Revision of the Bachelor of Science in Education -- K-12 French Education.

From the University-Wide Graduate Committee
I accept the following recommendations:

1. The request to add the track in Adult Education and Communication Technology to the MA in Adult and Community Education in Monroeville.
2. Minor revision of the Ph.D in Administration and Leadership Studies

The major revisions will be presented to the Council of Trustees for Action at the May meeting.

Announcement
I would like to take this opportunity to announce our plans to offer online courses during the weeks between December final exams and the beginning of classes in January 2009. This will give students a chance to make up courses that they need or to advance their studies. More details are to follow.

Now that a regular Provost has been named I will be leaving IUP. It has been a pleasure to work with you, and I wish you success in the future.

Chairperson's Report

Good afternoon and happy Earth Day. The earth is at its best right now. Let's hope that our deliberations this afternoon don't add too much to the process of global warming. I'm afraid we haven't been very kind to the trees with our agenda this month, but we trust it will all be worthwhile.

As you have heard, we have a new Provost, who is visiting campus this week. I look forward to working with him next year after having been your representative on the search committee. I wish the other searches for top administrators could be concluded as efficiently. Next week I will be representing you in the Chancellor search process when I go to Harrisburg to meet the three finalists. I know nothing about them yet, but I'm expecting a fax any day now.

As I mentioned, we have a long agenda this afternoon, and it's too nice out to stay here into the wee hours. To the best of my knowledge –but what do I know?— none of the issues being presented to us for action is likely to be controversial, but they are all things that must be dealt with today. I want to make sure that they are given due attention and appropriate priority in our deliberations.

The single item that has generated the most e-mail traffic during the last couple of weeks is, of course, the Liberal Studies revision. We have, in the appendix to the agenda, the latest version of the proposal. It is being presented strictly for information. No discussion time has been requested. Special open meetings for discussion of the proposal have been set for this room tomorrow and Thursday. I have been told that the revision will also be discussed at APSCUF Representative Council and that another open meeting will be scheduled at the beginning of fall semester. Nevertheless, it is clear that when the time comes and a concrete proposal is put in place, the Senate will have to vote to approve it or not. I know that a number of you are anxious to have input in this venue this afternoon, but I don't have a sense of how many people that would be. Any discussion this afternoon would amount to a sharing of views and/or a staking out of positions. No particular outcome is foreseen to such a discussion nor would it be appropriate. In order not to seem to quash legitimate discussion while at the same time making the most effective use of our time, I am going to ask the Senate's indulgence in

placing any such discussion at the end of the agenda. To bring up the discussion then, as I understand it, would, of course, require a suspension of the rules, which would require a two thirds majority vote.

That said, we have a lot of work to do...

Vice-Chairperson's Report

As the semester is coming to an end, the SGA had their elections and Jessica Carson was elected President and Joshua Moss was elected as Vice President. These individuals took over the leadership at the SGA meeting last night. The SGA is having their Speak Up IUP event tonight at 7:30pm in the HUB Delaware Room.

STANDING COMMITTEE REPORTS

Rules Committee (Senator Soni)

Senator Radell reported that the Senate committee assignments from the election have been sent to the Senate members. If you have any questions, please contact Senator Radell. There will not be a meeting next week.

Senator J.B. Smith added thanks to Senator Soni for all of his work on the Senate since he's been a member. Senator Soni will be on sabbatical this fall and his hard work and presence will be missed. The entire Senate echoed this sentiment.

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

FOR INFORMATION:

1. **The following Distance Education Courses have been approved by the UWUCC:**
   COMM 101 Communications Media in American Society
   COMM 302 Research in Communications Media
   FDNT 245 Sports Nutrition
   MATH 121 Calculus I for the Natural and Social Sciences
   MKTG 422 Seminar in Marketing
   MUSC 110 Fundamentals of Theory

2. **Liberal Studies Revision—Program**

Current Liberal Studies Requirements:			**Proposed Liberal Studies Requirements:**	
Learning Skills:		**10-13cr**	**Learning Skills:**	**18-23cr**
English 101	College Writing	4	First Year Experience	3
English 202	Research Writing	3	English Composition I and II	6
Mathematics		3-6	Mathematics	3-4
			Dimensions of Wellness	3
			Foreign Language	0-4*
			Oral Communication	3
Knowledge Areas:		**38-41cr**	**Knowledge Areas:**	**31-32cr**
Humanities		9cr	**Humanities**	9cr
History		3	History	3

Literature Philosophy/Religious Studies	3 3	Literature Philosophy/Religious Studies	3 3
Fine Arts **Natural Science** Option 1 (2 lab sequence) Option 2 (1 lab/2 non lab)	3cr 8-10cr 8 10	**Fine Arts** **Natural Science** Option 1 (1 lab and 1 non lab course) Option 2 (2 lab courses)	3cr 7-8cr 7 8
Social Science **Health and Wellness** **Liberal Studies Electives** **Synthesis** LBST 499 **Non-Western Cultures Course** **TOTAL**	9cr 3cr 0-9cr 3cr 3 3cr* **48-54cr**	**Social Science** **Capstone** **TOTAL**	9cr 3cr** **49-55cr**
*****Students must fulfill this requirement by completing one course from the list; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department **Writing Across the Curriculum:** **Minimum of two "W" Courses** All students must include among the total course required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal Studies, college or major requirements, or free electives.		*Students may 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. ******Students may fulfill this requirement by completing one approved course in or out of their primary major. If students take the Capstone through their major course of study, those credits will apply to the major rather than Liberal Studies.	
		Competencies-Across-the-Curriculum Students must complete the following competencies. These may be completed in any part of the student's curriculum including major courses, Liberal Studies courses and/or electives. *At least one course in the Oral Communication Competency and one course in the Written Communication Competency must be completed in the student's primary major. 1. Global Citizenship (1 course) 2. Non-Western Cultures (1 course) 3. Oral Communication (2 courses*) 4. Quantitative Reasoning (1 course) 5. Scientific Literacy (1 course) 6. Written Communication (2 courses*)	

b. List of all associated course changes (new or revised courses, number, title, or description changes, and deletions).

1. 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.

2. 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 f this requirement 0-4.
3. The Departments of History, English and Foreign Language would be encouraged to develop a menu of course options to fulfill the Humanities requirements.
4. The Natural Science option will be either: a.) one lab science course and one non-lab science course or b.) two science courses (without restrictions on prefixes). Students will complete one additional Scientific Literacy Competency-Across-the-Curriculum course.
5. 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.
6. 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.
7. One non-western studies course must be completed in one of the five Knowledge Areas.
8. the Liberal Studies Elective Category is eliminated.
9. the Liberal Studies Synthesis Category is eliminated.

Rationale: Introduction: A revision in the Liberal Studies curriculum is necessitated by some deficiencies in our cur curriculum, such as those stated in the Middle States Standard #12, and a number of other factors, including the status o our world and the dramatic changes that have occurred since the implementation of the current curriculum in 1989, the need to have a more intentional approach to student learning across the curriculum, and the need to do more efficient an effective program assessment. Well respected academies in higher education and our regional accreditor, Middle States Commission on Higher Education, expect that baccalaureate graduates achieve a degree of proficiency with content rela to global awareness, information literacy, oral communication, and values and ethics. These concepts and skills are not emphasized in the current liberal studies curriculum. Additionally, the current Liberal Studies curriculum is viewed as inflexible particularly for transfer students.

In the proposed revision, each Liberal Studies course will need to address: a.) diversity, b.) critical thinking and/or critical reading, and c.) information literacy and/or technological literacy as appropriate. Liberal Studies courses and categories will be revised incorporating, as appropriate, the criteria written by the Liberal Studies Revision subcommittees (fall 2007). These revised criteria will be advanced, for action, through the approved curriculum processes. Existing Liberal Studies courses will be re-designed to help students fulfill one or more of the approved Liberal Studies Expected Undergraduate Student Learning Outcomes, (Informed Learners, Empowered Learners, and Responsible Learners). Course revisions will be advanced through the approved curriculum processes.

I. Learning Skills Requirements – Revisions and Additions

A. <u>First Year Seminar (FY)</u>
The proposed First Year Experience consists of three (3) credits. The first year of college presents the highest risk for student failure or drop-out but when students are given an early, formal introduction to college, they are more likely to experience satisfaction and to graduate (Pascarella & Terenzini, 1991, 2005; Tinto, 1993). The research provides substantial evidence that along with persistence and degree attainment, first-year seminars

have benefits for students regardless of gender, ethnicity, age, or major. In a survey by the Policy Center on the First Year of College (2002), reports that first-year seminars are a key feature at over 70% of American institutions of higher education and 94% of these seminars are offered for credit. Also, the proposed First-Year Experience can aid in the achievement of the several goals outlined in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and the American Association of Colleges and University's (AAC&U) recent research, *College Learning for the New Global Century*.

B. Dimensions of Wellness

The recommendation is for a menu of delivery options and a change in the category title. The current curriculum requires a standard three-credit Health and Wellness course that must include exercise, nutrition, stress, substance abuse, and physical or laboratory activities. The recommendation is for a menu of 1-, 2-, and 3-credit options allowing students to explore an area of health and wellness relevant to their own wellness needs and to select a physical activity that is best suited to their own physical and emotional inclinations. By allowing student choice in the physical activity component, students may be more likely to adopt an activity over a lifetime, rather than just the duration of the course. A menu of options and change in category title can serve a diverse student population better than a "one size fits all" course.

C. Foreign Language requirement

The recommendation is for a three credit requirement in foreign language skill development. This is consistent with or surpasses the requirements of our sister institutions. It is expected that IUP programs requiring intermediate level foreign language would retain their current requirement. The proposed revision enhances students' exposure to foreign language by requiring that *all* students have a minimum of three credits in this area. 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.

D. Oral Communication course

The proposed Liberal Studies revision includes a three-credit course designed to introduce students to the concepts of effective oral communication and engage them in the practice of oral communication skills. A required course early in the curriculum should teach the foundational skills of oral communication, allowing that knowledge to be applied in courses designed to meet the oral communication competency-across-the-curriculum. Communication skills (written and verbal) are at the top of virtually every list of skills employers seek. However, anxiety related to speaking in public is very common among college students. This anxiety may lead students to avoid courses where presentations and speaking are components of the course. (Katz, 2000).

II. Knowledge Area Revisions and Additions

A. Natural Science

The proposed curriculum recommends a choice of Option I of eight credits (two lab science courses with any approved prefix) or Option II of seven credits (one lab science and one non-lab science of any approved prefix). In the current curriculum, natural science Option II (1 lab science and 2 non-lab science courses) is often misunderstood by advisers and students. Option I, requiring two laboratory sciences, paired together in sequence, triggers the highest number of exemptions to our current LS requirements. In the majority of cases advisers and chairpersons have supported students' requests for exceptions to Option I. The requirement that science courses bearing the same prefix must be completed in sequence is viewed as inflexible, especially for

transfer students. Additionally, many transfer students have already completed one lab science course and many prefer to study another branch of science, rather than take another lab course in the same field.

B. English Composition
The recommendation is to change English Composition I and II from seven to six credits and cap enrollment for English 101 at 20 students per section. IUP's current four-credit English Composition I (ENGL 101) is designed with three hours of faculty workload designated for classroom instruction and one hour of faculty workload designated for individual student conferencing, outside of class. While many faculty members would appreciate the opportunity to have private conferencing time with students, assigning one credit of faculty load for this activity is inconsistent with what is offered at institutions across the country, including the 13 other PASSHE universities. If student conferences are an essential pedagogy, limiting classes to 20 students will allow this practice to continue.

C. Liberal Studies Elective Category
The recommendation is to eliminate the Liberal Studies Elective category. The original intent of this category was to offer a menu of options allowing students to study an area of interest in-depth. Instead, this category has been utilized by programs to satisfy majors' requirements by dictating which Liberal Studies Electives must be taken. Additionally, this category creates confusion for students who misunderstand the requirement and enroll in courses that are not approved Liberal Studies Electives courses. This category was criticized during the 1995 Middle States site visit as a "hodge-podge" of courses without a thematic basis.

D. Capstone
The recommendation is to add a Capstone course to the Knowledge Area category. During the LSRSC 2006 summer meetings, faculty expressed a strong preference for an option allowing a capstone course to be offered either in or out of the major. One argument in favor of this approach was that students would take the capstone course more seriously (than LBST 499) if it were more applicable to their major. A capstone course also aids in accomplishing several goals found in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and AAC&U's research, *College Learning for the New Global Century*.

E. LBST 499
The recommendation is to eliminate the LBST 499, Senior Synthesis requirement. Our previous attempt at instituting a "capstone" course was through the LBST 499 requirement. Discussions with faculty and students over the past few years indicate a general displeasure with the status of our synthesis offerings and question how effective some of the offerings are for senior students. The University must also consider the difficulty of sustaining high quality LBST 499 courses and the ability to have sufficient seats to accommodate students. By allowing the capstone course as described above to be offered in or out of the major, IUP's ability to support and sustain high-quality capstone courses would be increased.

III. Competencies across the Curriculum

The *Middle States Standard on General Education* states, "the curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy" (Middle States Commission on Higher Education, 2002, p. 37). An intentional across-the-curriculum approach can result in the building and reinforcement of these skills first in Liberal

Studies (LS) courses and then in majors' courses across the students' program of study, assuring proficiency in these competencies upon graduation.

A. Global Citizenship (G)
The recommendation is for one (1) "G" course. Global citizens are aware of the wider world, have a sense of their own role as a world citizen and an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally. These courses will help students develop the skills, attitudes and values that will enable them to work together (across cultures and countries). Additionally, this will aid in broadening their understanding of the links between their lives and those of people throughout the world (Bournemouth University, 2007).

B. Non-Western Cultures (N)
The recommendation is for one (1) "N" course accomplished in any area of the student's curriculum. Non-western cultures courses develop an understanding of cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia. This competency is consistent with IUP's current non-western cultures requirement.

C. Oral Communication (O)
The recommendation is for two (2) "O" courses with at least one course being accomplished in the student's major course of study, in addition to the required Oral Communication course in the Learning Skills. Oral communication is central to success in society and the ability to communicate effectively is a skill that must be addressed in the Liberal Studies curriculum. The Middle States Standard on General Education specifically identifies oral communication as a skill for which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

D. Quantitative Reasoning (Q)
The recommendation is for one (1) "Q" course in addition to the mathematics course required in the Learning Skills. The Mathematics Association of America (2007) suggests that a course or two in mathematics is insufficient to help students gain a level of proficiency, but that a foundational experience in mathematics should be coupled with a continuation experience or an "across the curriculum" approach with an array of courses both within and outside of mathematics. The Middle States Standard on General Education specifically identifies quantitative reasoning as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

E. Scientific Literacy (S)
The recommendation is for one (1) "S" course in addition to the two courses required in the Natural Science Knowledge Area. The credits in the Natural Science category are revised and the Scientific Literacy Competency Across-the-Curriculum is added to ensure that students build on science concepts and skills across their program of study. The Middle States Standard on General Education specifically identifies scientific literacy as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

F. Written Communication (W)
The recommendation is for two (2) "W" courses in addition to the two English Composition courses required in the Learning Skills. At least one "W" course must be completed in the student's major course of study. This competency is consistent with IUP's current Writing Across the Curriculum requirement. "IUP is committed to

the improvement of student writing skills; therefore, the responsibility for writing must be university-wide. This idea means that writing must be practiced and reinforced throughout the curriculum. Students need to be educated to recognize that writing is a necessary and frequently used skill." (Criteria for Liberal Studies Courses at IUP, 1992, p. 24).

FOR ACTION: **APPROVED**

1. Liberal Studies Committee Report:
Approved the Liberal Studies portion of the Bachelor of Science in Business Education.
Approved Type I Writing status, Professor Commitment, for Dr. Sarah Jackson, Economics Department.
Approved the Liberal Studies portion of the Bachelor of Science in Education—Deaf Education.

2. Department of Management—Catalog Description Change **APPROVED**

Current Catalog Description:

MGMT 495 Business Policy **3c-0l-3cr**
Prerequisites: Completion of all Business Core requirements or permission; graduating seniors
A capstone case analysis course designed to give practice in applying business theories to the solution of management problems. An analysis of how top management determines strategy and policy and influences the philosophy and character of the company. Develops a general management viewpoint that integrates the various functions of the organization.

Proposed Catalog Description:

MGMT 495 Business Policy **3c-0l-3cr**
Prerequisites: Completion of all Business Core requirements; graduating seniors
A capstone case analysis course designed to give practice in applying business theories to the solution of management problems. An analysis of how top management determines strategy and policy and influences the philosophy and character of the company. Develops a general management viewpoint that integrates the various functions of the organization.

Rationale: Due to accreditation standards, College of Business students must complete the business core before taking MGMT 495. Unfortunately, the current wording leads students to think that exceptions can be made. By removing "with permission" the college hopes it will make it clear that there are no exceptions.

3. Department of Sociology—Catalog Description and Number Changes **APPROVED**

i. Current Catalog Description:
SOC 301 Foundations of Sociological Practice **3c-01-3cr**
Prerequisites: SOC 151
Develops an understanding of how to use micro and macro sociological theory to analyze, assess, and diagnose human problems. Employing case studies, prepares students to do casework and help solve interpersonal, group, and organizational problems. Also seeks to acquaint students with the broader professional activity of human services.

Proposed Catalog Description:

SOC 391 Foundations of Sociological Practice **3c-01-3cr**
Prerequisites: SOC 151
Develops an understanding of how to use micro and macro sociological theory to analyze, assess, and diagnose human problems. Employing case studies, prepares students to do casework and help solve interpersonal, group, and organizational problems. Also seeks to acquaint students with the broader professional activity of human services. Recommended pre/corequisite SOC 320.

Rationale: We believe it is beneficial for Sociology Human Service majors to have sociological theory prior to learning how to apply sociological thinking to clinical practice in this course. Therefore, we do permit students to take the theory class (SOC 320) prior to or concurrent with this course as opposed to requiring it as a prerequisite. Human service minors do have the option of SOC 320, 362, or 363. The proposed number change reflects the suggested recommendation of taking lower 300 level courses within their specialization prior to or concurrent with this 300 level course. Students may choose to take the practice sequence in their junior or senior year, which is why we propose keeping it a 300 level course, but with a higher number than most of their substantive credit options.

ii. Current Catalog Description:

SOC 302 Clinical Sociological Practice **3c-0l-3cr**
Prerequisite: SOC 301
Prepares the student to effect constructive change within individuals, groups, families, and communities. Draws its analysis, diagnosis, and methods from the foundations of sociological theory at the level of intervention with clients.

Proposed Catalog Description:

SOC 392 Clinical Sociological Practice **3c-0l-3cr**
Prerequisite: SOC 391
Prepares the student to effect constructive change within individuals, groups, families, and communities. Draws its analysis, diagnosis, and methods from the foundations of sociological theory at the level of intervention with clients. It is strongly recommended that students have at least 6 Sociology credits in their specialized area prior to taking SOC 392 other than SOC 151, 320, 460 and 461.

Rationale: The change in course number is to shift the course numbers to a higher number in line with the recommendation of at least 6 Sociology credits in their specialized area that should be taken prior to this course. There are many courses on the list that the student can take for his/her specialization. Students need to have a foundation in sociology prior to learning how to apply sociological thinking to clinical practice in SOC 302/392. Credits in their specialized area do not include SOC 151 Principles of Sociology, SOC 320 Sociological Theory, or SOC 460/461 Social Research Methods I and II.

4. Department of Accounting—Catalog Description Change **APPROVED**

Current Catalog Description:

ACCT 304 Intermediate Accounting I **3c-0l-3cr**
Prerequisite: Grade of C or better in ACCT 303
Primarily focuses on financial reporting for asset wealth typically found in business environments. Coverage includes recognition and measurement of such assets as cash, receivables, investments, inventories, plant assets, and intangible assets. Present value concepts in financial reporting are also emphasized.

Proposed Catalog Description:

ACCT 304 Intermediate Accounting I **3c-0l-3cr**
Prerequisite: Grade of C or better in ACCT 202
Primarily focuses on financial reporting for asset wealth typically found in business environments. Coverage includes recognition and measurement of such assets as cash, receivables, investments, inventories, plant assets, and intangible assets. Present value concepts in financial reporting are also emphasized.

Rationale: As the department continues to review and update its program requirements, it was determined that the original intent of ACCT 303 Financial Systems Analysis was to provide a bridge between ACCT 202 Accounting Principles II and ACCT 304 Intermediate Accounting I was not being satisfied and only created an additional course in the already extended accounting sequence. Students who enroll in ACCT 304 will not be disadvantaged by not having completed the course coverage in ACCT 303.

5. Department of Chemistry—Catalog Description Changes **APPROVED**

i. Current Catalog Description:

CHEM 101 College Chemistry I **3c-2l-4cr**
Basic principles and concepts of inorganic chemistry are developed from the standpoint of atomic and molecular structure with illustrative examples from descriptive chemistry. The laboratory portion of the course illustrates physical and chemical properties in a qualitative and quantitative manner. Designed for selected majors within the College of Health and Human Services.

Proposed Catalog Description:

CHEM 101 College Chemistry I **3c-2l-4cr**
Basic principles and concepts of inorganic chemistry are developed from the standpoint of atomic and molecular structure with illustrative examples from descriptive chemistry. The laboratory portion of the course illustrates physical and chemical properties in a qualitative and quantitative manner. This course is restricted to students enrolled in the Colleges of Health and Human Services, and Natural Sciences and Mathematics; others by permission. Some lecture and lab sections may be restricted to Nursing, Respiratory Care, Respiratory Therapist and Nuclear Medicine Technology majors. Some lab sections may be restricted to Nutrition and Dietetics Majors.

Rationale: The Registrars Office requested the clarification of the vague "selected majors" statement. CHEM 101 is a required course for a number of majors in the listed colleges, and the restriction ensures seats are available to these students. The "others by permission" ensures interested students also have an opportunity to register. For several years, the Chemistry department has been running separate lecture and/or lab sections for majors from the Nursing Department and Food and Nutrition Department, at the request of these departments.

ii. Current Catalog Description:

CHEM 102 College Chemistry II **3c-2l-4cr**
Prerequisite: CHEM 101
Basic fundamental principles and concepts of organic and biochemistry are developed. Deals primarily with structural features of organic compounds, the chemistry of functional groups, and practical examples and uses of organic compounds. The laboratory portion illustrates properties and reactions of representative organic compounds. Designed for selected majors within the College of Health and Human Services.

Proposed Catalog Description:

CHEM 102 College Chemistry II **3c-2l-4cr**
Prerequisite: CHEM 101
Basic fundamental principles and concepts of organic and biochemistry are developed. Deals primarily with structural features of organic compounds, the chemistry of functional groups, and practical examples and uses of organic compounds. The laboratory portion illustrates properties and reactions of representative organic compounds. This course is restricted to students enrolled in the Colleges of Health and Human Services, and Natural Sciences and Mathematics; others by permission. Some lecture and lab sections may be restricted to Nursing, Respiratory Care, Respiratory Therapist and Nuclear Medicine Technology majors. Some lab sections may be restricted to Nutrition and Dietetics Majors.

Rationale: The Registrars Office requested the clarification of the vague "selected majors" statement. CHEM 102 is a required course for a number of majors in the listed colleges, and the restriction ensures seats are available to these students. The "others by permission" ensures interested students also have an opportunity to register. For several years, the Chemistry department has been running separate lecture and/or lab sections for majors from the Nursing Department and Food and Nutrition Department, at the request of these departments.

iii. Current Catalog Description:

CHEM 111 General Chemistry I **3c-3l-4cr**
A lecture-discussion of principles of chemistry, including theory and applications. The lab illustrates principles discussed. Topics discussed include scientific measurements, simple definitions and concepts, the mole, stoichiometry, gas laws, electronic structure of the atom, bonding thermochemistry, and descriptive chemistry of the elements.

Proposed Catalog Description:

CHEM 111 General Chemistry I **3c-3l-4cr**
A lecture-discussion of principles of chemistry, including theory and applications. The lab illustrates principles discussed. Topics discussed include scientific measurements, simple definitions and concepts, the mole,

stoichiometry, gas laws, electronic structure of the atom, bonding thermochemistry, and descriptive chemistry of the elements. This course is restricted to students enrolled in the Colleges of Education and Educational Technology, Health and Human Services, and Natural Sciences and Mathematics; others by permission.

Rationale: The college restrictions are listed in Banner but not in the catalog description. The Registrar's Office asked us to make them match. "Others by permission" permits other interested students to register for the course.

iv. Current Catalog Description:

CHEM 112 General Chemistry II **3c-3l-4cr**
Prerequisite: CHEM 111
A continuation of General Chemistry I. Topics discussed include the solid and liquid state, solutions, kinetics, equilibria, acids and bases, solubility equilibria, thermodynamics, electrochemistry, and descriptive chemistry of the elements.

Proposed Catalog Description:

CHEM 112 General Chemistry II **3c-3l-4cr**
Prerequisite: CHEM 111 or 113
A continuation of General Chemistry I. Topics discussed include the solid and liquid state, solutions, kinetics, equilibria, acids and bases, solubility equilibria, thermodynamics, electrochemistry, and descriptive chemistry of the elements. This course is restricted to students enrolled in the Colleges of Education and Educational Technology, Health and Human Services, and Natural Sciences and Mathematics; others by permission.

Rationale: The college restrictions are listed in Banner but not in the catalog description. The Registrar's Office asked us to make them match. "Others by permission" permits other interested students to register for the course. CHEM 113, the freshman chemistry course for Chemistry majors, was added as a possible prerequisite to give students taking summer courses more flexibility.

v. Current Catalog Description:

CHEM 113 Concepts in Chemistry I **3c-3l-4cr**
Introductory course for Chemistry majors. This course is the first half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree program. Topics include atomic theory, an introduction to chemical reactions, stoichiometry, thermo- chemistry, chemical bonding, and molecular geometry, transition metal complexes, polymers and biomolecules.

Proposed Catalog Description:

CHEM 113 Concepts in Chemistry I **3c-3l-4cr**
Introductory course for Chemistry, Chemistry Education, Biochemistry, Geology and Science of Disaster Response majors. This course is the first half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree

program. Topics include atomic theory, an introduction to chemical reactions, stoichiometry, thermo-chemistry, chemical bonding, and molecular geometry, transition metal complexes, polymers and biomolecules.

Rationale: The catalog description is being changed to match the program descriptions for Biochemistry, Chemistry Education, Geology and Science of Disaster Response majors.

vi. Current Catalog Description:

CHEM 114 Concepts in Chemistry II **3c-3l-4cr**
Prerequisite: CHEM 111 or 113
An introductory course for chemistry majors. The second half of a two-semester sequence designed to provide the foundation of knowledge and laboratory techniques required to successfully complete a chemistry degree program. Topics include kinetic-molecular theory of gases, the liquid and the solid states, solution theory, kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry.

Proposed Catalog Description:

CHEM 114 Concepts in Chemistry II **3c-3l-4cr**
Prerequisite: CHEM 111 or 113
Introductory course for Chemistry, Chemistry Education, Biochemistry, Geology and Science of Disaster Response majors. This course is the second half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree program. Topics include kinetic-molecular theory of gases, the liquid and solid states, solution theory, kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry.

Rationale: The catalog description is being changed to match the program descriptions for Biochemistry, Chemistry Education, Geology and Science of Disaster Response majors.

vii. Current Catalog Description:

CHEM 255 Biochemistry and Nutrition **3c-0l-3cr**
Prerequisite: CHEM 102
For Home Economics majors; studies chemistry and biological function of biologically active compounds with respect to nutritional requirements.

Proposed Catalog Description:

CHEM 255 Biochemistry and Nutrition **3c-0l-3cr**
Prerequisite: CHEM 102
For Nutrition and Dietetics majors. Studies chemistry and biological function of biologically active compounds with respect to nutritional requirements.

Rationale: Home Economics no longer exists. The course is intended for Food and Nutrition majors, and is listed in the Nutrition/Dietetics Track and Nutrition/ Nutrition Track program descriptions as a required course.

viii. Current Catalog Description:

CHEM 301 Introduction to Chemical Research 1c-0l-1cr
A discussion of current technical literature and current research problems of faculty. Lectures by outside chemists and student presentations will be included. Open to junior or senior Chemistry majors and to others by permission of the chairperson.

Proposed Catalog Description:

CHEM 301 Introduction to Chemical Research 1c-0l-1cr
Prerequisite: CHEM 231
A discussion of current technical literature and current research problems of faculty. Lectures by outside chemists and student presentations will be included. Open to junior or senior Chemistry, Chemistry Education and Biochemistry majors and to others by permission of the chairperson.

Rationale: The course should be open to Chemistry, Chemistry Education and Biochemistry majors not just Chemistry majors. CHEM 231 should be the prerequisite to make sure that students are adequately prepared for this research class.

ix. Current Catalog Description:

CHEM 323 Analytical Methods 3c-4l-4c
Prerequisite: CHEM 112 and non-chemistry major
Principles of precipitation, acid-base, oxidation-reduction, and equilibria are applied to problem solving and to laboratory determinations; instrumental methods of analysis, such as colorimetry, atomic absorption and flame emission, gas chromatography, etc.

Proposed Catalog Description:

CHEM 323 Analytical Methods 3c-4l-4cr
Prerequisite: CHEM 112 or 114 and non-Chemistry or non-Chemistry-Education major
Principles of precipitation, acid-base, oxidation-reduction, and equilibria are applied to problem solving and to laboratory determinations; instrumental methods of analysis, such as colorimetry, atomic absorption and flame emission, gas chromatography, etc.

Rationale: CHEM 114 is a suitable prerequisite for this course. Biochemistry majors will take CHEM 114 and are required to take CHEM 323, so this change is in keeping with the Biochemistry program description. Since Chemistry Education majors must take the same courses as chemistry majors, they are added into the restriction.

x. Current Catalog Description:

CHEM 340 Physical Chemistry for the Biological Sciences 3c-0l-3cr
Prerequisites: MATH 122 or 124 or 128, and PHYS 112 or 132; CHEM 232
A one-semester course for Biochemistry and Biology majors. Chemical thermodynamics, equilibria, kinetics; quantum mechanics; and spectroscopy especially as applied to biomechanical systems.

Proposed Catalog Description:

CHEM 340 Physical Chemistry for the Biological Sciences 3c-0l-3cr
Prerequisites: MATH 122 or 225, and PHYS 112 or 132; CHEM 232
A one-semester course for Biochemistry and Biology majors. Chemical thermodynamics, equilibria, kinetics; quantum mechanics; and spectroscopy especially as applied to biomechanical systems.

Rationale: Changes to prerequisites are prompted by recent changes by the Math department to the calculus courses MATH 123 & 124 to MATH 125, 126 and 225. MATH 128 was dropped as a prerequisite because it is no longer offered.

xi. Current Catalog Description:

CHEM 341 Physical Chemistry I 4c-0l-4cr
Prerequisites: MATH 122, 124 or 128 and PHYS 112 or 132; CHEM 112 or 114
Chemical thermodynamics with applications to solutions, phase, and chemical equilibria- kinetic theory.

Proposed Catalog Description:

CHEM 341 Physical Chemistry I 4c-0l-4cr
Prerequisites: MATH 122 or 225, and PHYS 112 or 132; CHEM 112 or 114
Chemical thermodynamics with applications to solutions, phase, and chemical equilibria-kinetic theory.

Rationale: Changes to prerequisites are prompted by recent changes by the Math Department to the calculus courses MATH 123 & 124 to MATH 125, 126 and 225. MATH 128 was dropped as a prerequisite because it is no longer offered.

xii. Current Catalog Description

CHEM 343 Physical Chemistry Laboratory I 0c-3l-1cr
Prerequisites: CHEM 321, 341
Experiments illustrating application of fundamental laws to actual systems. (Writing intensive course)

Proposed Catalog Description:

CHEM 343 Physical Chemistry Laboratory I 0c-3l-1cr
Prerequisites: CHEM 321; must be taken after or concurrent with CHEM 341
Experiments illustrating application of fundamental laws to actual systems. (Writing intensive course)

Rationale: Students generally take CHEM 341 (Physical Chemistry I Lecture) and CHEM 343 (Physical Chemistry laboratory I) concurrently. Changing the pre-requisite removes the need to give overrides during scheduling.

xiii. Current Catalog Description

CHEM 344 Physical Chemistry Laboratory II **0c-3l-1cr**
Prerequisites: CHEM 342, 343
An extension of Physical Chemistry Laboratory I; experiments related to chemical kinetics, molecular spectroscopy and other topics of physical chemistry.

Proposed Catalog Description:

CHEM 344 Physical Chemistry Laboratory II **0c-3l-1cr**
Prerequisites: CHEM 343; must be taken after or concurrent with CHEM 342
An extension of Physical Chemistry Laboratory I; experiments related to chemical kinetics, molecular spectroscopy and other topics of physical chemistry.

Rationale: Students generally take CHEM 342 (Physical Chemistry II Lecture) and CHEM 344 (Physical Chemistry laboratory II) concurrently. Changing the pre-requisite removes the need to give overrides during scheduling.

xiv. Current Catalog Description:

CHEM 493 Internship in Chemistry **var-4-9cr**
Prerequisites: CHEM 113, 114, 231, 232, 321, 341 and departmental approval
Full-time involvement in an actual "on-the-job" situation in an industrial or research laboratory under the tutelage of a selected preceptor. A department faculty member will work closely with the student and preceptor and will assume responsibility for making the final evaluation and assigning a grade

Proposed Catalog Description:

CHEM 493 Internship in Chemistry **var-4-9cr**
Prerequisites: CHEM 111 or 113, CHEM 112 or 114, and CHEM 231, 232, 321, 341, Junior status, and departmental approval
Full-time involvement in an actual "on-the-job" situation in an industrial or research laboratory under the tutelage of a selected preceptor. A department faculty member will work closely with the student and preceptor and will assume responsibility for making the final evaluation and assigning a grade.

Rationale: CHEM 111 and 112 are added as prerequisites, as these may have been taken by students who become Chemistry majors after their freshman year. Junior status is a course restriction that the Registrar's Office has asked us to incorporate into the catalog description.

6. Department of Music—Course Revision **APPROVED**

Current Catalog Description:

MUSC 110 Fundamentals of Theory **3c-01-3cr**
Rudiments of materials; harmonic, melodic, rhythmic, and basic formal procedures of the common practice period including pitch reading, interval construction, scales and modes.

Proposed Catalog Description:

MUSC 110 Fundamentals of Theory **3c-01-3cr**
Rudiments of materials; harmonic, melodic, rhythmic, and basic formal procedures of the common Practice period including pitch reading, interval construction, scales and modes.

Rationale: Due to time and resource issues, it is no longer practical nor possible to offer this rudimentary course in music theory during the regular school term. This revised course will be offered instead via Distance Education during the summer prior to the student's first semester on campus. With this change in delivery method, the previous syllabus of record has been modified to be more appropriate for distance education. The major change in the revised course is a reduction of course objectives, a more detailed course outline, and the addition of melodic composition.

7. Department of Chemistry—Course Deletion **APPROVED**

Course to be deleted: CHEM 116 Basic Inorganic Chemistry **3c-2l-3cr**

Rationale: The contents of CHEM 116 were incorporated into CHEM 214 Intermediate Inorganic Chemistry, which was recently created in response to changes in standards by our professional accrediting body, the American Chemical Society.

8. Department of Safety Sciences—Course Revisions **APPROVED**

a. Current Catalog Description:

SAFE 212 Hazard Prevention Management I **3c-01-3cr**
Prerequisite: SAFE 101
Designed to teach the fundamental concepts involved in the management of safety programs. Basic safety management terminology, safety professional code of ethics, fleet safety and product safety are discussed. The class will also discuss worker's compensation management as well as workplace violence. Development of safety programs to meet applicable standards such as OSHA, ANSI and ISO 14000 and 18001 will be stressed.

Proposed Catalog Description:

SAFE 212 Hazard Prevention Management I **3c-01-3cr**
Prerequisite: SAFE 101
Designed to teach the fundamental concepts involved in the management of safety programs. Basic safety management terminology, safety professional code of ethics, fleet safety and product safety are discussed. The class will also discuss risk management, worker's compensation as well as workplace violence.

Rationale: The Department Curriculum Committee recognized that with the changes to SAFE 412 from 4 credits to 3 starting in the Fall 2008 semester there was a need to revisit the content and objectives for both of the Hazard Prevention Management courses in our curriculum (SAFE 212 and 412). In addition, a review of program outcomes assessment in both spring 07 and fall 07 identified a need to improve our assessment results in the areas of hazard prevention management in SAFE 212.

b. Current Catalog Description:

SAFE 412 Hazard Prevention Management II **2c-31-3cr**
Prerequisites: MATH 217 and MGMT 311
Examine various safety management techniques to identify and prevent the occurrence of hazardous behavior and conditions. Develop methods capable of extracting accurate, meaningful data, methods of collecting, codifying and processing hazard and loss incident information, and utilizing data retrieval systems to be used in cost/benefit decision-making for hazard prevention, safety program and performance evaluation.

Proposed Catalog Description:

SAFE 412 Hazard Prevention Management II **2c-31-3cr**
Prerequisite: SAFE 212
Designed to teach a systems-based approach to managing safety programs, hazards, and risk. Emphasis will be placed on understanding proactive approaches to conducting pre-hazard and life-cycle safety analyses of activities / operations and developing safety system documentation (e.g., policies, objectives, goals, performance measures, plans, committee charters, safety procedures, work procedures, audit plans, and accident investigation reports).

Rationale: With the changes to SAFE 212 there was a need to revisit the content and objectives for SAFE 412. In addition, a review of program outcomes assessment in spring 07 and fall 07 identified a need to improve our assessment results in the areas of hazard prevention management. MATH 217 was removed as a prerequisite because at one time this course had a variety of statistical tools as part of safety program evaluation. Over the years this focus has lessened to the point where faculty did not believe MATH 217 needed to be a prerequisite. MGMT 311 was removed because our transfer students (50%) typically take this course the same semester as SAFE 412. This does not present a problem in SAFE 412 because the behavioral aspects of this course are not covered until the end of the semester. Both MATH 217 and MGMT 311 remain in the program.

9. Department of Technology Support and Training-Program Revision **APPROVED**

Current Program:

Bachelor of Science in Education-Business Education (*)(1)
Liberal Studies: As outlined in Liberal Studies section with the following specifications: **51**
Mathematics: MATH 101 or higher
Social Science: ECON 121, PSYC 101
Natural Science: Option I recommended
Liberal Studies Electives: 6cr, ECON 122, MATH, no courses with BTED prefix
College:
Professional Education Sequence: **29**

BTED 311	Methods and Evaluation in Business and Information Technology I	3cr
BTED 312	Methods and Evaluation in Business and Information Technology II	3cr
EDEX 301	Education of Student with Disabilities in Inclusive Secondary Settings	3cr
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

Proposed Program:

Bachelor of Science in Education–Business Education (*)(1)
Liberal Studies: As outlined in Liberal Studies section with the following specifications: **51**
Mathematics: MATH 115
Social Science: ECON 121, PSYC 101
Natural Science: Option I recommended
Liberal Studies Electives: 6cr, ECON 122, MATH 214, no courses with BTED prefix
College:
Professional Education Sequence: **29**

BTED 311	Methods and Evaluation in Business and Information Technology I	3cr
BTED 312	Methods and Evaluation in Business and Information Technology II	3cr
EDEX 301	Education of Student with Disabilities in Inclusive Secondary Settings	3cr
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

Major:		**40**
Required Courses		
Business Education Core		22cr
ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTED 309	Keyboarding for Educators	1cr
BTST 105	Introduction to Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MKTG 320	Principles of Marketing	3cr
Select from one of the following two certification options:		
Business, Computer, and Information Technology Certification:		18cr
BTED/COSC/IFMG 101	Microbased Computer Literacy	3cr
BTED 370	Technology Applications for Education	3cr
BTST 273	Hardware Support Solutions	3cr
BTST 310	Telecommunications	3cr
BTST 383	Microcomputer Software Solutions	3cr
BTST 401	Web Design	3cr
Marketing Education Certification: (3)		18cr
BTED/COSC/IFMG 101	Microbased Computer Literacy	3cr
DEDU 413	Methods and Evaluation in Marketing Education	3cr
MKTG 433	Advertising	3cr
MKTG 435	Professional Selling and Sales Information Management	3cr
MKTG 436	Retail Management	3cr
MKTG XXX	Marketing Elective (Advisor Approved)	3cr
Total Degree Requirements:		**120**

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education" in the College of Education and Educational Technology section of this catalog

(1) According to Pennsylvania Commonwealth guidelines, students must be certified K-12 and not in separate areas. An exception is Marketing Education.

(2) Students electing preparation for Marketing certification are not required to take BTED 312.

(3) Students can transfer credit another regionally accredited institution.

(#) See advisory paragraph "Timely Completion of Degree Requirement" in the section on Requirements for Graduation

Major:		**40**
Required Courses		
Business Education Core		22cr
ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTED 309	Keyboarding for Educators	1cr
BTST 105	Introduction to Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MKTG 320	Principles of Marketing	3cr
Select from one of the following two certification options:		
Business, Computer, and Information Technology Certification: (4)		18cr
BTED/COSC/IFMG 101	Microbased Computer Literacy	3cr
BTED 370	Technology Applications for Education	3cr
BTST 273	Hardware Support Solutions	3cr
BTST 310	Telecommunications	3cr
BTST 383	Microcomputer Software Solutions	3cr
BTST 401	Web Design	3cr
Marketing Education Certification: (4)		18cr
BTED/COSC/IFMG 101	Microbased Computer Literacy	3cr
DEDU 413	Methods and Evaluation in Marketing Education	3cr
MKTG 433	Advertising	3cr
MKTG 435	Professional Selling and Sales Information Management	3cr
MKTG 436	Retail Management	3cr
MKTG XXX	Marketing Elective (Advisor Approved)	3cr
Total Degree Requirements:		**120**

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education" in the College of Education and Educational Technology section of this catalog

(1) According to Pennsylvania Commonwealth guidelines, students must be certified K-12 and not in separate areas. An exception is Marketing Education.

(2) Students electing preparation for Marketing certification are not required to take BTED 312.

(3) BTED 309 Keyboarding for Educators (1 cr) or advisor approved elective.

(4) Students can transfer credit from another regionally accredited institution.

(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation

Rationale: The Pennsylvania State Department of Education is encouraging teacher education programs to more closely reflect the curriculum of the specialized program which it is housed. Currently all business majors except for business education majors are required to take MATH 115 and MATH 214. The change in mathematics requirements will bring the business education program in alignment with the Eberly College of Business and Information Technology requirements. BTED 309 will include a comment for substitution of an advisor approved elective based on the student's previous background with keyboarding.

10. Department of Health and Physical Education—Catalog Description Changes and Concentration to Stand Alone Major **APPROVED**

a. Catalog Description Change:

Current Approved 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 program in health and physical education that leads to the Bachelor of Science in Education degree with potential certification to teach in the Commonwealth of Pennsylvania
4. Bachelor of Science degree in Physical Education and Sport which includes programs in Aquatics, Athletic Training, Exercise Science, and Sport Administration
5. Certification program in Driver Education

Bachelor of Science Degree–Physical Education and Sport

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

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

This program of study is designed to provide students with the knowledge and skills necessary to assume 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

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 program of study to prepare for graduate education in such areas as exercise physiology, physical and occupational therapy, and other allied health programs.

Sport Administration
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.

Athletic Training
IUP's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. This program 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 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, 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.

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
3. an undergraduate program in health and physical education that leads to the Bachelor of Science in Education degree with potential certification to teach in the Commonwealth of Pennsylvania
4. Bachelor of Science degree in Physical Education and Sport which includes programs in Aquatics, Exercise Science, and Sport Administration
5. Bachelor of Science degree in Athletic Training
6. Certification program in Driver Education

Bachelor of Science Degree–Physical Education and Sport

The Bachelor of Science degree with a major in Physical Education and Sport provides greater emphasis on sport science subject matter/content and less on pedagogy. Students who select this degree program generally apply their knowledge in the areas of exercise science, community and corporate fitness, cardiac rehabilitation, sport industry management, and/or executive fitness programming. The physical education and sport degree program is a non-teacher certification program. Students pursuing this degree may be required to purchase a personal liability insurance policy and obtain certain clearances before beginning the preprofessional experience, the internship, or any other field experience on or off campus.

Three 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.

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This program of study is designed to provide students with the knowledge and skills necessary to assume 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.

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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 program of study to prepare for graduate education in such areas as exercise physiology, physical and occupational therapy, and other allied health programs.

Sport Administration
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.

Bachelor of Science Degree-Athletic Training
IUP's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. This program 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 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, 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.

b. Degree Title Change – from Concentration to Stand Alone Major
Current Program Title:

Bachelor of Science—Physical Education and Sport—Athletic Training

Proposed Program Title:

Bachelor of Science—Athletic Training

Rationale: This change is needed in order to meet specific standards for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). Their rationale/interpretation of the standards is: "*Athletic Training, with no qualifiers or other attachments/majors, must be listed in the main heading/listing of majors. It may not be listed as a sub-major or specialization under any other major; for example, if Physical Education is the main heading, and Athletic Training is listed under that main heading/major, it is not a major by CAATE standards. The same verification procedure may be used with the University catalog. Athletic Training, with no qualifiers, was the allied health profession recognized by the American Medical Association in the early 1990s, like Physician Assistant or Speech Pathology, and just like this recognition, there is no need for qualification of the academic major that prepares Athletic Trainers.*" In addition, all candidates for certification must submit proof of graduation from a CAATE accredited program prior to being allowed to sit for the national certification examination. Therefore, it is imperative that IUP maintain accreditation with the CAATE in order to guarantee the eligibility of our graduates for national certification. The PASSHE has sent support that this can be changed—it still needs to be approved by the Board of Governors.

11. Department of Marketing—Course Revisions **APPROVED**

i. Current Catalog Description:

MKTG 434 Marketing Logistics **3c-0l-3cr**
Prerequisites: Junior/senior standing, MKTG 320 and MGMT 330
Focuses on planning, organizing, and controlling the marketing logistics function. In addition to the acquisition and application of management science methods, students integrate and apply previously gained knowledge to analyze and solve complex marketing logistics problems. Areas of major concentration include facility location, transportation, inventory management, and customer service.

Proposed Catalog Description:

MKTG 434 Marketing Logistics **3c-0l-3cr**
Prerequisites: Junior/senior standing, MKTG 320 and MGMT 330
Focuses on planning, organizing, and controlling the marketing logistics function. In addition to the acquisition and application of management science methods, students integrate and apply previously gained knowledge to analyze and solve complex marketing logistics problems. Areas of major concentration include facility location, transportation, inventory management, and customer service.

Rationale: Course revision to make course dual level.

ii. Current Catalog Description:

MKTG 439 Internet Marketing **3c-0l-3cr**
Prerequisite: MKTG 320
Presents a strategic framework for developing marketing strategies on the Internet. Extends the marketing mix framework to e-commerce using current theories and applications in on-line product, on-line pricing, web-based marketing communication, and distribution strategies. Other topics include marketing research on the Internet, electronic retailing, Internet-based customer relationship management, and legal-ethical dimensions of e-marketing. Students use Internet-based on-line marketing cases.

Proposed Catalog Description:

MKTG 439 Internet Marketing **3c-0l-3cr**
Prerequisite: MKTG 320
Presents a strategic framework for developing marketing strategies on the Internet. Extends the marketing mix framework to e-commerce using current theories and applications in on-line product, on-line pricing, web-based marketing communication, and distribution strategies. Other topics include marketing research on the Internet, electronic retailing, Internet-based customer relationship management, and legal-ethical dimensions of e-marketing. Students use Internet-based on-line marketing cases.

Rationale: Course revision to make course dual level.

12. Department of Management—Course Revisions, Catalog Description Changes, Title Change, and New Courses **APPROVED**

a. Course Revisions:

i. Current Catalog Description:

MGMT 400 Compensation Management **3c-0l-3cr**
Prerequisite: MGMT 300
Studies the policies and programs that help managers design and administer compensation systems for private and public sector enterprises. Includes motivation theories and practice designing of compensation systems.

Proposed Catalog Description:

MGMT 400 Compensation Management **3c-0l-3cr**
Prerequisite: MGMT 300
Studies the policies and programs that help managers design and administer compensation systems for private and public sector enterprises. Includes motivation theories and practice designing of compensation systems.

ii. Current Catalog Description:

MGMT 401 Management Development and Training **3c-0l-3cr**
Prerequisites: MGMT 300, 310
Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in a business enterprise. Methods of improving and development of managerial skills are emphasized.

Proposed Catalog Description:

MGMT 401 Management Development and Training **3c-0l-3cr**
Prerequisites: MGMT 300, 310
Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in a business enterprise. Methods of improving and development of managerial skills are emphasized.

iii. Current Catalog Description:

MGMT 403 Small Business Planning **3c-0l-3cr**
Prerequisites: ACCT 300, BTED/COSC/IFMG 101, MGMT 325
Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. Introduces the concepts which support the development of an effective business plan.

Proposed Catalog Description:

MGMT 403 Small Business Planning **3c-0l-3cr**
Prerequisites: ACCT 300, BTED/COSC/IFMG 101, MGMT 325
Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. Introduces the concepts which support the development of an effective business and marketing plan.

iv. Current Catalog Description:

MGMT 405 Organizational Staffing **3c-0l-3cr**
Prerequisites: MATH 214, MGMT 300
Focuses on the theoretical, technical, administrative, and legal issues involved in the recruitment, selection, placement, and promotion of individuals by organizations. Includes human resource planning, job analysis, job description and specifications, recruitment, selection process, equal employment opportunity and affirmative action, reliability and validity of selection instruments and techniques, and contemporary issues in selection. (Offered as MGMT 305 prior to 2005-06)

Proposed Catalog Description:

MGMT 405 Organizational Staffing **3c-0l-3cr**
Prerequisites: MATH 214, MGMT 300
Focuses on the “staffing” or “employment” subsystem of the human resource management function and deals with the theoretical, technical, administrative, and legal issues involved in the recruitment, selection, placement, transfer and promotion of individuals by organizations. Includes human resource planning, job analysis, job descriptions and specifications, recruitment and selection process, equal employment opportunity and affirmative action, reliability and validity of selection instruments and techniques, and contemporary issues in selection. (Offered as MGMT 305 prior to 2005-06)

v. Current Catalog Description

MGMT 434 Quality Management **3c-0l-3cr**
Prerequisite: MATH 214
Emphasizes the philosophy that quality is an organization wide phenomenon that influences every aspect of its operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization. (Offered as MGMT 334 prior to 2005-06)

Proposed Catalog Description:

MGMT 434 Quality Management **3c-0l-3cr**
Prerequisite: MATH 214
Emphasizes the philosophy that quality is an organization wide phenomenon that influences every aspect of its operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization. (Offered as MGMT 334 prior to 2005-06)

vi. Course Revision, Catalog Description Change, and Title Change

Current Catalog Description:

MGMT 437 Operations Management System **3c-0l-3cr**
Prerequisite: MGMT 330
A theoretical and practical understanding of manufacturing and service planning and control, including systems modeling, purchasing and sourcing, information and control including MPS, MRP, and MRP-II, scheduling, etc. Manufacturing and service technologies and trends are also emphasized. Computer applications are used for understanding the interrelationships between various components of operations system.

Proposed Catalog Description:

MGMT 437 Supply Chain Management **3c-0l-3cr**
Prerequisite: MGMT 330
Deals with the design and evaluation of supply chain systems with a focus on strategic and technological issues. These concepts will be developed through exploration of contemporary practices, case studies, research, as well as analytical frameworks of Supply Chain Management. Theoretical and practical understanding of manufacturing and service planning and control, including systems modeling, purchasing and sourcing, logistics, strategic alliances, inventory management, scheduling, etc. Manufacturing and service technologies and trends are also emphasized. Computer applications are used for understanding the interrelationships between various components of Operations System.

Rationale: The course title and description are changing to reflect newer industry terminology.

vii. Course Revision and Catalog Description Change

Current Catalog Description:

MGMT 451 International Management **3c-0l-3cr**
Prerequisite: MGMT 310
Provides a general foundation on managing multinational corporations (MNCs). Examines the macro- and structural-level issues of MNCs. Focuses on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. (Offered as MGMT 351 prior to 2005-06)

Proposed Catalog Description:

MGMT 451 International Management **3c-0l-3cr**
Prerequisite: MGMT 310
Focuses on the complex role of multinational corporations (MNCs) in today's global economy. Offers an in depth perspective on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. Reviews research in the field, including current issues, trends, and practices. (Offered as MGMT 351 prior to 2005-06)

Rationale: The catalog description is being updated.

viii. Course Revision and Catalog Description Change

Current Catalog Description:

MGMT 452 Comparative Management **3c-0l-3cr**
Prerequisite: MGMT 350
The study of the similarities and differences among managers, management practices, and organizations in different cultures. A variety of comparative management systems, models, and theories are presented, and research findings are examined.

Proposed Catalog Description:

MGMT 452 Comparative Management **3c-0l-3cr**
Prerequisite: MGMT 310
An intensive, comparative study of management and organization across the globe. A variety of comparative management systems, models, and theories are presented, and research findings are examined.

Rationale: The catalog description is being updated, perquisite is being changed, and objectives were rewritten.

ix. Current Catalog Description:

MGMT 454 International Competitiveness **3c-3l-3cr**
Prerequisite: MGMT 350
The study of the most important challenges that face nations and firms alike in gaining or restoring competitiveness. Focuses on factors that determine the success of nations and their firms in highly dynamic world markets. Various theories, models, and cases dealing with competitive advantage are examined.

Proposed Catalog Description:

MGMT 454 International Competitiveness **3c-3l-3cr**
Prerequisite: MGMT 310
Focuses on how nations and firms seek to improve or sustain their competitive positions in a changing global marketplace. It explores a wide range of contemporary topics such as global economic challenges and trade

interdependence, emerging forms of business organizations, and the logic for competing globally. Environments are addressed. Various theories, models, and cases dealing with competitive advantage are examined.

Rationale: All course revisions to make course dual level. Some catalog descriptions have been updated.

b. New Courses:

MGMT 471 Organizational Launch and New Venture Development 3c-3l-3cr
Prerequisite: MGMT 310
Student teams write and present business plans for new ventures. The emphasis of this intensively interactive and uniquely structured course is on applying concepts and techniques studied in various functional areas to the new venture development environment. In preparing the business plan, students learn to screen for effective venture ideas, identify and define the fundamental issues relevant to the new venture, identify the venture's market niche and define its business strategy, and determine what type of financing should be raised—how, when, by whom and how much. A solid understanding of business basics is required. Actual business plans are used to address these issues.

MGMT 472 Organizational Entrepreneurship 3c-01-3cr
Prerequisite: MGMT 275 or MGMT 310
Explores the theories related to intrapreneurship and managing innovation and technology. This course is theory based but practice-oriented. Through case discussions, students will learn how to apply the analytical tools of strategic management and organizational theory to address important challenges faced by today's managers.

Rationale: These classes will be elective courses for undergraduate majors and required courses for the MBA Entrepreneurship concentration.

13. Department of Special Education and Clinical Services—Program Revisions, Catalog Description Changes, Program Name Changes, New Courses and Course Revisions

APPROVED

a. New Courses for Special Education:

i. EDEX 409 Instructional Strategies for Gifted Learners 3c-01-3cr
Prerequisite: EDSP 102
Participants will explore issues of excellence and equity in gifted education; examine the unique characteristics of gifted learners; become oriented to the differentiation process; explore predispositions and behaviors of effective gifted teachers; and become acquainted with specific strategies for meeting the learning needs of gifted students.

Rationale: This course provides new content specifically addressing the unique needs of gifted learners. As professionals in training, undergraduate and graduate students in the College of Education are expected to develop skills and competencies in meeting individual students' needs. The needs of the gifted population are often overlooked in the classroom, as these students are expected to work independently and achieve. This course addresses the research-based instructional strategies proven to assist students in the gifted range of functioning to fulfill their full academic potential.

ii. EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury 3c-0l-3cr

Prerequisites: Successful completion of Step I of the Three Step Process, a dual major in Disability Services/Sociology or a minor in EDEX.

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. The course will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and electronic format.

iii. EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities 3c-0l-3cr

Prerequisite: Successful completion of Step I of the Three Step Process, a dual major in Disability Services/Sociology or a minor in EDEX

Focuses on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/multiple disabilities and other health impairments. Definitions, population characteristics, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.

Rationale: These two courses will be a requirement in three programs within the department. They will be required in the major sequences of both the Special Education Program and the Disability Services Program. They will be electives in the Special Education Minor curriculum sequence.

b. Course Revision for Special Education:

Current Catalog Description:

EDEX 751 Vocational Preparation and Transition for Youth with Disabilities 3cr.

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to eventual employment.

Proposed Catalog Description:

EDEX 458 Transition for Youth with Disabilities 3c-0l-3cr

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Transition service elements are, at a minimum, postsecondary education and training, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

Rationale: EDEX 751 is being revised to be dual level EDEX 458/558 and added to the undergraduate Special Education Program curriculum sequence. This change is being made to address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12 certification into a two certifications, K-6 and 7-12. Adding EDEX 458 Vocational Preparation & Transition for Youth with Disabilities would provide needed content for the 7-12 certification option. The

three credits necessary to add this course to the curriculum sequence would come from the five free electives available in the current curriculum sequence.

c. Revision of the Catalog Description for the Minor, Name Change, and Revision of the Minor

Current Catalog Description:

Minor–Education of Exceptional Persons
Completion of the minor in Education of Exceptional Persons will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities, and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings, and transition planning.

The minor is an 18-credit program with 3 required and 15 elective credits. The required credits are met through enrollment in EDEX 111. This course will provide essential information regarding IDEA (PL 105-17) as well as an overview of the field of Special Education, thus allowing the minor candidate to select a more focused area of concentration.

This minor would be of interest to Sociology, Psychology, Child Development and Family Relations, Criminology, and Secondary Education majors who are interested in interacting or working with individuals with disabilities. This minor can also provide a foundation of study for the pursuit of teacher certification in Special Education at the postbaccalaureate or graduate levels. To be accepted into the minor, a student must have a minimum 2.5 cumulative GPA.

Proposed Catalog Description:

Minor—Special Education
Completion of the minor in Special Education will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings and transition planning.

The minor in Special Education is an 18-semester hour program with 3 required semester hours and 15 elective semester hours. The required semester hours are met through enrollment in EDEX 111 Introduction to Exceptional Children. This course will provide essential information regarding IDEA (PL 105-17) as well as an overview of the field of Special Education thus allowing the minor candidate to select a more focused area of concentration.

This minor would be of interest to Sociology, Psychology, Child and Family Studies, Criminology and Secondary Education majors who are interested in interacting or working with individuals with disabilities. This minor can also provide a foundation of study for the pursuit of teacher certification in Special Education at

the post baccalaureate or graduate levels. To be accepted into the minor a student must have a minimum 2.5 cumulative GPA.

Current Program:

Minor—Education of Exceptional Persons			**18**
Required Course:			3
EDEX 111	Introduction to Exceptional Persons	3cr	
Controlled Electives: Five courses from the following:			15
EDEX 112	Typical and Atypical Growth and Development	3cr	
EDEX 340	Introduction to Behavior Management in Special Education	3cr	
EDEX 415	Preschool Education for Children with Disabilities	3cr	
EDEX 416	Education of Persons with Emotional or Behavioral Disorders	3cr	
EDEX 417	Education of Persons with Mental Retardation or Developmental Disabilities	3cr	
EDEX 418	Education of Persons with Physical or Multiple Disabilities	3cr	
EDEX 419	Education of Persons with Brain Injuries or Learning Disabilities	3cr	
EDEX 460	Family Perspectives on Disability	3cr	

Proposed Program:

Minor—Special Education			**18**
Required Course:			3
EDEX 111	Introduction to Exceptional Persons	3cr	
Controlled Electives: Five courses from the following:			15
EDEX 112	Typical and Atypical Growth and Development	3cr	
EDEX 340	Introduction to Behavior Management in Special Education	3cr	
EDEX 415	Preschool Education for Children with Disabilities	3cr	
EDEX 458	Vocational Preparation and Transition for Youth with Disabilities	3cr	
EDEX 460	Family Perspectives on Disability	3cr	
EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury	3cr	
EDEX 478	Education of Persons with Physical or Multiple Disabilities	3cr	

Rationale: The current program name 'Education of Exceptional Persons" was adopted in 1993 to appease the Council for Exceptional Children during the NCATE accreditation process. At that time socio-political influences favored the use of more person sensitive terminology. Programs using the traditional moniker of "Special Education" were encouraged to adopt a more politically correct name. Since that time, the pendulum has swung back, and we are finding that the political correctness of old is misleading to current day potential students as well as counselors in our own Admissions office. Therefore, a simpler, more descriptive and straight forward name of Special Education is preferred.

Two new courses, EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury and EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities and Physical or Multiple Disabilities, have been created through the merging of EDEX 416 Education of Persons with Emotional or Behavioral Disorders and EDEX 419 Education of Persons with Brain Injury or Learning

Disabilities (EDEX 469) and EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities and EDEX 418 Education of Persons with Physical or Multiple Disabilities.

EDEX 478 is created because most special education programs typically offer two characteristics courses, one in low incidence disabilities and one in high incidence disabilities. We have historically offered two low incidence disability and two high incidence disability courses. By blending our four courses into two we have kept pace with current curricular practice and as a result have freed 6 credits in the Special Education Program curriculum that could be used to create a more marketable and competitive program.

EDEX 458/558 Vocational Preparation and Transition for Youth with Disabilities is a redesignation of EDEX 751. This change is being made to address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12 certification into a two certifications, K-6 and 7-12. The three credits necessary to add this course come from the five free electives.

d. Program Revision for Disability Services

Current Program:

Bachelor of Science-Disability Services

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	**48**
Mathematics: 3cr.	
Social Sciences: PSYC 101, SOC 151	
Liberal Studies Electives: No course with EDEX, EDHL, SPLP, ELED, or ECED prefixes	
Major:	
Required Courses:	
EDEX 111 Introduction to Exceptional Persons	
EDEX 112 Typical and Atypical Growth and Development	
EDEX 222 Methods of Teaching Reading to Persons with Disabilities	
EDEX 340 Introduction to Behavior Management in Special Education	
EDEX 415 Preschool Education for Children with Disabilities	
EDEX 460 Family Perspectives on Disability	
EDEX 493 Internship/Field Training	
EDHL 114 Introductions to Deaf & Hard-of-Hearing Persons	
EDHL 115 Introduction to American Sign Language	
SPLP 254 Classroom Management of Language Disorders	
Two of the following four courses:	
EDEX 416 Education of Persons with Emotional or Behavioral Disorders	
EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities	
EDEX 418 Educations of Persons with Physical or Multiple Disabilities	
EDEX 419 Educations of Persons with Brain Injuries or Learning Disabilities	
Other Requirements:	**6**
Professional Sequence:	
EDEX 103 Special Education Technology *or* COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr
Free Electives: (1) Students may use these 23 credits toward study of a minor discipline and/or as free electives.	**23**
Total Degree Requirements:	**120**

Proposed Program:

Bachelor of Science –Disability Services

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	**48**
Mathematics: 3cr	
Social Sciences: PSYC 101, SOC 151	
Liberal Studies Electives: No course with EDEX, EDHL, SPLP, ELED, or ECED prefixes	
Major:	
Required Courses:	**46**
EDEX 111 Introduction to Exceptional Persons	3cr
EDEX 112 Typical and Atypical Growth and Development	3cr
EDHL 114 Introductions to Deaf & Hard-of-Hearing Persons	3cr
EDHL 115 Introduction to American Sign Language	1cr
SPLP 254 Classroom Management of Language Disorders	3cr
EDEX 222 Methods of Teaching Reading to Persons with Disabilities	3cr
EDEX 340 Introduction to Behavior Management in Special Education	3cr
EDEX 415 Preschool Education for Children with Disabilities	3cr
EDEX 458 Vocational Preparation and Transition for Youth with Disabilities	3cr
EDEX 460 Family Perspectives on Disability	3cr
EDEX 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities or Brain Injury	3cr
EDEX 478 Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities	3cr
EDEX 493 Internship/Field Training	12cr
Other Requirements:	**6**
Professional Sequence:	
EDEX 103 Special Education Technology *or* COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr
Free Electives: (1) Students may use these 20 credits toward study of a minor discipline and/or as free electives.	**20**
Total Degree Requirements:	**120**

(1) It is recommended that students pursue minor studies in one of the following minor tracks: Child Development/Family Relations, Deaf Studies, Educational Psychology, Psychology or Sociology	(1) It is recommended that students pursue minor studies in one of the following minor tracks: Child and Family Studies (18cr), Deaf Studies (18cr), Educational Psychology(15cr), Psychology (18cr)or Sociology (18cr)

Rationale: The reason the Disability Services Program is undergoing a curriculum change is directly related to the changes being made in the Education of Exceptional Persons Program. Because the four characteristics courses (EDEX 416, EDEX 417, EDEX 418 and EDEX 419) currently in the Education of Exceptional Persons Program curriculum are being blended into two characteristics courses, EDEX 469 and EDEX 478, the Disability Services Program curriculum must, in turn, be adjusted. The adjustment will be to eliminate the current student option of selecting two of the four characteristics courses (EDEX 416, EDEX 417, EDEX 418 or EDEX 419) and to require students to take the two new characteristics courses (EDEX 469 and EDEX 478). The addition of the two new characteristics courses will provide students with a greater breadth and depth of information and expanded knowledge bases because of the infusion of content across a broader array of disabilities.

Additionally, the re-designated EDEX 451/751 Vocational Preparation and Transition course will be added as a new course requirement. The addition of this course will enhance the curriculum significantly providing Disability Services majors with critical information related to transition planning and vocational preparation. Transition planning is a life span activity. The course provides a solid understanding of the Individualized Education Plan, the role of the family and the individual in the transition planning process, and the role of adult agencies in the transition planning process is critical.

e. New Course for Deaf Education:

EDHL 317 Sign Language in Educational Settings 2c-1l-2cr
Prerequisites: EDHL 115, 215
Focuses on the use of sign language in the schools. Includes the adaptation of American Sign Language to Manually Coded English and basic principles of interpreting in an educational setting for future teachers of deaf and hard-of-hearing students. Extensive practice is required.

Rationale: This course will add to the competencies in sign language required in the program in Education of Deaf and Hard-of-Hearing Persons. It includes an interpreting component which was not available until the establishment of EDHL 316. This course is a combination of two formerly approved courses, EDHL 315 and EDHL 316 and does not represent any real change in content of the program. The dean of the College of Education and Educational Technology requested that we find ways to merge one-credit courses to reduce overload expenses related to credit for preparation. As we examined our curriculum, we felt that the content of EDHL 315 did not demand an entire one-credit course. EDHL 315 and 316 are being deleted.

f. Course Deletions for Deaf Education:

EDHL 315 Manually Coded English 1c-1l-1cr
EDHL 316 Interpreting for Teachers 1c-1l-1cr

g. Course Revisions for Deaf Education:

i. Course Revision, Title Change, and Catalog Description Change:

Current Catalog Description:

EDHL 308 Language for Deaf and Hard-of-Hearing Persons 3c-0l-3cr
Prerequisites: EDHL 114, 3.0 GPA
Development and remediation of language of the hearing impaired. Language sampling and diagnostics, sentence patterning, and analytic versus natural teaching methods. Structuring a communicative environment.

Proposed Catalog Description:

EDHL 308 Language for Deaf and Hard-of-Hearing and English Language Learners 3c-0l-3cr
Prerequisites: EDHL 114, Admission to Step One
Reviews normal language development birth through 12 years and compares it to the language development of children with various types and degrees of hearing loss. Specific strategies focused on the assessment and development of English language skills in English Language Learners (ELL) and Deaf and Hard of Hearing children (D/HH) are emphasized.

Rationale: The course has been updated to reflect the newest information and trends in normal language development and development in deaf and hard of hearing children. In addition, material is included to address the issue of English Language Learners (ELL), which the Pennsylvania Department of Education will soon require for every education major.

ii. Course Revision and Catalog Description Change:

Current Catalog Description:

EDHL 329 Teaching Collaborative Practicum I var-1cr
Prerequisites: EDHL 114, 115, 215, 360; 3.0 GPA
Provides actual contact with children who are deaf or hard of hearing. Practica will be set up in appropriate school/clinic/itinerant programs where the academic needs of students who are deaf or hard of hearing are being addressed. Behavioral observation and collaboration skills are developed initially to prepare students to work in instructional pairs. Guidance in the development and execution of lesson plans is provided. Instructional collaboration is emphasized. Written reports of the practica are submitted and discussed.

Proposed Catalog Description:

EDHL 329 Teaching Collaborative Practicum I 1c-1l-1cr
Prerequisites: EDHL 114, 115, 215, 308, 360, 361; EDUC 242, Admission to Step One
Provides the opportunity to work in either a one-to-one or small group instructional setting with K-12 students who are deaf or hard-of-hearing. Lesson planning, academic instruction, curriculum-based assessment, progress monitoring, collaboration, professional report writing, and reflection are emphasized.

Rationale: The description is being updated to represent the current practices in the practicum held at the Western Pennsylvania School for the Deaf as developed by IUP and WPSD faculty. Objectives, course outline, evaluation methods, and textbooks have all been updated. EDHL 216 no longer will exist and other prerequisite changes reflect our current judgment as to the knowledge and experience the students should have to take this practicum.

iii. Course Revision and Catalog Description Change:

Current Catalog Description:

EDHL 330 Teaching Collaborative Practicum II var-1cr
Prerequisites: EDHL 329, 3.0 GPA
Provides actual contact with children who are deaf or hard of hearing. Practica will be set up in appropriate school/clinic/itinerant programs where the academic needs of students who are deaf or hard of hearing are being addressed. Behavioral observation and collaboration skills are developed initially to prepare students to work in instructional pairs. Guidance in the development and execution of lesson plans is provided. Instructional collaboration is emphasized. Written reports of the practica are submitted and discussed. A continuation of EDHL 329; includes peer support and supervision of students in EDHL 329.

Proposed Catalog Description:

EDHL 330 Teaching Collaborative Practicum II 2c-1l-2cr
Prerequisites: EDHL 114, 115, 215, 308, 360, 361; EDUC 242; Admission to Step One
Provides the opportunity to work with either a one-to-one or small group instructional setting with K-12 students who are deaf or hard of hearing. Lesson planning, academic instruction, response to instruction, curriculum-based assessment, progress monitoring, collaboration, peer monitoring, professional report writing, and reflection are emphasized.

Rationale: The description is being updated to represent the current practices in the practicum held at the Western Pennsylvania School for the Deaf as developed by IUP and WPSD faculty. Objectives, course outline, evaluation methods, and textbooks have all been updated. EDHL 329 is being removed as a prerequisite because sometimes students must take the courses in the reverse order. The credits are being increased from one to two because this practicum requires a seminar during the first couple of weeks, short seminars before and after tutoring sessions, extensive reports on various aspects of the lab work, another layer of reporting with peer monitoring, response to intervention reports, meetings with the faculty supervisor—all of which has expanded the work requirements to two hours.

iv. Course Revision

Current Catalog Description:

EDHL 360 General Methodology for Education of Deaf and Hard-of-Hearing Persons I 2c-0l-2cr
Prerequisites: EDHL 114, 115, 215, 3.0 GPA
Provides a systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Includes the development of an Evaluation Report and Individualized Education Plan and adaptive methods of instruction for teaching mathematics and science. The Pennsylvania K-12

Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education.

Proposed Catalog Description:

EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons I 3c-0l-3cr
Prerequisites: EDHL 114, 115; Admission to Step One
Provides systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan, and regular and adaptive methods of instruction for the teaching of mathematics and science. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. Multiple projects and teaching activities are involved.

Rationale: The EDHL 360 course in structure and content remains the same. One credit/class hour of additional class time was added to increase the amount of time given to each content area. This was done to satisfy the current Federal legislative requirements of No Child Left Behind. This was necessary to enable our teacher education graduates to be considered 'highly qualified' under this law.

v. Course Revision and Catalog Description Change

Current Catalog Description:

EDHL 361 General Methodology for Education of Deaf and Hard-of-Hearing Persons II 2c-0l-2cr
Prerequisites: EDHL 114, 115, 215, 3.0 GPA
Provides a systematic coverage of the basic procedures for teaching curriculum subjects to deaf or hard-of-hearing students. Includes the technology-enhanced development of lesson plans and unit plans as well as adaptive methods of instruction for teaching language arts (reading-writing-listening-speaking/signing), social studies/deaf studies, and health. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in the education of deaf or hard-of-hearing students. The second half of a two-part general methods course sequence.

Proposed Catalog Description:

EDHL 361 General Methodology for Education of Deaf and Hard of Hearing Persons II 3c-0l-3cr
Prerequisites: EDHL 114, 115; Admission to Step One
Provides systematic coverage of teaching curriculum subjects; included are technology enhanced development of lesson plans and unit plans as well as general and adaptive methods of instruction for teaching language arts (reading-writing-listening-speaking/signing), social studies, and health/physical education. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. This is the second part of a two-part general methods course sequence. There is one field trip planned.

Rationale: The EDHL 361 course in structure remains the same; we are adding content related to English Language Learners (ELL). One credit/class hour of additional class time was added to increase the amount of time given to each content area. This was done to satisfy the current Federal legislative requirements of No

Child Left Behind and the new Pennsylvania Department of Education requirements concerning ELL students. This was necessary to enable our teacher education graduates to be considered 'highly qualified' under the law/regulations.

vi. Course Revision, Title and Catalog Description Change

Current Catalog Description:

EDHL 451 Teaching Reading to Deaf and Hard-of-Hearing Persons 3c-0l-3cr
Prerequisites: EDHL 308, 3.0 GPA
Presents basic concepts of developmental reading instruction and systematic coverage of the methods of teaching reading to students who are deaf or hard of hearing from readiness stages through upper school. (Offered as EDHL 351 prior to 2003-04)

Proposed Catalog Description:

EDHL 451 Reading for Deaf, Hard-of-Hearing and English Language Learners 3c-0l-3cr
Prerequisites: EDHL 308; Admission to Step One
A writing intensive course that presents concepts of reading instruction and systematic coverage of the methods of teaching reading to all students. Discussion about and adaptation for students who are deaf or hard of hearing and English Language Learners from readiness stages through upper school content reading are emphasized.

Rationale: The course has been updated to reflect the latest information in reading instruction and strategies involved in teaching reading to English Language Learners (ELL). The Pennsylvania Department of Education will soon require that every education major have coursework in teaching English Language Learners (ELL). There have also been new strategies developed for bridging American Sign Language to written English. These strategies needed to be incorporated into the course content.

vii. Course Revision

Current Catalog Description:

EDHL 465 Parent-Preschool Programs for Deaf and Hard-of-Hearing Persons 3c-0l-3cr
Prerequisites: EDEX 112, EDHL 114, 307, 308, SPLP 334, 3.0 GPA
Developing home/preschool programs for parents and infants who are deaf or hard of hearing (0-3 years). Teaching speech, language, speechreading, use of residual hearing, and developing readiness skills at the preschool level.

Proposed Catalog Description:

EDHL 465 Parent/Preschool Programs for Deaf and Hard of Hearing Children 3c-0l-3cr
Prerequisites: EDHL 114, 308; Admission to Step One
Developing home/preschool programs for parents and infants who are deaf or hard of hearing (0-3 years). Teaching speech, language, speechreading, use of residual hearing, and developing readiness skills at the preschool level. An additional emphasis on early childhood aesthetics and adaptations for English Language Learners at the preschool level is also included.

Rationale: The course has been updated to include content in the area of childhood aesthetics and working with preschool English language learners because The Pennsylvania Department of Education will soon require that every education major have coursework in teaching English Language Learners (ELL). The aesthetics component was added to provide additional information in areas important to preschool development and education.

h. Catalog Description Changes for Deaf Education:

Current Catalog Description:

C. Education of Deaf and Hard-of-Hearing Persons

Completion of the sequence of courses in Education of Deaf and Hard-of-Hearing Persons leads to a Bachelor of Science degree in Education and Pennsylvania Department of Education certification as a "Teacher of the Hearing Impaired, K-12." Students are provided with the basic skills to teach in special classes for hard-of-hearing or deaf individuals.

Students enrolled in this sequence of study are prepared to assume positions as itinerant hearing therapists and classroom teachers for individuals ranging from preschoolers to adults. Work settings may include public schools, continuing education programs, and home training situations.

Observations, clinical experience, and practicum are required prior to placement in a school environment for the student teaching experience. The student will complete the following 50 hours of observation through enrollment in EDUC 242.

A. 25 hours of observation of itinerant and self-contained classrooms for the hearing impaired.
B. 10 hours of observation in regular education classrooms.
C. 10 hours of observation in special education classrooms.
D. 5 hours of observation in a noneducational setting.

The student will complete 30 hours of individual clinical experience through enrollment in EDHL 329 and 330 and 35 hours of school-based practicum through enrollment in EDUC 342.

Proposed Catalog Description:

C. Deaf Education

Completion of the sequence of courses in Deaf Education leads to a Bachelor of Science degree in Education and Pennsylvania Department of Education certification as a teacher, "Special Education—Hearing Impaired, N-12" and "Elementary Education, K-6." Students are provided with the basic skills to teach in special classes for hard-of-hearing or deaf individuals, as well as in regular elementary education.

Students enrolled in this sequence of study are prepared to assume positions as itinerant hearing therapists and classroom teachers for individuals ranging from preschoolers to adults. Work settings may include public schools, continuing education programs, and home training situations. Observations, clinical experience, and practica are required prior to placement in a school environment for the student teaching experience.

i. Program Revision and Name Change for Deaf Education:

Current Program:

Bachelor of Science in Education–Education of Deaf and Hard-of-Hearing Persons (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		**54**
Mathematics: MATH 151, MATH (1)		
Social Science: PSYC 101		
Liberal Studies Electives: 6cr, no courses with EDHL prefix		
College:		**28**
Preprofessional Education Sequence:		
COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
Professional Education Sequence:		
EDHL 360	General Methodology for Education of Deaf and Hard of Hearing Persons I	2cr
EDHL 361	General Methodology of Education of Deaf and Hard of Hearing Persons II	2cr
EDSP 477	Assessment of Student Learning	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching—Hearing Impaired (Pri-Elem)	6cr
EDUC 441	Student Teaching—Hearing Impaired (Jr-Sr H.S.)	6cr
EDUC 442	School Law	1cr
Major:		**38**
Required Courses:		
EDEX 111	Introduction to Exceptional Persons	3cr
EDHL 114	Introduction to Deaf and Hard-of- Hearing Persons	3cr
EDHL 115	Introduction to American Sign Language	1cr
EDHL 215	Intermediate American Sign Language	2cr
EDHL 307	Speech for Deaf and Hard of-Hearing Persons	3cr
EDHL 308	Language for Deaf and Hard of Hearing Persons	3cr
EDHL 315	Manually Coded English	1cr
EDHL 316	Interpreting for Teachers	1cr
EDHL 329	Teaching-Collaborative Practicum 1	1cr
EDHL 330	Teaching-Collaborative Practicum II	1cr
EDHL 415	ASL Pedagogy	1cr
EDHL 451	Teaching Reading to Deaf and Hard-of-Hearing Persons	3cr
EDHL 465	Parent-Preschool Programs for Deaf and Hard-of-Hearing Persons	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 334	Language Development	*3cr*
Controlled Elective:		
CDFR 218 or EDEX 112		3cr
Total Degree Requirements(#)		**120**

Proposed Program:

Bachelor of Science in Education—Deaf Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:		**48**
Mathematics: MATH 151, MATH (1)		
Social Science: PSYC 101		
Liberal Studies Electives: 0cr		
College:		**30**
Preprofessional Education Sequence:		
COMM/EDEX 103 (2)	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr
Professional Education Sequence:		
EDHL 360	General Methodology for Education of Deaf and Hard of Hearing Persons I	3cr
EDHL 361	General Methodology of Education of Deaf and Hard of Hearing Persons II	3cr
EDSP 477	Assessment of Student Learning	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching	6cr
EDUC 441	Student Teaching	6cr
EDUC 442	School Law	1cr
Major:		**42**
Required Courses:		
EDEX 111	Introduction to Exceptional Persons	3cr
EDHL 114	Introduction to Deaf and Hard-of- Hearing Persons	3cr
EDHL 115	Introduction to American Sign Language	1cr
EDHL 215	Intermediate American Sign Language	2cr
EDHL 307	Speech for Deaf and Hard of-Hearing Persons	3cr
EDHL 308	Language for Deaf and Hard of Hearing And English Language Learners	3cr
EDHL 314	Deaf Culture	3cr
EDHL 317	Sign Language in Educational Settings	2cr
EDHL 329	Teaching-Collaborative Practicum 1	1cr
EDHL 330	Teaching-Collaborative Practicum II	2cr
EDHL 415	ASL Pedagogy	1cr
EDHL 451	Teaching Reading to Deaf and Hard-of-Hearing and English Language Learners	3cr
EDHL 465	Parent-Preschool Programs for Deaf and Hard-of-Hearing Persons	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 311	Aural Rehabilitation	3cr
Controlled Elective:		
CDFR 218 or EDEX 112		3cr
Free Electives:		**3cr**
Total Degree Requirements(#)		**120**

(*) A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400 level courses. 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) Pennsylvania State Department of Education requires two college-level (6cr) math courses. Students may take any Liberal Studies MATH course to fulfill this requirement and the 3 crs. of Liberal Studies Elective requirement..
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the Requirements for Graduation section of this catalog.

(*) A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400 level courses. 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) Pennsylvania State Department of Education requires two college-level (6cr) math courses. Students may take any Liberal Studies MATH course to fulfill this requirement and the 3crs of Liberal Studies Elective requirement..
(2) EDEX 103 is a Department specific equivalent version of the COMM course
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the Requirements for Graduation section of this catalog.

Rationale: The field of Deaf Education is unique in many ways. Teachers of deaf and hard of hearing individuals work in a variety of capacities and must be prepared to work as a Highly Qualified teacher in ALL of those instructional milieus. Teachers of the deaf in Pennsylvania are certified to teach N-12, i.e. parent-infant through 12th grade.

According to No Child Left Behind, a Highly Qualified teacher is one who has gone to school and studied in their area of specialization and passed the appropriate certification exams (PRAXIS exams in PA). Deaf Education is a very discrete program and in order for Deaf Education candidates to be considered "highly qualified" to teach deaf children in elementary classrooms in specialized schools for the deaf such as Western PA School for the Deaf and DePaul Institute candidates must be dually certified in Deaf Education and Elementary Education. The revised program being presented has received written support from the PDE for dual certification. It was also noted that, annually, there are numerous schools and programs for the deaf, all requiring dual certification, waiting each year to hire IUP Deaf Education graduates.

The name change is proposed to facilitate recruiting and enrollment efforts. The old title of the program did not adequately portray the intent of the major and was too difficult to "hit" in online search engines. (This is direct feedback received from incoming freshmen and student visitors during Expo Days.) The catalog description was changed to match the Pennsylvania Certification document which lists Hearing Impaired certification as covering N-12. It was also changed to reflect the various service delivery models which have traditionally been a part of deaf education. The program content has always reflected the N-12 certification and various service delivery models.

University-Wide Graduate Committee (Senators LaPorte and Williamson)

FOR INFORMATION:

1. The University-Wide Graduate Committee provided distance education approval for the following course:

IFMG 640: Management Information Systems
EDEX 581: Autism: Theory & Practice

2. Draft Revision to the Graduate Curriculum Handbook

Chapter 14: Draft Revision 4/4/08

Online (Distance Education) Graduate Programs

PROPOSED LANGUAUGE CHANGES TO GRADUATE CURRICULUM HANDBOOK

A. Background

Online or Distance Education programs are a vital part of the future of graduate education. They have the potential to fill important educational needs including providing graduate educational opportunities to individuals who work fulltime but who desire advanced degrees for advancement within their field. Additionally, online programs serve the needs of individuals living in rural areas who cannot easily access on-campus education. At the same time there is currently considerable debate about the nature of these programs. For example, important aspects of graduate education such as face-to-face mentoring and preparation for postdoctoral experiences may be difficult or impossible to provide via distance education. More positively, evaluation of students via online delivery may be fairer as it focuses on work produced and is not influenced by irrelevant factors such as appearance or attitude. Moreover, students reluctant to speak in front of others in a traditional classroom are not disadvantaged in online classes. Some programs, with an applied or clinical emphasis may not be appropriate for online delivery. Given such concerns, the University Wide Graduate Committee will pay particular attention to the rationale for delivering a program online and will require proposers to address a number of issues as detailed below.

B. Faculty Approval to Teach Online Courses

Faculty will be required to obtain verification of proficiency in the delivery of online education from the Center for Teaching Excellence and IT Services. This can be achieved by attending a workshop specifically designed to develop proficiency with current online educational technologies or by demonstrating proficiency for those who have previous extensive experience with online education and/or technology. In the latter case staff at the Center for Teaching Excellence and IT Services, or their designates, will assess the faculty member's proficiency utilizing a sample resume and technology mediated lesson. [Note: this policy is similar to that employed with writing-intensive courses and graduate teaching status.]

FOR ACTION: **APPROVED**

1. New and Revised Courses

Department: Special Education and Clinical Services

Program: Education of Exceptional Persons

Start Date: Fall 2008

New Course: EDEX 509 Instructional Strategies for Gifted Learners

Catalog Description:

EDEX 509 Instructional Strategies for Gifted Learners 3 cr.
Participants will explore issues of excellence and equity in gifted education; examine the unique characteristics of gifted learners; become oriented to the differentiation process; explore predispositions and behaviors of effective gifted teachers; and become acquainted with specific strategies for meeting the learning needs of gifted students.

Rationale:

This course provides new content specifically addressing the unique needs of gifted learners. As professionals in training, undergraduate and graduate students in the College of Education are expected to develop skills and competencies in meeting individual students' needs. The needs of the gifted population are often overlooked in the classroom, as these students are expected to work independently and achieve. This course addresses the research-based instructional strategies proven to assist students in the gifted range of functioning to fulfill their full academic potential. It is intended to be the introductory course in a 12 credit Certificate of Recognition.

New Course: EDEX 569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury

Catalog Description:

EDEX 569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury 3 cr.
Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. The course will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and Power Point format. **Prerequisites**: Certification or EDEX 650 or EDEX 111 or EDEX 300. This course is designed to meet teacher certification requirements.

Rationale:

EDEX-569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury has been created through the merging of EDEX 516-Education of Persons with Emotional or Behavioral Disorders and EDEX 519-Education of Persons with Brain Injury or Learning Disabilities. Most special education programs typically offer two characteristics courses, one in low incidence disabilities and one in high incidence disabilities. We have historically offered two low incidence disability and two high incidence disability courses. By blending our four courses into two we have kept pace with current curricular practice and as a result have freed six credits in the Special Education Program curriculum that could be used to create a more marketable and competitive program that will better address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12 certification into a two certifications - K-6 and 7-12.

New Course: EDEX 578 Education of Persons with Mental Retardation/Developmental Disabilities & Physical/Multiple Disabilities

Catalog Description:

EDEX 578 Education of Persons with Mental Retardation/Developmental Disabilities & Physical/Multiple Disabilities 3 cr.
Focus on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/multiple disabilities and other health impairments. Definitions, population characteristics, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.
Prerequisites: Certification or EDEX 650 or EDEX 111 or EDEX 300. This course is designed to meet teacher certification requirements.

Rationale:

EDEX-578 Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities, has been created through the merging of EDEX 517-Education of Persons with Mental Retardation or Developmental Disabilities and EDEX 518-Education of Persons with Physical or Multiple Disabilities. Most special education programs typically offer two characteristics courses, one in low incidence disabilities and one in high incidence disabilities. We have historically offered two low incidence disability and two high incidence disability courses. By blending our four courses into two we have kept pace with current curricular practice and as a result have freed six credits in the Special Education Program curriculum that could be used to create a more marketable and competitive program that will better address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12 certification into a two certifications - K-6 and 7-12.

Course Revision/Course Number and Title Change: EDEX 558 Transition for Youth with Disabilities

Old Catalog Description:

EDEX 751(Previously EDEX 651) Vocational Preparation and Transition for Youth with Disabilities 3 cr.
Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to eventual employment.

New Catalog Description:

EDEX 558 Transition for Youth with Disabilities 3 cr.
Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Transition service elements are, at a minimum, postsecondary education and training, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

Rationale:
EDEX 751 is being designated dual level (EDEX 458/ 558) and added to the undergraduate and graduate Special Education Program curriculum sequences. This change is being made to address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12 certification into a two certifications, K-6 and 7-12. Adding EDEX 458/558 Vocational Preparation & Transition for Youth with Disabilities would provide needed content for the 7-12 certification option.

2. Minor Program Revision **APPROVED**

Title of the Program: Community Counseling

Sponsoring Department: Counseling

Start Term: Fall 2008

Side-by-side Comparison:

Current Program:	**Credits**	**New Program:**	**Credits**
GSR 615 Elements of Research	3	GSR 615 Elements of Research	3
COUN 610 Introduction to Community Counseling	3	COUN 610 Introduction to Community Counseling	3
COUN 615 Counseling Across the Life-Span	3	COUN 615 Counseling Across the Life-Span	3
COUN 617 Basic Counseling Skills	3	COUN 617 Basic Counseling Skills	3
COUN 618 Multicultural and Diversity Issues in Counseling	3	COUN 618 Multicultural and Diversity Issues in Counseling	3

COUN 627 Child Counseling Theory **OR** COUN 637 Counseling and Consultation Theory (adult/adolescent) 3	COUN 627 Child Counseling Theory **OR** COUN 637 Counseling and Consultation Theory (adult/adolescent) 3
COUN 629 Group Procedures (child) **OR** COUN 639 Group Counseling (adult/adolescent) 3	COUN 629 Group Procedures (child) **OR** COUN 639 Group Counseling (adult/adolescent) 3
COUN 634 Assessment Procedures for Community Counselors 3	COUN 634 Assessment Procedures for Community Counselors 3
COUN 636 Career Counseling & Development 3	COUN 636 Career Counseling & Development 3
COUN 657 Individual Counseling Practicum (adult/adolescent) **OR** COUN 667 Individual Counseling Practicum (child) 3	COUN 657 Individual Counseling Practicum (adult/adolescent) **OR** COUN 667 Individual Counseling Practicum (child) 3
COUN 659 Group Counseling Practicum (adult/adolescent) **OR** COUN 669 Group Counseling Practicum (child) 3	COUN 659 Group Counseling Practicum (adult/adolescent) **OR** COUN 669 Group Counseling Practicum (child) 3
COUN 730 Ethical & Legal Issues In Community Counseling 3	COUN 730 Ethical & Legal Issues in Community Counseling 3
COUN 798 Internship in Counseling 6	COUN 798 Internship in Counseling 6
ELECTIVE 3	**COUN 671 Introduction to Diagnostic Issues for Counselors** 3
ELECTIVE 3	ELECTIVE 3
Total Credits: 48	**Total Credits: 48**

Rationale:

This minor revision will make "COUN 671: Introduction to Diagnostic Issues for Counselors" a required course—rather than an elective course—in the Community Counseling program. The number of elective courses will be reduced to one. This is being proposed for several reasons, including the following:

a. Because graduates of this program are eligible to become a Licensed Professional Counselor (LPC) in the Commonwealth of Pennsylvania, they should have an understanding of the diagnostic process and mental health diagnoses.
b. According to accreditation guidelines, graduates should have knowledge about diagnostic principles and the utilization of current diagnostic tools. (Note: The Department of Counseling has applied for CACREP accreditation and has a site visit scheduled in April 2008.)

3. Revision to Existing Programs **APPROVED**

Programs: Master of Business Administration (M.B.A.) and Master of Business Administration (M.B.A.) – Executive Track

College: Eberly College of Business and Information Technology

Start Term: Fall 2008

Summary:
Concentrations for the M.B.A. programs were approved previously by the Senate, but many of the courses for the proposed concentrations required course revisions and new course development. Dual-level courses required undergraduate committee approval. The current proposal contains the courses and other material for seven concentrations offered by departments from the Eberly College of Business and Information Technology.

Description of the Concentrations:

1. Entrepreneurship
This concentration helps entrepreneurs, small business owners, and consultants to be proficient in all aspects of entrepreneurship including starting and operating small business.
Any three of:

MGMT 571	Opportunity Launch and New Venture Development	New Dual Level Course Proposal
MGMT 572	Organizational Entrepreneurship	New Dual Level Course Proposal
MGMT 503	Small Business Planning	Dual level proposal
MGMT 5/681	Special Topics in Management	In the catalog
MGMT 698	Management Internship	Course Proposal

2. Finance
The traditional area of finance helps managers understand the effective ways to raise, disburse and invest money in an organization.
FIN 635 Principles of Investments in Securities
Two of the following:
FIN 510 Financial Institutions and Markets
FIN 520 Investment Analysis
FIN 524 International Financial Management

3. Human Resources Management
The traditional area of HR helps managers gain proficiency in all aspects of managing people, the most important resource in any organization.

Any three of:

MGMT 500	Compensation Management	Dual level proposal
MGMT 501	Training and Development	Dual level proposal
MGMT 505	Staffing	Dual level proposal
MGMT 5/681	Special Topics in Management	In the catalog
MGMT 698	Management Internship	In the catalog

4. International Business

The fast growing area of international business helps managers understand the global and cross-cultural setting of today's businesses.

Any two of:

MGMT 551	International Management	Dual level proposal
MGMT 554	International Competitiveness	Dual level proposal
MGMT 698	Management Internship	Proposal

Any one of:

MKTG 530	International Marketing	In the catalog
MKTG 606	Advances in Global Marketing	New Course Proposal
MKTG 5/681	Special Topics in Marketing	In the catalog
MKTG 698	Marketing Internship	Proposal

(Only one 3-credit internship counted towards concentration)

5. Marketing

The traditional area of marketing helps managers understand the world of customers and competition.

Any three of:

MKTG 611	Marketing Communications	In the catalog
MKTG 521	Marketing Research	In the catalog
MKTG 534	Marketing Logistics	Dual level proposal
MKTG 539	Internet Marketing	Dual level proposal
MKTG 5/681	Special Topics in MKTG	In the catalog
MKTG 698	Marketing Internship	In the catalog
MKTG 606	Global Marketing	New Course Proposal

6. Professional Accountancy

The Professional Accountancy Concentration is designed for non-accounting majors who want to further their understanding of accounting concepts and principles.

Any three of:

ACCT 531	Auditing	In the catalog
ACCT 521	Federal Tax I	Dual level proposal
ACCT 541	Gov't & Non-Profit	Dual level proposal
ACCT 512	Advanced Cost	In the catalog
ACCT 501	Advanced Accounting	In the catalog

7. Supply Chain Management

This area, evolving out of the traditional operations management function, helps companies effectively manage capacity, inventory, production/service and quality in the entire value chain.

Any three of:

MGMT 537	Supply Chain Management	Dual level proposal
MKTG 534	Marketing Logistics	Dual level proposal
MGMT 534	Quality Management	Dual level proposal
MGMT 5/681	Special Topics in Management	In the catalog
MGMT 698	Management Internship	In the catalog

CURRENT VERSUS PROPOSED PROGRAM COMPARISON
MBA and MBA Executive Track

Course	Title	Cr.	Course	Title	Cr.
	MBA Prerequisites			***MBA Prerequisites***	
ACCT 201	Accounting Principles I		ACCT 201	Accounting Principles I	
ECON 122	Principles of Economics II		ECON 122	Principles of Economics II	
FIN 310	Finance I		FIN 310	Finance I	
MATH 214	Probability and Statistics		MATH 214	Probability and Statistics	
	Executive Track Prerequisites			***Executive Track Prerequisites***	
QBUS 500	Foundations of Business Statistics	3.0	QBUS 500	Foundations of Business Statistics	3.0
ECON 501	Fundamentals of Economics	3.0	ECON 501	Fundamentals of Economics	3.0
FIN 500	Foundations of Finance	1.5	FIN 500	Foundations of Finance	1.5
ACCT 500	Fundamentals of Financial Accounting	1.5	ACCT 500	Fundamentals of Financial Accounting	1.5
	Graduate Core			***Graduate Core***	
QBUS 601	Data Analysis & Decision Making	3.0	QBUS 601	Data Analysis & Decision Making	3.0
ECON 634	Managerial Economics	3.0	ECON 634	Managerial Economics	3.0
ACCT 607	Management Accounting	3.0	ACCT 607	Management Accounting	3.0
IFMG 640 OR IFMG 645	Management Information Systems OR IS Architecture and Concepts	3.0	IFMG 640 OR IFMG 645	Management Information Systems OR IS Architecture and Concepts	3.0
MGMT 613	Organizational Analysis	3.0	MGMT 613	Organizational Analysis	3.0
FIN 630	Financial Management	3.0	FIN 630	Financial Management	3.0
MKTG 603	Marketing Management	3.0	MKTG 603	Marketing Management	3.0
MGMT 695	Business Policy	3.0	MGMT 695	Business Policy	3.0
MGMT 637	Operations Management	3.0	MGMT 637	Operations Management	3.0
BLAW 633	Case Problems in Business Law	3.0	BLAW 633	Case Problems in Business Law	3.0
MGMT/ MKTG 650	International Business	3.0	MGMT/ MKTG 650	International Business	3.0
BTST 670	Organizational Communications	3.0	BTST 670	Organizational Communications	3.0
	Total	36		Total	36
				Optional Concentration	**9.0**
					45

Catalog Description:

Master of Business Administration (M.B.A.)

The Master of Business Administration degree program is designed to serve the needs of junior and intermediate-level business executives who are seeking additional knowledge and skills to do a more efficient job of problem solving and decision-making. Also, the program is structured to give recent college graduates advanced training in business management prior to entry into a business career. The M.B.A. may be taken on either a part-time or full-time basis. Courses are scheduled for both day and night sessions, including a full schedule of course offerings in the summer.

Core I of the program consists of four undergraduate-level prerequisite courses that are designed to provide a foundation in the basic concepts and techniques used in the various functional areas of business and to prepare the student for the graduate courses in business administration. Core I requirements can be met by completing the prerequisite courses at IUP, by completing equivalent courses at other accredited universities/institutions, or through successful completion of College Level Examination Program (CLEP) tests in these subjects (with a grade of “C” or better). At the time of admission, the M.B.A. program coordinator will evaluate the academic transcripts of the student for Core I course waivers and give the student a plan for completion of courses needed for this stage. Course descriptions may be required to establish equivalency of courses completed elsewhere.

Core II of the program consists of 36 semester hours in courses that provide advanced knowledge in the functional and applied areas of business. Students may elect to graduate with a general M.B.A. or complete nine credits of additional prescribed coursework and receive a concentration.

Normally, a student with a recent bachelor's degree in Business Administration from an accredited university will have completed all of the Core I courses. This will enable the student to complete a general M.B.A. program in one year of full-time study, whereas a non-business major will require 1.5 years—one semester for the Core I or undergraduate courses and one year for the Core II or graduate course requirements. An additional semester of work will be required for students seeking a concentration. Part-time students typically require about three years to complete the program.

Admissions Criteria

In addition to meeting admission requirements of the School of Graduate Studies and Research, students seeking enrollment in the M.B.A. program must achieve a satisfactory score on the Graduate Management Admission Test (GMAT) before admission to the degree program. Admission decisions are based on academic track record of the applicant, GMAT scores, prior work experience, strength of recommendation letters, and clarity of goal statement presented by the candidate. International applicants are required to submit Test of English as Foreign Language (TOEFL) score report as part of the M.B.A. application.

Program Requirements
Core I
Complete the following prerequisite courses or equivalent with a grade of "C" or better
ACCT 201 Accounting Principles I
ECON 122 Principles of Economics II
FIN 310 Finance I
MATH 214 Probability and Statistics

Core II
Complete 36cr in the following graduate M.B.A. courses:

A. Required for MBA Degree:

QBUS 601 Data Analysis and Decision Making 3 cr.
ECON 634 Managerial Economics 3 cr.
MGMT/MKTG 650 International Business 3 cr.
ACCT 607 Management Accounting 3 cr.
IFMG 640 Management Information Systems OR IFMG 645 IS Architecture and Concepts 3 cr.
MGMT 613 Organizational Analysis 3 cr.
FIN 630 Financial Management 3 cr.
MKTG 603 Marketing Management 3 cr.
MGMT 695 Business Policy 3 cr.
MGMT 637 Operations Management 3 cr.
BTST 670 Organizational Communications 3 cr.
BLAW 633 Case Problems in Business Law 3 cr.

B: Optional Concentration Requirements:

Students seeking to specialize can take nine additional credits of prescribed coursework and receive a concentration in the following areas only in conjunction with the MBA Degree:

Entrepreneurship
The entrepreneurship concentration helps current and prospective entrepreneurs and small business owners in all facets and phases of starting and successfully operating a small business. It also helps individuals in understanding how to be innovative in a larger organizations and how creativity and agility can help teams and departments in organizations.

Finance

The in-depth Finance courses will enable the student to appropriately integrate financial theory with challenging problems in the finance field. Specializing in finance will help students become attractive candidates for employment in the areas of investment banking, commercial banking, risk management and derivatives.

International Business

This concentration helps students to learn to manage in a global business setting such as a multinational company (MNC). It is important for today's managers to understand the nuances of working in a global and cross-cultural setting. Students will gain expertise in the management and marketing aspects of a global business.

Human Resources Management (HRM)

The HRM concentration prepares students to be human resources generalists in smaller businesses or to be specialists that can work in larger organizations in one or more of the areas such as staffing, training & development, compensation management, performance appraisal, labor relations and related human resource functions.

Marketing

Marketing concentration entails courses that provide MBA students with an in-depth knowledge in specific functional areas of marketing, which would enable them to make strategic and tactical decisions pertaining to the marketing-related activities of their firms. The courses have been developed to provide the MBA students with the tools and the theories to deal with all three key areas of marketing: External Marketing—to make realistic promises of product and service offerings to B2B and/or B2C customers, Internal Marketing—to enable the relevant personnel inside their firms to gear up for meeting the promises made, and Interactive Marketing—to interact with the customers efficiently and effectively to deliver them the promised product and service offerings, thereby converting them to profitable long term customers.

Professional Accountancy

The Professional Accountancy Concentration is designed for non-accounting majors who do not have an undergraduate degree in accounting but want to further their understanding of accounting concepts and principles. Completion of the program will help to prepare students for entry into the accounting profession and in most U.S. states satisfy the educational requirements to sit for the CPA licensing exam (Since educational requirements may differ between states, the student should check with the regulatory agencies in the respective state in which they plan on sitting for the exam to verify their requirements).

Supply Chain Management (SCM)

Managing supply chains has become increasingly important in today's business environment where customers, manufacturers, service providers and suppliers are spread around the world. This concentration prepares students to manage operations with good understanding of supply chains & logistics, enterprise resource planning (ERP), balanced scorecard, quality management, project management, inventory management, capacity management, strategic alliances, outsourcing, facility location/layout and related topics.

Students seeking to specialize in a specific area of business can take additional nine credits of prescribed coursework, as described below, and receive a concentration in that area only in conjunction with the MBA Degree. All concentrations may

not be available for the MBA-Executive Track students. The MBA Program Director will advise the Executive Track students about the available concentrations during the time of admission.

Entrepreneurship
Any three of:
MGMT 571 Opportunity Launch and New Venture Development
MGMT 572 Organizational Entrepreneurship
MGMT 503 Small Business Planning
MGMT 5/681 Special Topics in Management
MGMT 698 Management Internship

Finance
FIN 635 Principles of Investments in Securities
Two of the following:
FIN 510 Financial Institutions and Markets
FIN 520 Investment Analysis
FIN 524 International Financial Management

Human Resources Management
Any three of:
MGMT 500 Compensation Management
MGMT 501 Training and Development
MGMT 505 Staffing
MGMT 5/681 Special Topics in Management
MGMT 698 Management Internship

International Business
Any two of:
MGMT 551 International Management
MGMT 554 International Competitiveness
MGMT 698 Management Internship*
Any one of:
MKTG 530 International Marketing
MKTG 606 Advances in Global Marketing
MKTG 5/681 Special Topics in Marketing
MKTG 698 Marketing Internship*
(*Only one 3-credit internship will count towards the Concentration)

Marketing
Any three of:
MKTG 611 Marketing Communications
MKTG 521 Marketing Research
MKTG 534 Marketing Logistics
MKTG 539 Internet Marketing
MKTG 5/681 Special Topics in MKTG
MKTG 698 Marketing Internship
MKTG 606 Global Marketing

Professional Accountancy
Any three of:
ACCT 531 Auditing
ACCT 521 Federal Tax I
ACCT 541 Gov't & Non-Profit
ACCT 512 Advanced Cost
ACCT 501 Advanced Accounting

Supply Chain Management
Any three of:

MGMT 537	Supply Chain Management
MKTG 534	Marketing Logistics
MGMT 534	Quality Management
MGMT 5/681	Special Topics in Management
MGMT 698	Management Internship

Other:

Students may take a maximum of 6 credits of electives in their concentration area from 581/681 Special Topics courses offered with the following prefixes: ACCT, BLAW, BTST, FIN, IFMG, MGMT, MKTG, and QBUS.

A student with an undergraduate degree in a functional area cannot obtain a MBA concentration in the same area. For example: An MBA student with a Marketing undergraduate degree cannot obtain a MBA concentration in Marketing.

Master of Business Administration-Executive Track (M.B.A.)

The Master of Business Administration-Executive Track Program is designed to serve the needs of experienced managers from industrial, financial, nonprofit, and small business as well as the public sector and allows them to earn an M.B.A. degree while continuing their working career. A Saturday-only class format allows participants to complete a general M.B.A. in four trimesters (1.5 years) or a specialized M.B.A. in five trimesters (two years) at a convenient time and location. A lock-step format, in which members of each class begin the program at the same time, take all the required courses together, and typically complete the program as a group, facilitates the formation of long-term study groups, extends a peer group or cohort experience to the participants, and creates a long-lasting network which develops both business and social contacts. Limited class size with careful selection of participants insures a wide variety of professional backgrounds. Such a learning forum provides exposure to peers from all organizational settings in a cohesive, networking environment.

The M.B.A.-Executive Track program offered by IUP constitutes a demanding experience for participants. The program prepares each individual to accept increased responsibilities in general management. The curriculum offers broad training in foundations of management and basic analytical techniques while exposing students to contemporary management tools and technologies. The prevailing theme of the program is the emphasis on strategic decision-making in a changing global environment.

Admissions Criteria

In addition to meeting admission requirements of the School of Graduate Studies and Research, students seeking enrollment in the EMBA program must achieve an undergraduate degree (no specific major—minimum GPA of 2.6 on a 4.0 scale), official GMAT scores, three or more years' supervisory/ managerial/ professional experience, and nomination and full sponsorship by an organization (preferred). Participants who have not had recent academic training are expected to update their mathematical and calculus skills concurrent with, or before beginning, the M.B.A.-Executive Track Program.

Program Requirements

The program will include a one-day, mandatory, on-campus orientation period for all students. Students will be introduced to graduate faculty and will be exposed to campus-based facilities and resources. Students will have an opportunity in a social setting to discuss program objectives/characteristics with graduate faculty and the administration of the college. Thirty-three semester hours of M.B.A. course work are required for the general M.B.A. degree. Up to nine semester hours of M.B.A.–Executive Track prerequisites are to be completed before starting graduate-level course work for students who do not have business background.

A. Prerequisites

QBUS 500 Foundations of Business Statistics 3 cr.
ECON 501 Fundamentals of Modern Economics 3 cr.

FIN 500 Foundations of Finance 1.5 cr.
ACCT 500 Fundamentals of Financial Accounting 1.5 cr.

At the time of admission, the M.B.A. program coordinator will evaluate the academic transcripts, experience and other credentials of the student for course waivers of one or more of the above four prerequisite courses. Students can complete the above courses offered at IUP before each cohort group starts if the courses are not waived.

B. Required Courses

QBUS 601 Data Analysis and Decision Making 3 cr.
ECON 634 Managerial Economics 3 cr.
MGMT/MKTG 650 International Business 3 cr.
ACCT 607 Management Accounting 3 cr.
IFMG 640 Management Information Systems 3 cr. OR IFMG 645 IS Architecture and Concepts
MGMT 613 Organizational Analysis 3 cr.
FIN 630 Financial Management 3 cr.
MKTG 603 Marketing Management 3 cr.
MGMT 695 Business Policy 3 cr.
MGMT 637 Operations Management 3 cr.
BTST 670 Organizational Communications 3 cr.
BLAW 633 Case Problems in Business Law 3 cr.

Students seeking to specialize can take nine additional credits of prescribed coursework and receive a concentration in the areas described under the MBA program, after completing Core I. All concentrations may not be available for the MBA-Executive Track students. The MBA Program Director will advise the Executive Track students about the available concentrations during the time of admission.

Course Descriptions:

MGMT 571 Organizational Launch and New Venture Development 3 cr.

In this course student teams write and present business plans for new ventures. The emphasis of this intensively interactive and uniquely structured course is on applying concepts and techniques studied in various functional areas to the new venture development environment. In preparing the business plan, students learn to screen for effective venture ideas, identify and define the fundamental issues relevant to the new venture, identify the venture's market niche and define its business strategy, and determine what type of financing should be raised--how, when, by whom and how much. A solid understanding of business basics is required. Actual business plans are used to address these issues. **Prerequisite: MGMT 310**

MGMT 572 Organizational Entrepreneurship 3 cr.

One of the most consistent patterns in business is the failure of leading companies to stay atop their industries when technologies or markets change. There are a variety of reasons for this including bureaucracy, poor planning, not-invented-here syndrome, etc. but, there are no guarantees in today's high-tech industries of continued success for the leaders. This class will explore the "hows" and "whys" some companies are able to retain their competitive edge and others are not. **Prerequisite: MGMT 310 or equivalent**

MGMT 503 Small Business Planning 3 cr.

Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. The student will be introduced to the concepts which will support the development of an effective business & marketing plan.

MGMT 500 Compensation Management 3 cr.
Studies the policies and programs that help managers design and administer compensation systems for private and public sector enterprises. Includes motivation theories and practice designing of compensation systems. **Prerequisite: MGMT 300 or equivalent**

MGMT 501 Management Development and Training 3 cr.
Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in business enterprise. Methods of improving and development of managerial skills are emphasized. **Prerequisite: MGMT 300, 310 or equivalent of both**

MGMT 505 Organizational Staffing 3 cr.
This course focuses on the "staffing" or "employment" subsystem of the human resource management function and deals with the theoretical, technical, administrative and legal issues involved in the recruitment, selection, placement, transfer and promotion of individuals by organizations. Topics covered include human resource planning, job analysis, job descriptions and job specifications, recruitment and selection processes, equal employment opportunity and affirmative action, reliability and validity of selection instruments and techniques, and contemporary issues in selection. **Prerequisite: MGMT 300 and MATH 214 (or equivalent of both)**

MGMT 551 International Management 3 cr.
Provides a general foundation on managing multinational corporations (MNCs). Examines the macro-and structural-level issues of MNCs. Focuses on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. **Prerequisite: MGMT 310 or equivalent**

MGMT 554 International Competitiveness 3 cr.
The study of the most important challenges that face nations and firms alike in gaining or restoring competitiveness. Focuses on factors that determine the success of nations and their firms in highly dynamic world markets. Various theories, models, and cases dealing with competitive advantage are examined. **Prerequisite: MGMT 350 or equivalent**

MKTG 606 Advances in Global Marketing 3 cr.
This course deals with current and classical global marketing issues including the globalization phenomenon, firms' marketing strategies directed at dealing with it, and other emerging issues in the global marketplace. The discussion will specifically target managerial and strategic aspects pertaining to the firm's foreign market entry, product, pricing, promotion, and distribution decisions in the global context.

MKTG 534: Marketing Logistics 3 cr.
This upper division course focuses on planning, organizing, and controlling the marketing logistics function. In addition to the acquisition and application of management science methods, students will integrate and apply previously gained knowledge to analyze and solve complex marketing logistics problems. Areas of major concentration include facility location, transportation, inventory management, and customer service. **Pre-requisites: MKTG 320 and MGMT 330 (or equivalent of each)**

MKTG 539 Internet Marketing 3 cr.
This course presents a strategic framework for developing marketing strategies on the Internet. It extends the Marketing Mix framework to E-Commerce using current theories and applications in online product, online

pricing, web based marketing communication, and distribution strategies. Other topics include marketing research on the Internet, electronic retailing, Internet based customer relationship management, and legal-ethical dimensions of e-marketing. Students will use Internet based online marketing cases. **Prerequisite: MKTG320 or equivalent**

ACCT 521 Federal Tax I 3 cr.
Introduces the fundamental concepts of federal taxation, with special emphasis on individuals. Creates an awareness and recognition of the tax consequences involved in financial decision-making, with special emphasis on use of professional tax software and Internet resources.

ACCT 541 – Accounting for Government & Nonprofit Organizations 3 cr.
The course presents the views of authoritative professional organizations as to desirable standards of account and reporting for governmental and nonprofit entities. Topics include budgeting and budgetary accounts, accounting for various funds and account groups, the financial reporting process, and application of the principles of fund accounting in specific areas.

MGMT 534 Quality Management 3 cr.
Emphasizes the philosophy that quality is an organization wide phenomenon that influences every aspect of its operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization. **Prerequisites: MATH 214 or equivalent**

MGMT 537 Supply Chain Management 3 cr.
The course will deal with the design and evaluation of supply chain systems with a focus on strategic and technological issues. These concepts will be developed through exploration of contemporary practices, case studies, research, as well as analytical frameworks of Supply Chain Management. Theoretical and practical understanding of manufacturing and service planning and control, including systems modeling, purchasing and sourcing, logistics, strategic alliances, inventory management, scheduling, etc. Manufacturing and service technologies and trends are also emphasized. Computer applications are used for understanding the interrelationships between various components of Operations System. **Prerequisite: MGMT 330 or equivalent**

ACCT/BTST/FIN/IFMG/MGMT/MKTG 698 MBA Internship 1.5 or 3 cr.
A planned, field based, individually designed and faculty supervised work-experience to enhance the student's professional competence in Business Administration and selected functional area. Maximum of 3 credits can be applied towards MBA electives. **Pre-requisites: Completed 15 graduate credits. Approval by Department Chair and Graduate Coordinator**

4. Variability in Program Delivery **APPROVED**

Program: Master of Business Administration (M.B.A.); Renewal of Agreement between IUP and People's Education Society (PES), Bangalore, India

College: Eberly College of Business and Information Technology

Start Term: Fall 2008

Summary:
The MoU between IUP and PES has resulted in a very successful MBA program delivered by IUP in Bangalore, India, since 2005. The Middle States Accreditation Review team that visited the site in 2006 observed that this was one of the best "win-win" collaborative models that they have seen for all constituents--students, faculty, and the institutions. The quality of students, numbers of students and their placements have significantly improved since 2005. Nearly two dozen different faculty members have taught in India. The students' overall satisfaction with the program is 3.9 on a 5-point scale (Survey conducted at the end of fall 2007; n = 44). Also, 43 out of the 44 respondents said that they would recommend the program to friends and family.

The proposal is to renew the collaborative agreement for five years, with the following minor changes from the prior version.

Proposed Changes and Rationale:

a. **Addition of the Common Admission Test (CAT) as a substitute for the GMAT for applicants.**

The CAT is significantly higher in its profile and level of difficulty. It is the aptitude test used by the premier Indian Institutes of Management (IIMs). About 300,000 students take this test each year, and only 2,000 of them make it to the elite IIMs. The CAT used to be a proprietary test solely for IIM applicants, but it is now open to other institutions to use it as an entry test. The CAT is typically taken by a higher caliber of students and will provide us with a significantly superior pool of students to target.

b. **Whenever feasible, courses may be delivered during the regular semester (spring and fall). All of the courses will be taught by faculty members who have volunteered for this schedule, and the courses will be scheduled only with the approval of the concerned department chairs and the college dean.**

All the IUP-taught courses are currently offered during the semester breaks at IUP—2 in the summer when the cohort starts (July-August), 1 course in Dec-Jan. and 5 remaining courses in the second year summer (May-August). Following completion of these courses, students secure visa interviews and arrive at the IUP main campus for orientation by the 20th of August. Both faculty and students have provided negative feedback on the pace of the courses in the second summer—15 credits in 12-13 weeks, followed by departure to the U.S., which requires some preparation. A recent survey of students completing the program resulted in good to excellent feedback on *all* program parameters related to IUP *except* the scheduling of courses, which had an overall average score of 2.2 on a 5-point scale (all other aspects, including infrastructure, overall faculty quality, course content, etc., had above 4.0 out of 5.0). It is critical that the schedule issue is addressed and the overall presence of IUP faculty on-site is enhanced, whenever feasible. This change will alleviate the only identified student concern in the program.

A further idea in this proposal is to explore the possibility for pairs of faculty, who are already team-teaching courses on-campus, to team-teach two sections of the same course in the same semester at Bangalore. The faculty would have to *volunteer* to team-teach an MBA course in Bangalore during the semester, and the concerned department chair(s) and the College Dean would have to approve it.

c. **PES will offer 12 credits of graduate coursework that can be transferred to IUP and counted toward the IUP MBA program. Specific courses will be chosen in advance by mutual agreement for each cohort group. The 12 credits of courses will be from the IUP MBA core, and will include ~~Information Systems (3 credits) and~~ Business Law (3 credits). All courses at PES will be taught by faculty that meet the criteria for teaching graduate level courses as applied to faculty at IUP. The course descriptions and syllabi used at IUP will be followed to teach these courses at PES.**

Originally, Information Systems was one of the courses that PES faculty would teach all the time. The rationale was based on the fact that PES has one of the top engineering schools in the country, and since they are located in the IT hub of Bangalore, PES faculty members have excellent exposure to information systems at the practical level. Although all of these reasons still hold true, the MIS&DS Department at IUP, where the information systems course is housed, have demonstrated their interest in teaching that course in the Program. In order to *not* exclude them from this program, we need to make this change. Business Law being taught in India by PES faculty still will occur.

Research Committee (Senator Sciulli)

FOR INFORMATION:

The committee met on March 4, 2008 and granted $56,313 in Senate Fellowship Awards to the following individuals:

- Frederick Adkins
- Timothy Austin
- Shundong Bi
- W. Barkley Butler
- Waleed Farag and Sanwar Ali
- Jeffery Larkin and Timothy Nuttle
- Bill Meil, David Laporte, and Jay Mills
- R. Scott Moore and Allen Partridge
- Sarah Neusius
- Susan Palmisano
- Larry Vold, Becky Knickelbein, and Roger Briscoe
- Feng Zhou and Devki Talwar

- Nashat Zuraikat

The committee met on April 1, 2008 and awarded $18,717 in Small Grants to the following individuals:

- Azad Ali
- Hussam Al-Sharrami
- Fredalene Bowers
- Beverly Chiarulli
- Lorraine Guth
- Valeri Helterbran
- Marion Henry
- Becky Knickelbein
- DeAnna Laverick.
- Susan Martin
- William McPherson
- Bharathan Narayanswamy
- Jennifer Rotigel
- Lisa Sciulli
- Robert Sweeny
- Linda Szul
- Wenfan Yan

The committee will meet on Tuesday, May 6 in Stright Hall.

University Development and Finance Committee (Senator Domaracki)

The committee will meet on Tuesday, April 29 at 3:15 in the University Towers Conference Room.

Student Affairs Committee (Senator Beisel)

The committee will reconvene in September 2008.

Academic Committee (Senators Dugan and Novels)

FOR ACTION: **APPROVED**

1. Fresh Start Policy

Current Policy:

A student who has been academically dismissed and separated from the university for a minimum of five consecutive calendar years may apply for readmission. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may readmit the student. This policy applies to a student's first baccalaureate degree, and a student may be readmitted under this policy only once. A minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy.

A student who wishes to enter a major in a college other than the one from which he/she was dismissed will apply to the original college, which will forward the application and related records to the new college for action.

Conditions for a Fresh Start Record

All credits and grades for IUP coursework taken prior to readmission under this policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based upon credits and grades earned from the date of readmission.

Prior Record

Previously accepted transfer credits and IUP courses in which grades of C or better were earned prior to readmission will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

Academic Standards

A student who is readmitted under the provisions of this policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of rematriculation. A student readmitted under this policy waives the right to exercise the cancelled semester policy.

Proposed Revision

A student who has been separated from the university for a minimum of three consecutive calendar years and has been readmitted may apply for Fresh Start from the appropriate college dean or designee. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the college dean or designee may implement this policy.. This policy applies to a student's first baccalaureate degree, and may be applied only once. A minimum of 30 credits must be completed at IUP after a student returns to IUP under this policy.

A student who wishes to enter a major in a college other than the one from which he/she was dismissed will apply to the original college, which will forward the application and related records to the new college for action.

Conditions for a Fresh Start Record
All credits and grades for IUP coursework taken prior to readmission under this policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based upon credits and grades earned from the date of readmission.

Prior Record
Previously accepted transfer credits and IUP courses in which grades of C or better were earned prior to readmission will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

Academic Standards
A student who is readmitted under the provisions of this policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. A student readmitted under this policy waives the right to exercise the cancelled semester policy.

Rationale: Committee members were asked to review the policy and length of separation from the university. The committee felt that three years allowed for time for a student to reflect on, or change, behavior, while still allowing progress towards degree. As well, the policy, as revised, allows for its application for students who were not dismissed, but who have qpa's prohibitive of entering certain majors.

2. Emeritus Procedures and Nomination Forms **APPROVED**

The Academic Committee seeks to update the Emeritus procedures and nomination forms to better ensure equity among applicants/nominees. The Committee also seeks to change the procedures governing the process to better ensure that all eligible faculty are considered for, and aware of, the opportunity of seeking nomination for this University honor. These changes, coupled with the previously approved date changes, we hope, will ensure a smoother, clearer process for both nominees and committee members, trying to make the fairest recommendations possible.

Current Procedure:

CRITERIA FOR AWARDING EMERITUS STATUS

Procedure

Nominations for emeritus status should be initiated by an individual department or administrative unit within two years following retirement. At the departmental or management unit level, a 2/3 vote of approval by secret ballot is required. The term "2/3 vote of approval" shall be interpreted as at least "2/3 of the votes cast, by persons legally entitled to vote, excluding blanks or abstentions, at a regular or properly called meeting at which a quorum is present" (*Robert's Rules of Order*). A document citing the significant contributions made by the

nominee, as outlined in the criteria below, shall be forwarded with the transmittal form to the appropriate dean/vice president for his or her recommendation. The dean/vice president shall submit these recommendations to the provost who will, in turn, send them along with his or her recommendation, to the Academic Affairs Committee of the University Senate for consideration. The recommendation of the Academic Affairs Committee shall then be submitted to the University President and, ultimately, to the Board of Trustees for final approval.

Nominations may be made by any person familiar with the nominee's professional contributions. For persons who do not fall within the departmental structure, the nominations shall be initiated by the individual's immediate supervisor, who will also determine the composition of the voting unit and then proceed through the remaining channels of selection as stated above.

Criteria

Each candidate for emeritus status must have been a full-time professional employee at IUP for at least ten years and have demonstrated exceptional teaching, managerial, and administrative performance. In addition, nominees must have made a significant contribution while at the University in at least two of the following areas:

1. Scholarly growth through research and publications
2. Active participation in departmental/administrative unit activities
3. Active participation in university activities

In addition to the public award and the inclusion of the emeritus person's name in a published listing of emeriti personnel, the university may provide benefits such as library privileges and office space when available. The university community is encouraged to use the skills and the talents of emeriti personnel on a voluntary basis when appropriate.

Nominations for emeritus status, with supporting evidence for the above criteria, should be in the office of the appropriate dean/vice president by **October 20,** who will forward them to the provost's office by **November 1. (Note: If the due date falls on a weekend, it moves to noon on the following Monday.)**

Approved by the University Senate, March 11, 1980
Paragraph 1 approved April 7, 1981; Revision approved April 19, 1988
Revision of deadline dates approved October 8, 1991; October 2007

Current Nomination Form:

Indiana University of Pennsylvania
Nomination for Emeritus Status

_____
Nominee

_____
Position

_____
Date of retirement ***Years of IUP Service***

Nomination Criteria:

Required:

_____ A. Completed 10 years of IUP service

_____ B. Demonstrated exceptional teaching (or managerial and administrative performance)

Selected:
…and made significant contribution in at least two of the following three areas:

_____ 1. Scholarly growth through research and publications.

_____ 2. Active participation in department (or administrative unit) activities.

_____ 3. Active participation in university activities.

Attachments:

_____ substantive narrative addressing how the nominee's career achievements satisfy each of the established criteria

_____ nominee's *vita*

_____ supporting material such as a five-year evaluation

Approval Process:

Department process:

Eligible voters: _____

Actual voters: _____

Vote results:

_____For _____Against _____Abstain

_____ _____
Initiated by date

_____ _____
Approved by Department or Unit date

_____ _____
Recommended by Dean or Vice President date

_____ _____
Recommended by Provost date

_____ _____
Approved: Senate Academic Committee date

_____ _____
Approved: University Senate date

_____ _____
Council of Trustees action date

Proposed Procedure:

CRITERIA FOR AWARDING EMERITUS STATUS

Emeritus status is an honor conferred by the university. In addition to the public award and inclusion in a published listing of emeriti, the university may provide benefits such as library privileges and office space when available. The university community is encouraged to use the skills and the talents of emeriti on a voluntary basis when appropriate.

Procedure

Nominations for emeritus status should be initiated within two years following retirement. Nominations may be made by a current or recently retired/resigned IUP faculty (preferably from the nominee's department/unit) who is familiar with the nominee's professional contribution. The candidate for emeritus status shall seek the endorsement of his/her department or administrative unit. The members of the department/unit will vote whether to recommend the candidate according to the department's established procedures. A vote by secret ballot is required by tenured and tenure-track members at a regular or properly called department meeting at which a quorum is present.

The department vote is one important source of information that will be used in evaluating the nomination; however the department/unit vote will not necessarily preclude the nominee from further consideration. The vote will be reported to the nominator, along with indication of the area(s) the department/unit determined the candidate has not excelled, if a majority approval is not secured. With this information, the nominator in consultation with the nominee (where possible) will decide whether to continue with the application process. When both nominator and nominee choose to continue with the application process, the nominator shall send the completed transmittal form, along with the nomination letter and supporting documentation to the Dean/Vice President. The Dean/Vice President shall submit these recommendations to the Provost who will, in turn, send them along with his or her recommendation, to the Academic Affairs Committee of the University Senate for consideration. The recommendation of the Academic Affairs Committee shall then be submitted to the Senate, University President and, ultimately, to the Council of Trustees for final approval.

Criteria

Each nominee for emeritus status must have been a full-time professional employee at IUP for at least ten years and must have demonstrated effective teaching or managerial/administrative performance. In addition, the nominee must have made a significant contribution while at the University in at least two of the following areas:

1. Scholarly growth through research and publications
2. Active participation in department/administrative unit activities
3. Active participation in university activities

For Teaching Faculty the nomination for Emeritus status MUST include:

1) An updated CurriculumVitae.
2) A nomination letter that addresses how the nominee qualifies for emeritus status. The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence such as publications, awards, and acknowledgements of outstanding service should be cited in sufficient detail.
3) Copies of recent performance reviews (DEC, Department Chair and Dean's Report), including the most recent review.*

*Note: Consent of the nominee is needed for performance reviews.

The nomination for Teaching Faculty MAY also include:

1) Letters of commendations or other special recognition.
2) A rebuttal, by the nominee or nominator, to a negative assessment by the department/unit.
3) Summary reports of recent student evaluations.**

**Note: Consent of the nominee is needed for student evaluations.
For Administrative Faculty the nomination MUST include:

1) An updated Curriculum Vitae.
2) A nomination letter that addresses how the nominee qualifies for emeritus status. The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence such as publications, awards, and acknowledgements of outstanding service should be cited in sufficient detail.
3) Copies of recent performance reviews, including the most recent reviews.*

*Note: Consent of the nominee is needed for performance reviews.

The nomination for Administrative Faculty MAY also include:

1) Letters of commendation or other special recognition.
2) A rebuttal, by the nominee or nominator, to a negative assessment by the department/unit.

The Academic Committee reserves the right to request clarification from the department and to request additional information from the nominator and/or nominee.

Nominations for emeritus status, with supporting evidence for the above criteria, should be in the office of the appropriate Dean/Vice President by October 20, who will forward them to the Provost's office by November 1.

Proposed Nomination Form:

Indiana University of Pennsylvania Nomination for Emeritus Status

_____ _____
Nominee Nominator

_____
Position

_____
Date of retirement Years of IUP Service

Nomination Criteria:

___ A. Completed 10 years of IUP service

___ B. Demonstrated effective teaching
(or managerial and administrative performance)

Selected:
…and made significant contribution in at least two of the following three areas:

___ 1. Scholarly growth through research and publications.

___ 2. Active participation in department (or administrative unit) activities.

___ 3. Active participation in university activities.

Attachments
____ substantive narrative addressing how the date nominee's career achievements satisfy each of the established criteria

___ nominee's *Vita*

___ supporting material such as a five-year evaluation/performance review

___ summary reports of student evaluations (for teaching faculty) (optional)
date

Approval Process:

Department process:

Eligible voters: ____

Actual voters: ____

Vote results:
___For ___Against __Abstain

When a majority approval is not secured, provide area(s) in which nominee is deficient:
_____
_____

_____ ____
Above Results verified by (Chair of dept.) date

_____ ____
Recommended by Dean/Vice President date
Yes No

_____ ____
Recommended by Provost Yes No date

_____ ____
Senate Academic Committee Yes No date

_____ ____
Approved: University Senate Yes No date

_____
Council of Trustees action

Awards Committee (Senators Hernandez and Ritchey)

There is no report.

Noncredit Committee (Senator O'Neil)

FOR INFORMATION:

The Non-Credit Committee met on April 10, 2008. Kathy Evanko, Director of Conference Services, Non-Credit Programs, and Professional Development met with the Committee to provide an update on the 2008 conference schedule. The listing of those conferences with dates, locations, and estimated participants is included below.

2008 Conference Schedule

DATE	NAME	EST. # PART.	EST. #	HOUSING LOCATION
April 8/9	KAPPA	120-150	N/A	Harrisburg
April 18	IUP Cares	400+	N/A	IUP - HUB
April 24/25	Labor Management	125-150	N/A	Best Western
June 17-22	**PA Jr. Shooters** (dining hall; jr. h. s. & adults)	35-40	**35-40**	IUP* (Pierce)
June 22-26	**Drum Majors** (dining hall; h. s. & adults)	65-80	**65-80**	IUP* (R&P lot)
July 7-11	Clay Camp for Kids I (ages 9-12)	10	N/A	IUP (Pot Shop)
July 7-11	Clay Camp for Kids II (ages 13-17)	12	N/A	IUP (Pot Shop)
July 8-31	Adult Pottery	12	N/A	IUP (Pot Shop)
July 14-18 ELC	Young Naturalist Adventure (ages 8-12)	16	N/A	Crooked Creek
July 14-18	**MARTI** (dining hall, catering; adults)	200-225	**75-80**	IUP** (Eberly)
July 20-25	**Ideal Edge Sports Camp** (dining hall; high school & adults)	80-90	**80-90**	IUP* (Zink & MFH)
August 10-15	A.D.S.J. (dining hall, catering; adults)	100-115	N/A	Hotel & IUP (Zink & MFH)
Oct. ??	KAPPA	120-150	N/A	Altoona

Nov. 8	Coming Together (catered; adults)	50-75	N/A	IUP (Eberly)

*** housing needs at IUP only** **** housing needs at both IUP & hotel**
~ housing needs at hotel only

The committee will reconvene in September 2008.

Library and Educational Committee (Senator Jozefowicz)

LIBRARY AND EDUCATIONAL SERVICES COMMITTEE (LESC) REPORT
APRIL 11, 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 met on both April 1 and April 8.

The LESC received a report about the Laser Printing Cost Recovery System from J. R. McFerron. The LESC is responsible for reviewing this system annually. Based on the report, the LESC recommends no changes to the current laser print fee structure for the 2008-2009 academic year.

On April 8, LESC met with Dr. Nicholas Kolb to specifically discuss creation of a Distance Education Planning and Work Group. Additionally, correspondence with Dr. Werner in the Provost's office has continued. Currently, it is planned that this Work Group will be formed as an ad hoc group by the Provost's Office with the understanding that any this group will bring any academic policy and curricular recommendations to the Senate through the appropriate existing Senate sub-committee(s).

Language regarding a charge, membership, and reporting line for this Work Group has been drafted and initially iterated between the Provost's office, LESC, the Council of Deans, and others on campus. Current draft language is included below in the report; language has not been fully finalized, and additional input can be directed to Dr. Werner, Dr. Kolb, or Dr. S. Jozefowicz as chair of LESC.

It is still hoped that members of this Work Group can be identified prior to the end of the Spring 2008 semester so that work can commence at the start of the Fall 2008 at the latest. Members will be identified through a combination of volunteer interest, related groups designating a liaison, and Provost appointment in consultation with Vice Presidents of the other university divisions.

DRAFT
April 9, 2008

Distance Education Planning and Work Group

Charge: The Distance Education Planning and Work Group is charged with: identifying opportunities and strategies to expand and enhance IUP's engagement in offering high-quality distance education courses, programs, and services; identifying impediments and opportunities to offering high-quality courses and programs through distance education; and, proposing policies and strategies to remove those impediments or enhance existing incentives.

Membership: Members include individuals having been recommended by the following bodies and appproved by the Provost: UWUCC, UWGC, LESC, ACPAC, APSCUF, and the Council of Chairs. Additional members include individuals appointed by the Provost, in consultation with other Vice Presidents, from the Council of Deans, the Student Operations Group, and appropriate administrative offices in the Divisions of Academic Affairs, Administration and Finance, and Student Affairs. Members 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. The Chair of the Group is appointed by the Provost.

Reporting Line: Academic policy or curricular recommendations are to be directed to the University Senate for consideration by the appropriate committee of that body. Recommendations on administrative matters are to be directed to the Provost for consideration by the university administration.

The committee will reconvene in September 2008.

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Wright)

Senator Wright reported that The University Planning Council met on April 14, 2008. At the meeting the IUP Space Needs Assessment report was distributed and discussed. The University's Draft Diversity Strategic Plan was distributed for discussion in small groups. The Council was updated on two VP searches that Dr. Atwater and Dr. Broad have already reported on. Dr. Sadler reported on the Liberal Studies status. The group will meet again in the fall 2008 semester.

Presidential Athletic Advisory Committee (Senator Domaracki)

The group met two weeks ago and discussed the academic needs survey for athletic facilities. The committee will reconvene in fall 2008.

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The committee will be meeting on May 7.

NEW BUSINESS none

ADJOURNMENT

The meeting was adjourned at 5:14 p.m.

Respectfully Submitted,

Tressa Wright, Secretary