## MINUTES OF THE
## IUP UNIVERSITY SENATE

### October 6, 2009

Chairperson Broad called the October 6, 2009, meeting of the University Senate to order at 3:34 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Asamoah, Cowles, Farag, Hulings, Hull, Johnson, Kostelnik, Motycki, Pike, Wisnieski, Zuraikat

The following Senators were absent from the meeting: Ault, Beck, Camp, Clutter, Haija, Irani, Kuipers, Lemasters, Mack, Martin, Reich, Weiner, Wick, Williams

The minutes of the September 15, 2009 meeting were **APPROVED**.

Agenda items for the October 6, 2009, meeting were **APPROVED**.

## REPORTS AND ANNOUNCEMENTS

### President's Report
Good afternoon.

I am pleased to inform you that an IUP graduate student has been selected as the nation's top ROTC cadet. This is the first time that an IUP Cadet has achieved this recognition. Cadet Erik Lloyd was selected for the distinction from 4,700 other cadets following the Leader Development and Assessment Course held this summer for senior ROTC cadets. This national honor reflects strongly on the historic excellence and distinction of the IUP ROTC program, and Cadet Lloyd is to be commended for bringing national recognition to his individual performance, as well as to his battalion and to the university. The IUP ROTC program continues to enhance the leadership skills of its program participants while providing exemplary training and preparation for the men and women who will lead the military defense of our nation. Cadet Lloyd is also a 2002 physical educational and sport graduate of IUP.

Last evening, IUP was honored to host Mr. Marvin Hamlisch, an award-winning composer, arranger and conductor, as the 17th annual Helwig Distinguished Artist Award recipient. The Helwig Distinguished Artist Award program was created in 1987 by Florence Helwig, of Indiana, in honor of her late husband, Wilfred E. Helwig. As part of his visit to IUP, Mr. Hamlisch conducted an open rehearsal with the IUP Jazz Ensemble and offered a command performance for a full house in Fisher Auditorium with the IUP Jazz Ensemble.  Mr. Hamlisch is one of only eight living artists in the world to win entertainment's "grand slam"—an Emmy, a Grammy, an Oscar, and a Tony award.

As a Helwig Distinguished Arts, Mr. Hamlisch joins the ranks of other very distinguished performers, including Itzhak Perlman, Richard Stoltzman, Hal Holbrook, Andre Watts, Brian Bedford, Dave Brubeck, Cleo Laine and John Dankworth, Doc Severinsen, Chita Rivera, Billy

Taylor, Peter Nero, Rosemary Clooney, Olivia Newton-John, Roger Williams and Amy Grant. This is quite a lineup for this university and this community, and IUP is proud to be home to the Helwig Distinguished Artist program.

When we last met, I noted that we expected enrollment of close to 14,600. I am very pleased to report that we have exceeded our enrollment goals and have broken all previous enrollment records with 14,638 students registered for this fall semester.  Since 2007, enrollment has grown by more than 600 students, or 4.4 percent, across all IUP instructional sites and campuses.

Lastly, but certainly not least, I am also pleased to inform you that we have just been notified that IUP's Eberly College of Business and Information Technology has been selected, for the sixth year in a row, in the Princeton Review's "Best Business Colleges."  Congratulations to all who played a part in this significant recognition.

Thank you for your time and attention.

## Provost's Report

### Announcements
   1. **Academic Strategic Planning**
      Academic Affairs is moving forward this fall with its strategic planning efforts.  A twenty-member Academic Strategic Plan Steering Committee (SC) was recently formed with broad representation from the faculty, staff, students, and academic administration. The SC is being co-chaired by Dr. InnoOnwueme, Associate Provost for Academic Programs and Planning and Dr. Phillip Neusius, Chairperson of the Department of Anthropology. The SC held an initial day-long meeting on October 2 where it received its charge from the Provost and devoted much of the day drafting vision and mission statements and identifying seven broad goals/themes that will provide a framework for the five-year strategic plan.  The next step in the planning process will be the creation of seven working groups (again composed of faculty, staff, students, and administrators from both the SC and the academic community at-large).  Each group will be assigned one of the seven broad goals.  The groups will then develop various subgoals or objectives along with strategies for achieving these objectives and a set of metrics to measure progress in achieving those objectives.  The plan is to have these working groups submit their final report to the SC by February and for the SC to provide to the university community a draft of an academic strategic plan by March 2010. There will be ample opportunity for a thorough vetting of the draft by the university community so that feedback can be obtained before a final draft is submitted to the Provost and the Council of Deans by May 2010.  It is expected that the five-year strategic plan will be in place by the beginning of the fall 2010 semester.

   2. **Transition to Moodle**
      As you may know, WebCT's last day of use at IUP will be June 30, 2010 as our contract expires.  Faculty members who intend to have their WebCT materials converted to Moodle should do so as soon as possible even if they intend to continue using WebCT through the end of the Spring, 2010 term.

Any IUP faculty member hoping to use Moodle that has not yet begun the process of becoming familiar with it is strongly encouraged to visit http://www.iup.edu/moodle at their earliest convenience.  The site provides all the information needed to complete the transition, including documentation, training, workshop info., technical FAQs, etc.).  Although similar information has been sent directly to all faculty, we believe that those of you in leadership roles can provide additional help in ensuring a successful transition.

Many IUP faculty have already embraced Moodle. As of Sept. 21, 215 faculty members were utilizing Moodle in some capacity, including 181 that had been active WebCT users.  It is estimated that about 42 percent of all faculty that have been using WebCT in recent times have at least begun to formally make the transition to Moodle.

However, there remain well over 200 IUP faculty members who have been WebCT users that have not begun the preparation needed for Moodle.

The dedicated folks in Instructional and Research Technologies (IRT) are poised to assist these faculty, but given their narrow staffing it is critical that we avoid a last-minute rush next spring and early summer.  We have avoided creating individual deadlines for faculty in order to permit maximum flexibility, but this decision assumes that the vast majority of faculty will initiate their transition during calendar year 2009.

Please share this information with faculty as you can at the departmental, college and division levels.  This project has been very successful to date and the engagement of more faculty can do nothing but make it even better

3. **Bill Strickland Lecture**
   The Common Freshman Reader Implementation Team is working on the plans for the November 17th Strickland lecture which will occur at 7 pm in Fisher Auditorium.  A reception and book signing will take place immediately following the lecture.   The reception is being co-hosted by Phi Kappa Phi.

4. **University Museum R/P Coal Collection Exhibit**
   The IUP University Museum is currently featuring "A Walk Through Time: Pennsylvania Coal Collection Featuring the Rochester & Pittsburgh Coal Company Collection" that will be running until December 5th.  This collection features mining memorabilia, maps, photographs, blue prints, and other historical materials.  The University Museum is one of the often overlooked jewels of the university and I encourage you to take some to walk through this collection.

## Curriculum Revisions
In response to the Senate recommendations from the September 15, 2009 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:
   A.  The following courses are approved by me and may be offered immediately:

COMM 151 Basic Lighting for Still and Motion Imagery
ECED 117 Family, Community, and School Relationship in a Diverse Society
ECED 250 Language Development
ECED 351 Literacy for the Emergent Reader PreK Grade1 Learner
ECSP 340 Introduction to Classroom and Behavior Management for All PreK to Grade 4 Learners
ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners
EDUC 461 Student Teaching
EDUC 471 Student Teaching

B. Program revisions from the Professional Studies in Education for the Bachelor of Science in Education Early Childhood Ecucation/Special Education program

From the <u>University-Wide Graduate Curriculum Committee:</u>
A. The following courses are approved by me and may be offered immediately:
BTST 442/542 Training Methods in Business and Information Technology Support
BTED/VOED 606 Leadership for Career and Technical Educators
BTED/VOED 607 Organizations and Structure for Career and Technical Education
BTED/VOED 608 Legal and Legislative Issues in Career and Technical Education

## Chairperson's Report

This morning in the coffee shop the barista said to me: "I wish I had known what professors were like when I was a student. You're just like the rest of us. You don't always know what you're doing, you procrastinate..." I want to apologize for any part I may have played in letting that cat out of the bag. It was never my intention to undermine the mystique that surrounds us.

I sincerely hope that what we do here this afternoon can help to restore to some extent the aura of wisdom we like to think surrounds us. We'll never convince the administrative senators, but maybe we can impress the students. We have at least one difficult decision to make, and others that require our thoughtful attention. I trust we will deal wisely with what we have before us.

On more of a housekeeping note, I would like to remind the committees of the Senate that your meeting minutes are meant to go to the Secretary of the Senate and to the Chair. This helps us stay on top of what might be coming before us, but, more importantly, it provides a record for future years of what the Senate has done. It doesn't happen very often, but, from time to time, we get a request for information on things that happened long ago. To the extent that we have the minutes of the meetings, we can respond. These inquiries tend to be in regard to serious policy issues, so it is really important to have the information that is needed. Many committees already are supplying their minutes, and I thank you for that. I hope the others will take this as a gentle reminder.

Next month we should start getting back to work on Liberal Studies matters. This is going to be a long and involved process. I trust we will be ready. In the meantime...

## Vice-Chairperson's Report

The Student Government Association since our last meeting has taken a trip to the Punxytawney campus of Indiana University of Pennsylvania and began the process to help those students create their own Student Government Association on their campus to settle the issue that arise at their school.

Since our last meeting the Student Government Association has received 5 new members.

## Rules Committee (Senator Korns)

**Proposed Amendment to the Bylaws of the University Senate**          <span style="color:red">**APPROVED**</span>

*Add the following language at the end of the indicated section.*

III.
      G.      ... and without a majority of those FACULTY members voting to approve that action.

Current

III.    Procedures

      G.    No action on curricular matters can be taken by the University-wide Graduate Committee, the University-wide Undergraduate Curriculum Committee or the IUP Senate without FACULTY members comprising a majority of members voting.

Proposed

III.    Procedures

      G.    No action on curricular matters can be taken by the University-wide Graduate Committee, the University-wide Undergraduate Curriculum Committee or the IUP Senate without FACULTY members comprising a majority of members voting.In addition, a motion on curricular matters shall be approved only if a majority of those FACULTY members vote to approve the motion. A curricular motion can be defeated by a simple majority of all Senators voting.

Rationale

    The purpose of this amendment is to avoid having action on curricularmatters approved when a majority of faculty members votingvote against it.

Results of the Roll Call Vote:
92 Yes 47 No

| Ali | Azad | N | Hood | Michael | N |
|---|---|---|---|---|---|
| Ali | Sanwar | Y | Hulings | Dennis | |
| Allard | Francis | Y | Hull | Hazel | |
| Alman | Robert | | Hyde | Micki | Y |
| Appolonia | Terry | N | Intemann | Gerald | N |
| Asamoah | Yaw | | Irani | Vida | |
| Atwater | Tony | | Janosko | Joann | Y |
| Ault | Cecil T. | | Johnson | Rita | |
| Baginski | Richard | Y | Jozefowicz | Stephanie | Y |
| Balint | William | N | Julian | Jack | Y |
| Barger | Lynn | N | Kennedy | Helen | N |
| Baum | Jessica | | Kilmarx | John | N |
| Baumer | Matthew | Y | Knickelbein | Becky | Y |
| Beck | Sandy | | Korns | Michael | Y |
| Belch | Holley | Y | Kostelnik | Robert | |
| Bencloski | Joseph | N | Kuipers | Christopher | |
| Boda-Sutton | Holly | Y | Kuo | Yu-Ju | Y |
| Bonach | Kathryn | Y | LaPorte | David | Y |
| Bowers | Fredalene | Y | Laverick | DeAnna | Y |
| Broad | Peter | Y | Lee | Daniel | N |
| Brzycki | Dolores | Y | Lemasters | Michael | |
| Camp | Robert | | Lewis | John | N |
| Carranza | Carmy | N | Loomis | David | Y |
| Cekada | Tracey | Y | Luckey | Rhonda | N |
| Chiarulli | Beverly | Y | Mack | Timothy | |
| Clutter | Samuel | | MacLeod | Mary | Y |
| Colen | Yong | Y | Martin | Jamie | |
| Collins | William | Y | Martin | Susan | Y |
| Cowles | Malinda | | Marx | Robert | N |
| Craig | Chauna | Y | McCombie | Sally | Y |
| Deckert | Sharon | Y | McElroy | Nathan | Y |
| Desmond | Kimberly | | McFerron | Richard | N |
| Domaracki | Joseph | N | McGowan | Mark | Y |
| Dugan | Catherine | Y | Mensch | Scott | Y |
| Farag | Waleed | | Metz | Mary Lou | Y |
| Farnsworth | Katie | Y | Migyanka | Joann | Y |
| Felter | Aaron | | Missien | Tracey | N |
| Franklin-Rahkonen | Sharon | Y | Mocek | Lynnan | N |
| Gart | Alan | Y | Moore | Scott | Y |
| Geletka | Mark | N | Motycki | Katie | |
| Greenawalt | Julie | Y | Myers | David | |
| Griffith | Donna | N | Nahouraii | Ataollah | Y |
| Gropelli | Theresa | Y | Newcomer | Carol | Y |

| | | | | | |
|---|---|---|---|---|---|
| Gu | Linwu | Y | Norris | Linda | Y |
| Gunter | Valerie | Y | Novels | Alphonse | N |
| Guth | Lorraine | | Numan | Muhammad | Y |
| Haija | Ajawad | | O'Neil | Therese | Y |
| Hall | Linda | | Onwueme | Innocent | N |
| Hannibal | Mary Anne | Y | Pankaj | Pankaj | Y |
| Hinrichsen | Robert | Y | Pembleton | Sandra | N |
| Perdue | Tina | Y | Barnes | Tim | Y |
| Phaneuf | Shannon | Y | Bazemore | Ticairra | |
| Pike | Lynn | | Bearjar | Stephanie | Y |
| Piper | David | Y | Bivens | David | |
| Porter | David | N | Black | Heather | Y |
| Potts | Todd | Y | Cervantes | Eddie | N |
| Powers | Heather | Y | Confer | Erin | Y |
| Radell | Willard | Y | Crocker | Amelia | |
| Rafoth | Mary Ann | N | Dawson | Angel | |
| Reich | Tamar | | Destefano | Rachel | N |
| Reilly | Edel | Y | Hughes | Joshua | Y |
| Rieg | Sue | Y | Jones | Ayinnah | |
| Ritchey | Jeffrey | Y | Kane | Mike | |
| Rittenberger | Terry | Y | Kennedy | Michael | |
| Rivera | Jose | Y | Kiefer | Joy | Y |
| Rives | Bradley | Y | Krastin | Jennifer | |
| Rivosecchi | Karen | Y | Laich | Brian | |
| Rosenberger | Eric | Y | Lamont | Ellen | |
| Sciulli | Lisa | N | Longacre | Andrew | N |
| Scott | Patricia | Y | Machovina | Tyler | Y |
| Sechrist | Gail | Y | Marasco | Brandon | N |
| Simon | Bob | N | McCole | Alyssa | |
| Sink | Susie | N | McGaughran | Sean | |
| Smith | Jonathan | | Mead | Jamie | Y |
| Smith-Sherwood | Dawn | Y | Meek | Deanna | |
| Soni | Ramesh | Y | Minich | Christian | Y |
| Stephenson | Catherine | N | Morrow | Sarah | |
| Sullivan | Linda | Y | Onyemaobin | Nwaeze | |
| Tickell | Geoffrey | | Pennington | Jane | |
| Trimarchi | Valarie | N | Rishell | Paige | Y |
| Turner | Kevin | Y | Rowland | Angela | |
| Valentine | Amber | N | Royster | Anthony | Y |
| Van Wieren | Todd | Y | Selan | Sara | Y |
| Veilleux | John | N | Shumar | Ashley | |
| Weiner | Kim | | Smigielski | Rachel | Y |
| Wheeler | Sarah | Y | Solomonides | Elizabeth | Y |
| Wick | Harrison | | Stayman | Zachary | |
| Williams | Mary | | Stiles | Alyssa | N |

| Wilson | Cheryl | Y | Stith | Chris | N |
|---|---|---|---|---|---|
| Wisnieski | Joette | | Strattion | Ainyai | |
| Witthoeft | Heide | Y | Turko | Mirela | Y |
| Woodland | Dawn | N | Walker | Ruth | N |
| Wooten | Cornelius | N | Widdowson | Bridget | Y |
| Yang | Lingyan | | Wutsch | Andy | |
| Zambrano-Paff | Marjorie | Y | Hammond | Jared | N |
| Zoni | Carleen | N | Hammond | Margaret | N |
| Zorich | Phillip | N | Johnson-Hilty | Jill | N |
| Zuraikat | Nashat | | Lee | Jason | |
| | | | Nash | James | N |
| | | | Sagendorf | Martin | |
| | | | Stahl | Megan | |
| | | | Strong | Laura | |
| | | | Tiscione | David | N |

## University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

## FOR INFORMATION:

The following courses were approved by UWUCC to be offered as distance education courses:

HIST 195 History of the Modern Era
PHIL 101 Critical Thinking

## FOR ACTION:

**1 Department of Management Information Systems and Decision Sciences—Catalog Description Changes and Course Number Change**

<div align="right">**APPROVED**</div>

**a Catalog Description Change**

**Current Catalog Description:**

**IFMG 230 Introduction to Back-End Business Applications**        **3c-01-3cr**
**Prerequisite:** IFMG 210
Introduces the back-end business programming language as it applies to business organizations and their applications. Structured back-end business concepts and methods are taught as the student learns how to solve business problems using computers. Involves using files, reports, and tables to produce a variety of outputs utilized in operating and managing business activities.

**Proposed Catalog Description:**

**IFMG 230 Introduction to Back-End Business Applications**       **3c-01-3cr**
**Prerequisite:** BTED/COSC/IFMG 101
Introduces the back-end business programming language as it applies to business organizations and their applications. Structured back-end business concepts and methods are taught as the student learns how to solve business problems using computers. Involves using files, reports, and tables to produce a variety outputs utilized in operating and managing business activities.

**Rationale:** Historically IFMG 210 and IFMG 230 used COBOL for teaching programming. Students were introduced to COBOL in IFMG 210 and learned advanced COBOL functionality in IFMG 230. COBOL is a language used in legacy environment and MIS/DS department has moved the focus to modern object oriented languages like JAVA, VB.NET, C++, and C#.  The two courses, IFMG 210 and IFMG 230 introduce students to different languages and cover programming concepts that are self-contained within the each course. As such IFMG 210 is no longer needed as a prerequisite to IFMG 230. In addition relaxing this prerequisite gives more flexibility to the MIS/DS department in scheduling its courses.

**b**   **Catalog Description Change**

**Current Catalog Description:**

**IFMG 250 Business Systems Technology**       **3c-0l-3cr**
**Prerequisite:** IFMG 210 or COSC 110
Presents a functional review of computing equipment and the organization of components and devices into architectural configurations. Also teaches the principles of system software and builds an understanding of combinations of hardware and software within architectural designs.

**Proposed Catalog Description:**

**IFMG 250 Business Systems Technology**       **3c-0l-3cr**
**Prerequisite:** BTED/COSC/IFMG 101 or COSC 110
Presents a functional review of computing equipment and the organization of components and devices into architectural configurations. Also teaches the principles of system software and builds an understanding of combinations of hardware and software within architectural designs.

**Rationale:** IFMG 210 teaches programming in an object-oriented language. The knowledge of programming is not a requirement for understanding computer architecture. There was some scripting involved in the course before, which is no longer the case. As such IFMG 210 is not needed as a prerequisite. In addition relaxing this prerequisite gives more flexibility to the MIS/DS department in scheduling its courses.

**c   Catalog Description Change and Course Number Change**

**Current Catalog Description:**

**IFMG 450 Database Theory and Practice**                                      **3c-0l-3cr**
**Prerequisites:** IFMG 230 or COSC 220
Reviews database design, data model methodologies, physical data structure, and
database development and implementation. The remote data service, transaction server,
and database administration are introduced. Emphasizes the practical approach in
accessing the database using Internet technology.

**Proposed Catalog Description:**

**IFMG 390 Database Theory and Practice**                                      **3c-0l-3cr**
**Prerequisites:** IFMG 210 or IFMG 230 or COSC 220
Reviews database design, data model methodologies, physical data structure, and
database development and implementation. The remote data service, transaction server,
and database administration are introduced. Emphasizes the practical approach in
accessing the database using Internet technology.

**Rationale:** This course is normally taken by most students in their junior year. The
number change better reflects the level at which the course is targeted. IFMG 390
(formerly IFMG 450) covers Structured Query Language (SQL). SQL is a 4th
generation language (4GL) which is more intuitive as supposed to 3rd generation
programming languages (3GL) like JAVA. Students need to have basic introduction to
programming, which they can get in either IFMG 210 or IFMG 230 or COSC 220. In
addition relaxing this prerequisite gives more flexibility to the MISDS Department in
scheduling its courses.

**d   Catalog Description Change**

**Current Catalog Description:**

**IFMG 460 Analysis and Logical Design**                                      **3c-0l-3cr**
**Prerequisites:** IFMG 352 and 450
Involves teaching the tools and techniques required for the analysis and design of a
business system. Along with in-class discussions of the principles and techniques for
analyzing, designing, and constructing the system, the students also formulate system
teams in order to analyze the problems of an existing business information system, to
design an improved system, and to control the implementation of the new system.

**Proposed Catalog Description:**

**IFMG 460 Analysis and Logical Design**                                      **3c-0l-3cr**
**Prerequisites:** IFMG 210 and 230 and 352 and 390

Involves teaching the tools and techniques required for the analysis and design of a business system. Along with in-class discussions of the principles and techniques for analyzing, designing, and constructing the system, the students also formulate system teams in order to analyze the problems of an existing business information system, to design an improved system, and to control the implementation of the new system.

**Rationale:** The prerequisite course for IFMG 390 is either IFMG 210 or IFMG 230. However, the knowledge of programming from both IFMG 210 and IFMG 230, networking from IFMG 352, and database management from IFMG 390 are the requirements for IFMG 460 Analysis and Logical Design.

**2  Department of Journalism—Catalog Description Changes**                    <span style="color:red">**APPROVED**</span>

  **a    Current Catalog Description:**

**JRNL 102 Basic Journalistic Skills**                                                                 **3c-0l-3cr**
**Prerequisite:** ENGL 101
Required for journalism majors and minors. Emphasizes grammar, punctuation, spelling, AP Stylebook, copyediting, headlines, and accuracy.

**Proposed Catalog Description:**

**JRNL 102 Basic Journalistic Skills**                                                                 **3c-0l-3cr**
Required for journalism majors and minors. Emphasizes grammar, punctuation, spelling, AP Stylebook, copyediting, headlines, and accuracy.

  **b    Current Catalog Description:**

**JRNL 105 Journalism and the Mass Media**                                                       **3c-0l-3cr**
**Prerequisite:** ENGL 101
A critical examination of roles-goals of newspapers, magazines, radio, books, movies, and television as they affect American society socially, politically, and economically.

**Proposed Catalog Description:**

**JRNL 105 Journalism and the Mass Media**                                                       **3c-0l-3cr**
A critical examination of roles-goals of newspapers, magazines, radio, books, movies, and television as they affect American society socially, politically, and economically.

**Rationale:** The ENGL 101 prerequisite dates back to when the Journalism major was housed in the English Department.  ENGL 101 was the prerequisite for all other courses within the English Department.  JRNL 102 and 105 are survey courses.  With new enrollment caps at 40, the amount of writing required is minimal. These courses are prerequisites for many upper division courses within the Journalism Department. Adding a prerequisite to a prerequisite significantly slows students' progress within the

major.

**3   Department of Hospitality Management—New Course**                    <span style="color:red">**APPROVED**</span>

**HRIM 212 Club Operations Management**                                    **3c-01-3cr**
Provides an in depth understanding of the unique aspects of private club management.  The differences as compared to public golf courses, public restaurants, hotel operations, equity (member owned) and non-equity (corporate owned) club settings are explored.

**Rationale:**Club Operations and Management will complement the Department of Hospitality Management curriculum as a sophomore-level course.  This course is not for inclusion in the Liberal Studies Program.  This course will be offered as a department elective.

**4    Department of Human Development and Environmental Studies–Program Catalog Description Revision and Program Revision**

<span style="color:red">**APPROVED**</span>

**Current Catalog Description:**

**Family and Consumer Sciences Education**
The Family and Consumer Sciences Education major prepares students for the teaching of family and consumer sciences-related subjects in the public schools. Coursework is required in all areas of family and consumer services, including child development and family relations, consumer economics, clothing, foods, and interior design. Professional education courses are also required.

**Proposed Catalog Description:**

**Family and Consumer Sciences Education**
The K-12 Family and Consumer Sciences Education major prepares students for the teaching of familyand consumer sciences-related subjects in the public schools. Coursework is required in all areas offamily and consumer services, including child development and family relations, consumer economics,clothing, foods, and interior design. Professional education courses also are required.

 **a   Program Catalog Description Change**

 **b   Program Revision:**

| **Current Program:** | | **Proposed Program:** | |
|---|---|---|---|
| **Bachelor of Science in Education—Family andConsumer Sciences Education (\*)** | | **Bachelor of Science in Education—K-12 Family and Consumer Sciences Education (\*)** | |

| | | | |
|---|---|---|---|
| **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:<br>**Mathematics:**MATH 151<br>**Natural Science:** CHEM 101-102<br>**Social Science:**PSYC 101, SOC 151<br>**Liberal Studies Electives:** 6cr, CNSV 315, MATH 152, no courses with FCSE prefix | **51** | **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:<br>**Mathematics:**MATH 151<br>**Natural Science:** CHEM 101-102<br>**Social Science:**PSYC 101, SOC 151<br>**Liberal Studies Electives:** 6cr, CNSV 315, MATH 152, no courses with FCSE prefix | **51** |

| | | | |
|---|---|---|---|
| **College:** | | **College:** | |
| **Preprofessional Education Sequence:** | **32** | **Preprofessional Education Sequence:** | **34** |
| COMM 103     Digital Instructional TechnologyEDSP 102 Educational Psychology | 3cr3 cr | COMM 103     Digital Instructional TechnologyEDSP 102 Educational Psychology | 3cr3 cr |
| **Professional Education Sequence:** | | **Professional Education Sequence:** | |
| EDEX 301   Education of Students with Disabilities in Inclusive Secondary Settings | 2cr | EDEX 301   Education of Students with Disabilities in Inclusive Secondary Settings | 2cr |
| EDSP 477     Assessment of Student Learning: Design and Interpretation of Educational Measures | 3cr | EDEX 323 Instruction of English Language to Special Needs Learners | 2cr |
| EDUC 242   Pre-Student Teaching Clinical Experience I | 1cr | EDSP 477     Assessment of Student Learning: Design and Interpretation of Educational Measures | 3cr |
| EDUC 342   Pre-Student Teaching Clinical Experience II | 1cr | EDUC 242   Pre-Student Teaching Clinical Experience I | 1cr |
| EDUC 431   Student Teaching in Family and Consumer Sciences | 6cr | EDUC 342   Pre-Student Teaching Clinical Experience II | 1cr |
| EDUC 441   Student Teaching | 6cr | EDUC 441   Student Teaching | 12cr |
| EDUC 442   School Law | 1cr | EDUC 442   School Law | 1cr |
| FCSE  350   Teaching Family Life Education | 3cr | FCSE  350   Teaching Family Life Education | 3cr |
| FCSE  450  Teaching Vocational Family and Consumer Sciences Education | 3cr | FCSE  450     Teaching Vocational Family and Consumer SciencesEducation | 3cr |

| | | | |
|---|---|---|---|
| **Major:** | **34** | **Major:** | **34** |
| **Required Courses:** | | **Required Courses:** | |
| CDFR 218   Child Development | 3cr | CDFR 218   Child Development | 3cr |
| CDFR 224   Marriage and Family Relations | 3cr | CDFR 224   Marriage and Family Relations | 3cr |
| CDFR 321   Preschool Education: Developmentally Appropriate Practice | 3cr | CDFR 321   Preschool Education: Developmentally Appropriate Practice | 3cr |
| CNSV 101   Personal and Family Management | 3cr | CNSV 101   Personal and Family Management | 3cr |
| FDNT 150   Foods | 3cr | FDNT 150   Foods | 3cr |
| FDNT 151   Foods Laboratory | 1cr | FDNT 151   Foods Laboratory | 1cr |
| FDNT 212   Nutrition | 3cr | FDNT 212   Nutrition | 3cr |
| FSMR 112   Fundamentals of Clothing Construction | 3cr | FSMR 112   Fundamentals of Clothing Construction | 3cr |
| FSMR 314   Textiles | 3cr | FSMR 314   Textiles | 3cr |
| INDS 312   Housing and Culture | 3cr | INDS 312   Housing and Culture | 3cr |

| | | | |
|---|---|---|---|
| **Controlled Electives:** | | **Controlled Electives:** | |
| One course from the following: CNSV 413,416, FSMR 434,INDS 213 | 3cr | Two courses from the following: FSMR 110, 252, 434, CDFR 323, 325, 427,429,463, FDNT 213, 245, HRIM 130, 313 (1), HPED 450,INDS 105, 205 | 6cr |
| One course from the following: CDFR 323,463, FDNT 213, 245, FSMR 110, 252,HRIM 313 (1), HPED 450,INDS 205 | 3cr | | |

| | | | |
|---|---|---|---|
| **Free Electives:** | **3** | **Free Electives:** | **1** |
| **(#)Total Degree Requirements:** | **120** | **(#)Total Degree Requirements:** | **120** |

(*)  See requirements leading to teacher certification, titled "3-StepProcess for Teacher Education," in the College of  Educationand Educational Technology section of this catalog.
(1)  Must take the prerequisite HRIM 259.
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section of Requirements for Graduation.

(*)  See requirements leading to teacher certification, titled "3-StepProcess for Teacher Education," in the College of Educationand Educational Technology section of this catalog.
(1)  Must take the prerequisite HRIM 130.
(#) See advisory paragraph "Timely Completion of Degree  Requirements" in the section of Requirements for Graduation.

**Rationale:**  The program title change will align it with the other K-12 certification programs at IUP.  The Pennsylvania State Board of Education adopted changes that affect all of Pennsylvania's teacher and educational specialist certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. The course EDEX 323 Instruction of English Language Learners with Special Needs (2cr) is being added as a required course in order to add the additional number of hours required. All of the other hours currently are included in other coursework and practicum experiences.

In the current program, student teaching is divided into two 6-credit courses. In the past, students went to two different schools. Now that there are more student teachers to place, it is difficult to find that many family and consumer sciences placements so students remain at the same school for the semester. The proposed program would have one 12-credit student teaching course. Students stay at the same site for the entire semester. This change is in alignment with the PDE certification requirements for FCSE.

In the current program, the controlled electives are separated into two separate lists where students chose one course from each list. This ensured that students took a WI course because the first list was comprised of WI courses. Since FCSE 350 was converted to a WI course, it is no longer necessary to have the first list. In the revision, the lists are collapsed to one and students choose two courses from the list. The following controlled electives are removed from the program because they are no longer offered on a regular basis: CNSV 413, 416, and INDS 213. The following controlled electives are added to the program to give students more variety in choices: INDS 105, HRIM 130, CDFR 325, 427 and 429 (see attached letter of support from Jeffrey Miller).  Currently FCSE majors do not have the needed prerequisites for CDFR 325 and 429. Over-rides are given to FCSE majors who wish to take the courses. The CDFR Program is working on curriculum changes which will include changing those prerequisites for the FCSE students.

## 5   Department of Management—Catalog Description Change          <span style="color:red">**APPROVED**</span>

**Current Catalog Description:**

**MGMT 459 Seminar in International Management**                              **3c-0l-3cr**
**Prerequisites:** MGMT 454, senior standing
An analysis of recent literature and developments related to global business issues such as strategic alliances, human resource management in global environments, global assignments, Japanese business system, multinational corporations in the world economy.

**Proposed Catalog Description:**

**MGMT 459 Seminar in International Management**                    **3c-0l-3cr**
**Prerequisites:** MGMT 310, senior standing
An analysis of recent literature and developments related to global business issues such as strategic alliances, human resource management in global environments, global assignments, Japanese business system, multinational corporations in the world economy.

**Rationale:** The theories taught in MGMT 310 Principles of Management are the basic underlying theories for all other courses. MGMT 310 is thus the more appropriate prerequisite course for MGMT 459; it is the prerequisite for most other upper level management courses.


**University-Wide Graduate Curriculum Committee (Senator Piper)**

**FOR ACTION**                                                      **APPROVED**

**PRIOR POLICY SHOWING REVISIONS**
~~**Continuous Registration Credit**~~

**Dissertation/MFA Credit / Extended Credit Registration Policy**
        **(formerly Continuous Registration Credit)**

Beginning with the Fall 2004 term, this policy is binding for all doctoral students; it is binding for all Master of Fine Arts (MFA) students beginning Fall 2007.

Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and MFA students must enroll for at least one credit of dissertation or thesis each semester (fall/spring).  Once the student has registered for the number of dissertation credits required by their program of study (typically 9 or 12), or the number of thesis credits required by their program of study (typically 3-6), s/he must register for ~~or~~ one Extended Credit ~~of continuous registration~~ each semester (fall and spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation policy for doctoral or masters students). For this period, the student will be considered a full-time doctoral or MFA student. Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees) and may choose to pay Student Health and Activity Fees if the associated services will be used.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for Extended Credit registration will be excluded from the cumulative grade calculation.

NOTE:  The Continuous Dissertation policy has been in place since 1990.  There have been minor language changes since that time, but the requirement for doctoral students to be registered has not changed.  Further, since this is a university requirement, students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly.  If it is the doctoral or MFA student's intent to "quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.

Policy revised: Fall 2009

## FOR ACTION                                                                   APPROVED

**PRIOR POLICY SHOWING REVISIONS**
**International Applicants**

In addition to fulfilling the general application procedure, international applicants must present evidence of fluency in English.  Applicants whose native language is not English are required to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The School of Graduate Studies and Research (SGSR) will not process applications from international applicants until official TOEFL or IELTS scores which meet minimum requirements are on file in the School of Graduate Studies and Research.

~~While the~~The~~School of Graduate Studies and Research~~ SGSR ~~sets~~ has established a minimum TOEFL (paper-based) score ~~standard~~ requirement of ~~500~~ 540 (equivalent to a computer-based score of ~~173~~ 207); however, it should be noted that some departments have higher requirements. Please consult the department for details. (Students requesting information about the TOEFL should write to TOEFL, Educational Testing Service, Princeton, NJ 08540, U.S.A. or access the website *www.toefl.org*)  The minimum Overall Band Score required by the SGSR for the IELTS test is 6.  Again, it should be noted that some departments have higher requirements.  (Students requesting information about the IELTS should write to IELTS International, 825 Colorado Boulevard, Suite 112, Los Angeles, CA 90041, U.S.A or access the website www.ielts.org )

International applicants must also complete a Foreign Student Financial Statement, included in the application packet. The applicant must demonstrate sufficient financial resources to meet the cost of living in the United States, the cost of travel to and from the student's native country, and the cost of graduate education at IUP (if living outside the U.S., $24,000 is needed). Applications will not be processed without an acceptable financial statement and application fee.

International students must submit official English translations of their transcripts. These documents must bear the official seal of the issuing college or university; notarized copies of transcripts are not acceptable.

Upon admission of the international applicant to the university, the staff of the School of Graduate Studies and Research will notify the Office of International Education at IUP. The

Office of International Education will mail official acceptance letters, immigration documents, information on housing, arrival dates, and other general information about the university. Questions concerning immigration documents and other legal matters should be addressed directly to the Office of International Education, Indiana University of Pennsylvania, Suite B25, Delaney Hall, 920 Grant Street, Indiana, PA  15705-2295, U.S.A., or sent via e-mail to *intl-affairs@iup.edu*.

**Student Affairs Committee (Senator Rieg)**

The committee will meet on Tuesday, October 13 at 3:30 pm in the HUB Conemaugh  Room.

**Academic Committee (Senator Dugan/Novels)**

The committee will meet on Tuesday, October 13 at 3:30 pm in 201 McElhaney Hall.

**Awards Committee (Senator Ritchey)**

The committee will meet on Tuesday, October 13 at 3:30 pm in 203 Stabley Building

**Noncredit Committee (Senator O'Neil)**

The committee will meet on Tuesday, October 27 at 2:15 pm in Sutton 207a.

**Library and Educational Services Committee (Senator Jozefowicz)**

**FOR INFORMATION:**

LESC met on September 22.

For the 2009-2010 academic year, the following individuals were elected to the specified positions for committee leadership and committee liaisons:

- LESC Chair: Stephanie Brewer Jozefowicz

- LESC Vice Chair: Becky Knickelbein

- LESC Secretary: Sharon Franklin-Rahkonen

- LESC Liaison to the Educational Services Fee (ESF) Committee: Phil Zorich

- LESC Liaison to the Distance Education Planning and Work Group: Beverly Chiarulli

- LESC Liaison to the Academic Computing Policy Advisory Committee (ACPAC): Beverly Chiarulli

Subsequent to the April 28, 2009 University Senate approval vote for a revised Acceptable Use Policy recommended by LESC to the Senate, the Acceptable Use Policy was approved by the

IUP President's Cabinet and is being implemented.

As part of the September 22 LESC meeting, reports were made by LESC liaisons to ESF, the Distance Education Planning and Work Group, and ACPAC, which had all met during the previous week.

Additionally, Phil Zorich provided a report regarding recent and pending changes affecting the IUP Library with respect to facilities, equipment, revenue streams, and new program initiatives. Construction of a new main entrance to the Stapleton Library is expected to begin in October; during construction, outside access to the library will be through existing emergency exit doors which face Sutton Hall.

The next LESC meeting will be held on Tuesday, October 20, beginning at 3:40 pm in Room 203 of the Stabley Library.

The following report is provided by Beverly Chiarulli as the LESC/University Senate liaison to ACPAC. This report reflects information provided to ACPAC during an ACPAC meeting on Wednesday, September 16.

1. Some discussion focused on the Moodle transition and the fact it is currently the chief effort for IUP IT Services. After June 30, 2010 WebCT will no longer be available.
2. By Friday, September 18, all of the content from the old IUP website will be migrated to the new IUP website. Access will be shut down to the "old" central server at some point. Some departments may have documents as pdfs on the old server, which will then no longer be accessible, so they should be moved to the new website.
3. The IUP Library is conducting a trial of a streaming video service called "Films on Demand" from the "Films for Humanities and Sciences." A list of available titles can be viewed by going to the FHS website, which can be found through Google.
4. The "student response system" ("I-click" clickers) should now be able to be used in any classroom with a multimedia station. With ACPAC's recommendation, IUP has adapted the XR system from Turning Technologies. There is information available on the IUP website about the system at www.iup.edu/itsupportcenter/iclick. The clickers are available at the bookstore for $37.25. Students will have to purchase them and can use any vendor (or even eBay) if they use the correct manufacturer and model number. Faculty who require students to use the I-click should list them with their textbook requests. Once a student has purchased a clicker for one class, the same clicker can be used for all IUP classes. Clickers can be programmed with student ID numbers, so they can be used to record attendance.
5. An increase in faculty email quotas is in process. The necessary equipment is being ordered, so that by the start of the Spring 2010 semester, IUP employees including faculty will have an increase in their email capacity to 2 gigs.

### Research Committee (Senator Sciulli)

The committee met on September 8, 2009.

The committee awarded $9,022.00 in Small Grants to the following individuals:

- Azad Ali

- Francis Allard

- Charlene Bebko

- Peter Broad

- Theresa Gropelli

- Lorraine Guth

- Crystal Machado

- Robert Major

- Yaya Sissoko

- Jonathan Southard

- Jin Su

### University Development and Finance Committee (Senator Domaracki)

The committee will meet on Tuesday, October 13 at 3:30 pm in University Towers Conference Room.

### SENATE REPRESENTATIVE REPORTS

### University Planning Council (Senator Reilly)

1. **Student Information System – (SIS) – Mr. Bill Balint**
   Updated the Council on possible changes to the Student Information System. There are 4 components of the current system that may be changed. Sungaard the provided of the BANNER system currently used will be providing a fair on Oct 28th in which you will be invited to take a look at the new components and evaluate them. More information will be forthcoming on this.

2. **H1N1 flu – Mr. Scott Gibson/Mr. Bill Montgomery**
   Updated the council on the distribution of the seasonal flu vaccines and outlined their plan for the distribution of the H1N1 vaccines once they become available

3. **Academic Strategic Plan – ProvostIntemann**
   A steering committee has been put together to work on the Academic Strategic Plan that Dr. Intemanndiscuss at our previous senate meeting. The 20 person steering committee has been subdivided into 7 working groups—one group for each of 7 over-arching goals or themes of the plan. Progress on the working group will be available on a website.

4. **Committee to study faculty teaching loads – ProvostIntemann**
   A committee is being put together to study teaching loads. The goal is to reduce the teaching load from a 4-4 load to a 3-3 load or even a 3-2 load. Chairperson Broad and Dr. Hovan from Geoscience have been asked to co-chair this committee and the request will go out for about 20 members of the IUP community to volunteer to be part of this committee.

### Presidential Athletic Advisory Committee (Senator Domaracki)

Chairperson Broad reported that Senator Domaracki would like to step down as Senate Representative to the Presidential Athletic Advisory Board. Chairperson Broad will be selecting a new representative.

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

The committee will meet next on Wednesday October 14 in Oak Room West at 3:00 PM

### NEW BUSINESS

None.

### ADJOURNMENT

The meeting was adjourned at 5:15 PM.

Respectively Submitted

Edel Reilly, Senate Secretary