

**MINUTES OF THE
IUP UNIVERSITY SENATE**

April 20, 2010

Chairperson Broad called the April 20, 2010 meeting of the University Senate to order at 3:35 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Alman, Atwater, Asamoah, Baum, Bencloski, Carter, Collins, Geletka, Hulings, Johnson, Lemasters, Ritchey, Rivera, Van Wieren, Wheeler

The following Senators were absent from the meeting: S. Ali, Barger, Beck, Belch, Camp, Clutter, Colen, Desmond, Gart, Haija, Hood, Migyanka, Motycki, Numan, Rivosecchi, Rosenberger, Williams

The minutes of the March 23, 2010 meeting were **APPROVED**.

Agenda items for the April 20, 2010, meeting were **APPROVED**

REPORTS AND ANNOUNCEMENTS

Provost's Report

Good afternoon. I would like to devote my remarks today to the situation we find ourselves in with regard to our liberal studies curriculum revisions and implementation.

IUP's current liberal studies program when it was adopted in the late 1980's was hailed as a model for undergraduate programs. This accolade has been well deserved. The senior synthesis course requirement represented a bold and novel feature of liberal studies education and set a new standard in general education. But as strong as this program has been, with the passage of time, it became clear to Middle States in its 2006 visit that the program was in need of major revisions. As noted by the Middle States Commission in its 2006 report, "IUP's Liberal Studies program is no longer viewed as innovative or among the leaders in the field". This assessment was shared in IUP's self study report by the subcommittee on Standard 12 – General Education when it concluded that "the Liberal Studies curriculum at IUP is dated and in need of comprehensive revision".

Motivated in part by the Middle States report, IUP faculty began the process of revising the Liberal Studies program. In conjunction with these efforts faculty developed and approved a set of university student learning outcomes at each level of the institution, including general education, that incorporated feedback and input that could be used to guide the development and implementation of an effective and systematic plan to assess student learning. In an effort to inform the revision of the liberal studies program, the Provost Office and the University Assessment Committee conducted an assessment of the Student Learning Outcomes for the

current Liberal Studies program in 2008 and 2009. Although the findings from these studies suggest that IUP is consistent with our regional and Carnegie peer institutions with regard to student learning outcomes in some areas, such as written communication, and critical thinking skills, there were some areas of the study that showed weaknesses in our liberal studies program. One important finding in this study was that the use of capstone/senior level courses resulted in higher levels in each of the Student Learning Outcomes as compared to the use of synthesis courses (10-49% increases). The findings also indicated that the freshman year experience was comparatively weaker in numerous areas, including opportunities for service learning or cohort-based learning, and synthesis of ideas across disciplines.

Today, four years since the Middle States report was issued and one year before the IUP Periodic Program Review is due in preparation for our next Middle States reaccreditation visit, we find ourselves, on the one hand, with an approved and revised liberal studies program that addresses many of the weaknesses revealed in our assessment studies of our current program. However, as we all know, we have not completed the approval of all the criteria to be used in guiding the development of the courses for the revised program. Although several criteria have been approved, one in particular – the one for the first year seminar still awaits approval. Today, we have the opportunity to approve this criterion when the UWUCC presents its report that includes a revised version of the first year seminar criterion.

I strongly believe that the incorporation of a first year seminar in our Liberal Studies program is critically needed to significantly improve student learning and retention at IUP. It will provide students at the earliest stage of their college experience with the opportunity to become fully engaged in an integrated learning experience that will provide a framework that encourages students to be open to stimulating perspectives, modes of inquiry and understanding which will further their development as life long learners. The First-Year Seminars will be designed to acquaint them with the learning tools and resources available at IUP and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors. I also believe we must maintain a cap of 25 on class sizes in order to preserve the integrity of the seminar model. If IUP is to regain a leadership role in providing an innovative and forward looking liberal studies program, we must include a first year seminar in our liberal studies program.

I understand and appreciate the legitimate concerns that have been expressed about the adoption of the revised liberal studies program at a time of serious budgetary challenges. There is also concern on how the implementation of this revised program might impact the major programs in departments. However, the senior administrative leadership of IUP remains united in its commitment to making this work. As we look toward to the original implementation starting date of fall 2011, I have come to the conclusion that it is no longer a realistic or practical starting date given the time needed to complete all of the necessary course development in time for inclusion in the catalog. Indeed the Liberal Studies Committee has recommended delaying the beginning implementation to fall 2012. I accept this recommendation. But I want to state unequivocally that I will only authorize the implementation of this revised program at a time when I am convinced that Academic Affairs has the necessary resources. At the same time, it is important that we not lose the momentum of the hard work the faculty have done up to this point in the revision process. Many faculty are eager and ready to develop first year seminar courses.

The Liberal Studies Committee has been provided the resources, including assistance from IT Services, to offer workshops beginning this summer to assist faculty in first year seminar course development. In addition, I am very concerned over how Middle States will view a lack of movement on the Liberal Studies revisions if we do not go forward this summer in developing the first year seminar and on approving the remaining criteria and course development, and modifying departmental curricula in time for a fall 2012 implementation. Our very accreditation with Middle States could be at stake.

So, my fellow senators, I urge you to support the revised criterion for the First Year Seminar that will be brought before the Senate later today. This would be only one step, but a crucial one, moving the process forward. By working together we can continue to advance our efforts at creating a liberal studies program that can once again be a model for all of higher education.

Curriculum Revisions

In response to the Senate recommendations from the April 20, 2010 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:
 - BIOL 474 – Spring Flora of the Northeastern U.S.
 - FRNC 102 Basic French II
 - MUSC 128 Opera/Musical in Production Ensemble
 - FIAR 101 Introduction to the Arts
 - MGMT 375 Social Entrepreneurship
 - PHIL 360 Philosophy of the Mind
 - ENGL 614 Critical Pedagogy in English Education
 - HIST 770 Archival Principles and Practice
- B. Program revisions from the Biology Department for the Bachelor of Science in Education – Biology program
- C. Program revisions from the Technology Support and Training Department for the Bachelor of Science in Education – Business Education program
- D. Program revisions from the Journalism Department for the Bachelor of Arts – Journalism program
- E. Program revisions from the English Department for the Master of Arts – Teaching English program
- F. Program revisions from the Technology Support and Training Department for the Master of Education – Business and Workforce Development program

Chairperson's Report

I hope you all brought a snack to tide you over. This could be a long session. I counted more than fifty votes that will need to be taken today, and there are some that may well be preceded by serious discussion. Fortunately, at this point in the semester, most of us don't have much else to do anyway, right? So please, stick around for the fun. We'll need to have a quorum right up to the end, or else we'll have to come back next week.

At the same time, I hope everyone has taken the time necessary to study today's agenda carefully. I would hate for us to just approve things in order to get the meeting over. Everything that is being brought before us has been thoroughly considered at the committee level, but it is the job of the entire body to decide what kind of a recommendation to send forward to the Provost, the President, and the Trustees.

Many, many people have been working hard on the so-called "show cause" reports for putative "low-enrolled" programs. I trust you have seen one part of the result of that work in today's agenda. However, the people who will be presenting the motion studied material that was sent to them by the Provost, who received it from the affected departments, all of which spent excruciating hours toiling with the material. You should know that, because these reports can lead to curricular issues, the chairs of the curriculum committees, the chair of the Rules Committee, and I have consulted closely with the leadership of the faculty union on the best way to approach the issue, and the motion you will be asked to vote on is, in part, a result of that consultation.

In addition, we have another Liberal Studies criteria motion to consider, a whole lot of curriculum changes, and many, many serious policy issues to deal with. It is our duty to make recommendations to the President, the Provost, and the Trustees on all of these, and I trust our recommendations will be well reasoned and helpful. It is the duty of the Senate to be vigilant on all matters that come before us.

On a final note, I should report on progress toward staffing the Senate office. Thanks to the Rules Committee, the Human Resources office, and others, we now have a job description. We also have a SAP number that can be used to pay the person we hire. I hope that very soon we can be ready to advertise the position. My sense at this point, though, is that we won't have anyone on board before the beginning of fall semester, but I truly hope we will have someone ready to start immediately at the beginning of that semester.

Now, let's hear what the student sector has been up to and then get down to business.

Vice-Chairperson's Report

1. Coalition of Student Organization (CSO) was a rousing success. Approximately 35 representatives appeared at the first meeting, exceeding expectations. We received support and enthusiasm from the Administration as well. The CSO will be fully integrated into the SGA as the SGA House of Representatives by the last meeting. Congratulations to Andy Longacre for all the hard work he put into getting the CSO off the ground.
2. There were some issues with the survey program used for elections, due to the size and scope of the people it was sent out to and the fact that this was the first time it was used. Regardless, there was so much interest in write-ins by candidates not on the ballot that elections were extended for write-in candidates, this time using the traditional URSA method.
3. I am deeply concerned with the 24/7 parking ban on campus that has been passed by the Administration. I understand the reasoning and the need for weekend event parking, but

instead of truly fixing the issue at hand this is just one more attempt to put a tiny Band-aid on a deep wound. This situation is clearly indicative that there is a **SERIOUS** parking problem on campus, one that needs to be addressed in both short and long-term parking and actually fixed. If there is no more room for parking lots, current lots must be converted into parking garages to accommodate ever-increasing enrollment and greater involvement with the community.

4. SGA is currently involved in numerous things, including but not limited to: the establishment of an alumni association, drastic website revisions, constitutional and bylaw revisions, and putting diversity initiatives on campus in the forefront. Multiculturalism and diversity in general is far too big of an issue to wait around for an actual "center" that would take years to plan, fund, and build.
5. Lastly, there is a recognizable need for the faculty and the administration to move forward together for the betterment of IUP, even though by the nature of their positions they are inevitably going to be opposed on some issues. How one disagrees is often more influential than the simple act of disagreeing, and both groups need to realize that coming together for the sake of students and the University is more important than winning an eternal "pissing contest."

I liken it to a broken home. Dad isn't always forthcoming to Mom, not telling her everything he does and not always respecting her place in the household. As a result, Mom starts nagging Dad relentlessly, even when Dad isn't doing anything wrong, has a good idea, or is doing what's best for the family. The sad part is that while the relationship deteriorates, it is always the children that suffer. No one wins these arguments, but it is certainly the students that lose.

As a result, I will be facilitating meetings, "marriage counseling," if you will, next year between key members of the Administration and the Faculty to understand that while they are opposed on certain key issues, ultimately they are working towards the same goal: improving IUP for students. At these meetings we will find common ground, identify individual strengths and weaknesses, and collectively move forward while keeping respect and professionalism paramount.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

COMM 201 Internet and Multimedia
COMM 374 Documentary Photography
JRNL 223 Photojournalism
LIBR 201 Internet and Multimedia
LBST 499 Climbing Your Family Tree
CDFR 218 Child Development
PSYC 389 Psychology of Music
THTR 205 Classic Theater I
NURS 434 Community Health
HPED 251 Foundations of Safety and Emergency Health Care

SOC 251 Sociology of Human Sexuality

FOR ACTION:

APPROVED

1 Joint Motion from UWUCC and UWGC

The UWUCC and the UWGC would like to acknowledge the time and effort of all programs and departments who participated in submitting “show cause” responses as a result of PASSHE’s determination that their program is “low-enrolled.” Likewise, we appreciate and acknowledge the efforts of the IUP administration to include the UWUCC, the UWGC and the Senate in shared governance regarding the “show cause” responses PASSHE has demanded. However, the UWUCC and UWGC are unable to consider these “show cause” responses or recommend them to the Senate for approval. The main reason is that they are not curricular proposals as outlined in the Graduate Curriculum Handbook and the Undergraduate Curriculum Handbook, and do not follow any of the procedures approved by the Senate for the purpose of curriculum review. While some of the “show cause” responses propose curricular actions such as initiating a new degree program or revising a current one, they do not constitute the curricular proposal we would need in order to consider such actions. These responses are basically “letters of intent” regarding how each program plans to address the concerns raised by PASSHE. Also, it is unclear as to the degree to which they have been approved by departmental or college curriculum committees, or by the Provost’s office.

If any of these responses should result in proposals for curriculum changes, we will be happy to consider those proposals when they reach us.

2 Liberal Studies Report

APPROVED

- Approved Type III Writing Intensive for Wayne Moore/Linda Szul to teach BTED 411 Methods in Business Education and Information Technology.
- Approved COSC 493 Internship in Computer Science course revision, enabling the internship to be taken as two 12 week sessions, each counting for 6 credits. Approved that the second of the two six hour internships can have a Writing Intensive designation.
- Approved the Liberal Studies portion of the program revision of the B.S. in Biology Education.
- One time approval (Pre-session, May 2010) for English 281Tupac Shakur, Hero with an African Face to count as a Liberal Studies Elective course and a Type III writing intensive course.
- One time approval (Spring 2010) for RLST 481 Hindu Gods to be offered as a non-western culture course.
- Approved SOC 461 Social Research Methods II as a Type II (Departmental) writing intensive course.
- Approved the revisions to FRNC 201 and 202, which are Liberal Studies electives.
- Approved number changes in the following Geoscience courses:

GEOS 150 Geology of National Parks (was 250), GEOS 151 The Age of Dinosaurs (was GEOS 251), GEOS 152 Physical Resources of Earth (was GEOS 252), GEOS153 Forensic Geology (was GEOS 253), and GEOS 154 Human Exploration of Space (was GEOS 254)

- Approved David Lorenzi as a Type I writing professor

3 Department of Biology—New Course and Program Revision

APPROVED

a New Course:

BIOL 474 Spring Flora of the Northeastern U.S. **2c-3l-3cr**

Prerequisite: BIOL 210 or permission of instructor

A comprehensive survey of the emerging flora in the northeastern portion of North America (with emphasis on the herbaceous plants of Pennsylvania).

Rationale: This course will be offered as an upper level undergraduate and graduate course.

b Program Revision:

Current Program:

Bachelor of Science in Education—Biology (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 110 or 121
Natural Sciences: CHEM 111-112
Social Science: PSYC 101
Liberal Studies Electives: 9cr, MATH 217, PHYS 151, one course with GEOS prefix (Option II) Nonlaboratory list; no courses with BIOL prefix

College of Education:

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology
 EDSP 102 Educational Psychology

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings
 EDSP477 Assessment of Student Learning: Design and Interpretation of Educational Measures
 EDUC 242 Pre-Student Teaching Clinical Experience I
 EDUC 342 Pre-Student Teaching Clinical Experience II
 EDUC 441 Student Teaching(1)
 EDUC 442 School Law
 EDUC 451 Teaching Science in the Secondary School

Proposed Program:

Bachelor of Science in Education—Biology (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 55
Mathematics: MATH 110 or 121
Natural Sciences: CHEM 111-112
Social Science: PSYC 101
Liberal Studies Electives: 10cr, MATH 217, PHYS 151, 161, one course with GEOS prefix (Option II) Nonlaboratory list; no courses with BIOL prefix

College of Education:

Preprofessional Education Sequence:

COMM 103 Digital Instr. Technology 3cr
 EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr
 EDSP477 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 (1) 12cr
 EDUC 442 School Law 1cr
 EDUC 451 Teaching Science in the Secondary School 3cr

Major: (1)
Required Courses:
 BIOL 111 Principles of Biology I
 BIOL 112 Principles of Biology II
 BIOL 210 Botany
 BIOL 220 General Zoology
 BIOL 250 Principles of Microbiology
 BIOL 263 Genetics
 BIOL 480 Biology Seminar
Controlled Electives(2)
 Biology electives: (major courses only)

Other Requirements:
Chemistry Sequence:
 CHEM 231 Organic Chemistry I
 CHEM 351 Biochemistry(3)

(#)Total Degree Requirements

- (*) 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) Eligibility for student teaching and certification in secondary biology education will require a grade of C or better in all biology courses and a cumulative combined GPA of 2.75 or better in biology and education courses.
- (2) No more than 6cr from BIOL 482, 481, or 493 applies to major; excess applied as free electives.
- (3) The two-semester (6cr) sequence of BIOG 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.
- (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation

29 Major:
Required Courses:
 4cr BIOL 111 Principles of Biology I
 4cr BIOL 112 Principles of Biology II
 3cr BIOL 210 Botany
 3cr BIOL 220 General Zoology
 3cr BIOL 250 Principles of Microbiology
 3cr BIOL 263 Genetics
 1cr BIOL 480 Biology Seminar
Controlled Electives(1)
 Biology electives: (major courses only)

8 Other Requirements:
Chemistry Sequence:
 4cr CHEM 231 Organic Chemistry I
 4cr CHEM 351 Biochemistry (2)

120 (#) Total Degree Requirements

- (*) 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) No more than 6cr from BIOL 482, 481, or 493 applies to major; excess applied as free electives.
- (2) The two-semester (6cr) sequence of BIOG 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.
- (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation

29

4cr
4cr
3cr
3cr
3cr
3cr
1cr

8cr

8

4cr
4cr

123

Rationale: Footnotes that no longer apply, due to the use of the 3-Step Process for Teacher Education, were removed and the superscript numbering was added to make it easier to find information. The list of courses and credits for the undergraduate Biology Education program must change based on the new PDE requirements for teacher certification and on departmental efforts to strengthen preparation of biology education students in related science disciplines (Physics). Because the Biology Education certificate allows students to teach a variety of classes, including courses such as Science 8 or Applied Science, which may include physical science and/or other disciplines, the addition of the Physics lab component will allow them to be better equipped for these opportunities.

The addition of EDEX 323 will allow the Biology Education program to meet the new requirements instituted by PDE. The PASSHE and PDE now permit secondary education programs to add credits beyond 120 hours in order to meet these new requirements.

4 Department of Technology Support and Training—Course Revisions, Course Number Changes, Catalog Description Changes, and Program Revision

APPROVED

a Course Revisions, Course Number Changes and Catalog Description Changes:

i Current Catalog Description:

BTED 311 Methods in Business and Information Technology I

Prerequisites: EDSP 102, PSCY 101, and completion of the freshman and sophomore courses in the student’s major areas

Includes instruction in the general methods of teaching and evaluating business courses. Major emphasis is on the planning for instruction. Creative techniques and procedures for effectively teaching and managing the classroom are evaluated. Current issues in vocational education such as advisory committees, adult education, and federal legislation are included.

Proposed Catalog Description:

BTED 411 Methods in Business and Information Technology I 3c-0l-3cr

Prerequisites: EDSP 102, PSYC 101, and completion of the freshman and sophomore courses in the student's major areas

Includes instruction in the general methods of teaching and evaluating business courses. Major emphasis is on the planning for instruction. Creative techniques and procedures for effectively teaching and managing the classroom are evaluated. Opportunities will be provided to incorporate appropriate content and materials to allow for students with special learning needs. Current issues in vocational education such as advisory committees, adult education, and federal legislation are included.

Rationale: PDE has recently adopted changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to adaptations and accommodations for diverse learners in an inclusive setting as well as the instructional needs of English Language Learners (ELL). Course has been expanded to incorporate evidence of the inclusion of content related specially students with special learning needs. Course objectives have been added, changed, modified, and/or deleted to reflect the inclusion of a second methods course (BTED 412), updating objectives and adding objectives based on the additional requirements from PDE. Course is being dual-listed to maximize numbers by offering the course to both graduate and undergraduate students.

ii Current Catalog Description:

BTED 312 Methods in Business and Information Technology II 3c-0l-3cr

Prerequisite: BTED 311

Corequisite: BTED 309

Emphasizes the development of methods and strategies for making effective classroom presentations and working with students in both the skill and cognitive areas. Opportunities are provided to undertake the many responsibilities assigned to the business classroom teacher.

Proposed Catalog Description:

BTED 412 Methods in Business and Information Technology II 3c-0l-3cr

Prerequisite: BTED 411

Includes instruction in the methods of teaching and evaluating both the technology-oriented and cognitive-related courses in business education.

Emphasis is placed on planning instruction, developing methods and strategies for making effective classroom presentations, delivering instruction, and managing the classroom. Opportunities are provided to undertake the responsibilities assigned to the business classroom teacher incorporating appropriate content and materials to allow for students with special learning needs. Further, the prospective teacher will be given opportunities to assume the teaching role competencies and research current trends in the field.

Rationale: PDE has recently adopted changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to adaptations and accommodations for diverse learners in an inclusive setting as well as the instructional needs of English Language Learners (ELL). The course has been expanded to incorporate evidence of the inclusion of content related specially students with special learning needs. The corequisite (BTED 309 Keyboarding for Educators) has been removed. The content has been incorporated into the revision for BTED 412. Course objectives have been added, changed, modified, and/or deleted to reflect the changes necessitated by the revisions to BTED 411. Course is being dual-listed to maximize numbers by offering the course to graduate as well as undergraduate students.

iii Current Catalog Description:

BTST 321 Business and Interpersonal Communications 3c-0l-3cr

Prerequisites: Junior Status, ENGL 101, 202

A study of communication theory and principles as applied to business situations and practices; development of communication skills in areas of communication such as speaking, writing, listening, and nonverbal communicating. Emphasizes building effective interpersonal relations in a business environment.

Proposed Catalog Description:

BTST 321 Business and Interpersonal Communications 3c-0l-3cr

Prerequisites: Junior Status, ENGL 101, 202

A study of communication theory and principles as applied to business situations and practices; development of communication skills in areas of communication such as speaking, writing, listening, and nonverbal communicating. Emphasizes building effective interpersonal relations in a business environment.

Rationale: This course is part of the business core for the Eberly College of Business and Information Technology (ECOBIT). ECOBIT recently adopted Assurance of Learning goals and corresponding learning objectives, which in-turn, map to specific course objectives for each course in ECOBIT's core. This course revision adds the ECOBIT goals and objectives to the existing student outcomes matrix in the current syllabus of record. Liberal Studies student outcomes were also added to the matrix to further clarify how this course maps to the Senate approved Liberal Studies student outcomes.

b Program Revision:

Current Program:

Bachelor of Science in Education—Business Education(*) (1)

Liberal Studies: As outlined in Liberal Studies section 51 with the following specifications:

Mathematics: MATH 115

Natural Science: Option I recommended

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 6cr, ECON 122, MATH 214, no courses with BTED prefix

College: Professional Education Sequence: (2)	29
BTED 311 Methods in Business and Information Technology I	3cr
BTED 312 Methods in Business and Information Technology II	3cr
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 102 Educational Psychology	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

ACCT 201 Accounting Principles I	22cr
ACCT 202 Accounting Principles II	3cr
BLAW 235 Legal Environment of Business	3cr
BTED 309 Keyboarding for Educators	1cr(3)
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)

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

Proposed Program:

Bachelor of Science in Education—Business Education(*) (1)

Liberal Studies: As outlined in Liberal Studies section 51 with the following specifications:

Mathematics: MATH 115

Natural Science: Option I recommended

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: 6cr, ECON 122, MATH 214, no courses with BTED prefix

College: Professional Education Core:	31
BTED 411 Methods in Business and Information Technology I	3cr
BTED 412 Methods in Business and Information Technology II	3cr
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323 Instruction of English Language Learners with Special Needs	2cr
EDSP 102 Educational Psychology	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
	42

Major:

Required Courses:

Business Administration Core

ACCT 201 Accounting Principles I	27cr
ACCT 202 Accounting Principles II	3cr
BLAW 235 Legal Environment of Business	3cr
BTST 321 Business and Interpersonal Communications	3cr
FIN 310 Fundamentals of Finance	3cr
IFMG 300 Information Systems: Theory and Practice	3cr
MGMT 310 Principles of Management	3cr
MKTG 320 Principles of Marketing	3cr
QBUS 215 Business Statistics	3cr

Business, Computer, and Information Technology

Certification:	15cr
BTED/COSC/IFMG 101 Microbased Computer Literacy	3cr
BTED 470 Technology Applications for Education	3cr
BTST 105 Introduction to Business	3cr
BTST 383 Microcomputer Software Solutions	3cr
BTST 401 Web Design	3cr

(#)Total Degree Requirements: 124

- (*) 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 (1cr) 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.
- (*) See requirements leading to teacher certification, titled “Admission to Teacher Education,” in the College of Education and Educational Technology section of this catalog.
 - (1) 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 changes are being made so that the business administration core requirements for BCIT certification are enhanced to be more similar to the core requirements of the Eberly College of Business and Information Technology. The changes in the professional education core were made to meet the requirements of the Pennsylvania Department of Education (PDE) specifically for special needs and English Language Learners (ELL).

5 Department of French and German—New Course and Course Revisions **APPROVED**

a New Course:

FRNC 102 Basic French II **3c-0l-3cr**

Prerequisite: FRNC 101, or qualifying score on placement test (WebCAPE score between: 260-336), or permission of instructor.

Offered every Spring semester. Special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They can now express commands and directions, and are introduced to the expression of punctual actions in the past. They further investigate the daily lives of native speakers of French around the world.

b Course Revisions:

i Current Catalog Description:

FRNC 101 Basic French **4c-0l-4cr**

For the student beginning the study of French or who needs remedial study before beginning the intermediate sequence. Primary emphasis is on the mastery of French pronunciation and oral communication. Students learn to converse in simple present time and become acquainted with location of Francophone populations and elements of their daily lives. Attendance and Foreign Language Department of Developmental Studies practice is required.

Proposed Catalog Description:

FRNC 101 Basic French I **3c-0l-3cr**

Prerequisite: Appropriate score on the placement test (WebCape): score below 260

Offered in the fall semester. Not open to native speakers, except by special

permission of department. Special focus on aural/oral skills. Students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They become acquainted with elements of daily lives of native speakers of French around the world.

ii Current Catalog Description:

FRNC 201 College French I 3c-0l-3cr

The initiation of college-level mastery of basic language skills and exposure to cultural materials. Supplements beginners' oral competency with more advanced reading and writing. Emphasizes narration in the past. Efforts are made to practice skills and comprehend texts in authentic cultural contexts. Liberal Studies elective credit is given for this course.

Proposed Catalog Description:

FRNC 201 Intermediate French I 3c-0l-3cr

Prerequisite: FRNC 102, or qualifying score on placement test (WebCAPE score between: 337-402pts), or permission of instructor.

Offered in the fall semester. Continued study of French; development of listening, reading, speaking, and writing, with special focus on aural/oral skills. Students will learn in a multimedia environment. Students will converse and ask questions in the past. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in the past over an indefinite, undetermined period of time. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world.

iii Current Catalog Description:

FRNC 202 College French II 3c-0l-3cr

Prerequisite: FRNC 201 or equivalent

Continues the college-level mastery of language skills. The ability to narrate present and past is intended to express opinion and hypothesis. Emphasizes acquiring greater skill in reading literary and cultural texts. Liberal Studies elective credit is given for this course.

Proposed Catalog Description:

FRNC 202 Intermediate French II 3c-0l-3cr

Prerequisite: FRNC 201, or qualifying score on placement test (WebCAPE score above 402pts), or permission of instructor.

Offered in the spring semester. Development of listening, reading, speaking, and writing with special focus on aural/oral skills. Students will learn in a multimedia environment. Students will narrate and describe in the past, ask and give directions, talk about the future, avoid repetitions of nouns or names by using the

proper object pronouns, learn to combine simple sentences, express and understand conditional sentences, express and understand subjective statements, and understand indirect discourse. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world.

Rationale: These course revisions and a new course proposal have two purposes: the re-organization and updating of the French service sequence. **Re-organization:** Currently the French service sequence is composed of French 101 (4crs), French 201 (3crs), and French 202 (3crs); the necessary outcome of the sequence is to bring the motivated learners to, at least, a proficiency of Intermediate-mid on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. Failure to reach this benchmark proves extremely detrimental to students who later decide to major in French and who need a minimum proficiency of advanced-low by the time they graduate. Self-study data have shown in the past two years (2006-2007 and 2007-2008) that the current sequence did not offer enough contact hours to reach the desired outcomes. This makes the transition from French 101 to French 201 distinctly problematic as the same 3 credit class has de facto to cover the beginning-level objectives before tackling the first intermediate objectives. As a consequence, at the end of French 202, many learners do not reach the intermediate level (a majority scored only at the novice-high level on WebCape in 2007-2008), making it highly improbable to reach the required proficiency outcomes for those majoring in French.

After consultation with foreign language education specialists and the Dean of the College of Humanities and Social Sciences, one of the proactive steps agreed upon by the French faculty is to reinstate the French 102 class (3crs) that had been eliminated in 1991, and to bring back the number of contact hours in French 101 to three (3) hours. This will allow the French sequence to include six (6) credit hours at the beginning stage. The new FRNC 101 will better respect the students' language acquisition rate and will render the projected outcomes achievable, even for those who have never studied French prior to enrollment at IUP.

Updating of the curriculum: The second pro-active step taken by the French faculty was to acknowledge that simply increasing contact hours would not in and of itself lead to the targeted proficiency at the end of the service sequence. Thanks to Moodle and streaming video and audio programs, FRNC 101 students may now completely immerse themselves in French in class and outside of class. A virtual environment is created that allows them at any time to (a) watch a French film that is correlated to their workbook and textbook, (b) listen to French audio programs that are related to the French film and the curricular objectives of the unit being currently studied, (c) engage in written synchronous communication (chat with each other or with guests from France), (d) engage in asynchronous written communication (leaving messages on bulletin board,

Emails, or blogs). This environment allows the French faculty to free a significant amount of class time for practice, explanations, and oral/aural communication. Task-based instruction (TBI) is a method of instruction in the field of Second Language Acquisition that has proven successful. Its main focus is the use of authentic language. It also focuses on having the students doing meaningful tasks using the target language. Assessment is therefore primarily, but not exclusively, based on task outcomes. It is an approach that has been demonstrated to be specifically effective to develop fluency, student intrinsic motivation, and student confidence.

6 Liberal Studies Committee—Revised Criteria for First Year Seminar

RETURNED TO COMMITTEE

First Year Seminar

The First Year Seminar (FYS) is a required three-credit experience for all first year students. Students are free to enroll in any LBST 199 section being offered, without restriction or prerequisite. These courses should aid students in understanding the interdisciplinary nature of their education. Students should begin to develop skills in critical and creative thinking, discussion and writing and should become acquainted with the values that sustain a community of learners. It is recommended that enrollment in these courses be limited to 25 students.

LBST 199 courses are open only to first year students. Students who transfer to IUP with 21 or more credits from another institution are exempted from the FYS requirement. This course is not intended to replace an introductory course in the student's major. However the course may satisfy a requirement of the major. In addition, FYS courses do not fulfill Competency-Across-the-Curriculum (CAC) requirements.

FYS proposals of a cross-disciplinary nature that may be team taught or linked with other Liberal Studies or major's courses are encouraged. LBST 199 courses may be offered by any department based on disciplinary expertise and the criteria outlined below.

First Year Seminar Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies First Year Seminar requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources

As *Responsible Learners* students will demonstrate:

- intellectual honesty

- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

First Year Seminar Required Course Content

Proposals for courses designed to fulfill the Liberal Studies First Year Seminar requirement must include:

1. Course content addressing the human experience. This criterion is abstract by design and meant to include courses from many different disciplines. To prepare students for the interdisciplinary nature of their education, the course should be designed to offer students opportunities to make connections among and between disciplines. When appropriate, these courses should explore global events. The following examples are offered as guidance:
 - How do science and technology affect the human condition?
 - Do considerations of individual rights or societal well being mandate revisions to our criminal justice policies?
 - Is the creation of or appreciation of art informed by or reflective of cultural points of view?
1. Whenever appropriate, use of primary source materials directly related to the course content.

Proposers of courses designed to fulfill the First Year Seminar requirement are encouraged to include content relating to the development of transitional skills for student academic success and socialization to university life including:

1. Introduction to College: e.g., understanding higher education, its purpose, value and expectations
2. Learning Strategies, Study Skills and Personal Responsibility: e.g., time management and self-motivation
3. Educational and Life Planning: e.g., connecting the present academic experience to future personal and professional goals including choice of major and career
4. Diversity: e.g., lifestyles, sexual orientation, intercultural communication skills and achieving community amidst diversity
5. Student Engagement: e.g., linked curricular and co-curricular experiences, opportunities for service learning and/or peer-to-peer interactive learning activities

7 Department of Music—New Course, Course Revisions, Course Catalog Description Changes, and Program Catalog Description Change

APPROVED

a New Course:

MUSC 128 Opera/Musical in Production Ensemble

0c-3l-1cr

Prerequisites: Successful audition and instructor permission

An opportunity with academic credit to make significant contributions to campus opera

and musical theater productions, augmenting music coursework in the areas of musical training and performance experience for the singing- actor and the pit orchestra musician. Course work for the ensemble consists of rehearsal and performance of a full-length main stage opera or musical, culminating in four to eight public performances. Singers in the production ensemble learn performance techniques, characterization skill, and physical coordination and freedom of movement on stage. Instrumentalists in the pit orchestra learn performance and ensemble techniques including challenging reading skills and the ability to interpret a wide variety of musical styles. This is a repeatable course which meets the music department ensemble requirements.

Rationale: This course is an elective for students. All music majors are required to participate in two ensembles per semester. All ensembles are open to all university students by audition.

b Course Revisions:

i Current Catalog Description:

MUSC 240 Technology in the Music Classroom 2c-1l-2cr

Introduces the technology resources available for use in the music classroom and with instructional technologies appropriate to their application in K-12 settings. Exposes a variety of media and will have the opportunity to gain familiarity in their use. Emphasizes the use of the computer in the classroom, computer-based instrument, and Musical Instrument Digital Interface (MIDI).

Proposed Catalog Description:

MUSC 240 Technology in the Music Classroom 2c-1l-2cr

Introduces the technology resources available for use in the music classroom and the instructional technologies appropriate for application in K-12 settings including applications for students with disabilities. Students will be exposed to a variety of media and will have the opportunity to gain familiarity in their use. Emphasizes the use of the computer in the music classroom, web-based technologies, and music software.

Rationale: Because this is a class dealing with current technology, change over time is inevitable. The revision not only updates the syllabus to account for these changes in technology, but also for the inclusion of material for working with Students with Disabilities as requested by the Pennsylvania Department of Education (PDE).

ii Current Catalog Description:

MUSC 337 General/Choral Methods 2c-1l-2cr

Prerequisite: MUSC 212

A pedagogical overview of music methods related to general and choral music curricula for the middle school, junior high, and high school. Emphasizes the complex factors of adolescent behavior and physiology, administrative issues, performance expectations, and conceptually based learning which influence music teaching at this level.

Proposed Catalog Description:

MUSC 337 General/Choral Methods

2c-1l-2cr

Prerequisites: MUSC 111, 112, 211, 212

A pedagogical overview of music methods related to general and choral music curricula for the middle school, junior high, and high school. Emphasizes the complex factors of adolescent behavior and physiology, administrative issues, performance expectations, and conceptually based learning which influence music teaching at this level.

Rationale: The course objectives and outline have been updated and revised.

c Catalog Description Changes:

Current Catalog Descriptions:

MUSC 116 Theory II 3c-0l-3cr

Prerequisite: MUSC 115

The study of the harmonic, melodic, and formal devices of the common practice period, from simple diatonic chords through secondary dominants. Introduces basic music forms.

MUSC 120 Brass Ensemble

0c-2l-0/1cr

MUSC 121 Chamber Singers 0c-3l-0/1cr

MUSC 122 University Chorale 0c-3l-0/1cr

MUSC 123SymphonyBand

0c-3l-0/1cr

Proposed Catalog Descriptions:

MUSC 116 Theory II

3c-0l-3cr

Prerequisite: MUSC 115, with a grade of C or better or Satisfactory.

The study of the harmonic, melodic, and formal devices of the common practice period, from simple diatonic chords through secondary dominants. Introduces basic music forms.

MUSC 120 Brass Ensemble

0c-2l-0/1cr

Prerequisite: Music major or instructor permission
Provides a chamber ensemble experience for brass performers.

MUSC 121 Chamber Singers 0c-3l-0/1cr

Prerequisite: Music major or instructor permission
Performs a broad spectrum from early Gregorian chant to contemporary rock cantatas.

MUSC 122 University Chorale 0c-3l-0/1cr

Prerequisite: Music major or instructor permission
Studies and performs masterworks from the choral literature.

MUSC 123SymphonyBand

0c-3l-0/1cr

Prerequisite: Music major or instructor permission
Provides a large ensemble experience for woodwind, brass, and percussion performers.

MUSC 124 Concert Band 0c-31-0/1cr

Provides a large ensemble experience for woodwind, brass, and percussion performers.

MUSC 126 Music Theater 0c-6l-0/1cr

MUSC 127 Percussion Ensemble 0c-4l-0/1cr

MUSC 129 University Symphony Orchestra 0c-5l-0/1cr

MUSC 130 String Ensemble 0c-2l-0/1cr

MUSC 131 University Wind Ensemble 0c-3l-0/1cr

MUSC 133 Woodwind Ensemble 0c-2l-0/1cr

MUSC 134 University Chorus 0c-3l-0/1cr

MUSC 135 Jazz Ensemble 0c-3l-0/1cr

MUSC 136 Advanced Jazz Ensemble 0c-3l-0/1cr

MUSC 124 Concert Band 0c-31-0/1cr

Provides a large ensemble experience for woodwind, brass, and percussion performers.

MUSC 126 Music Theater 0c-6l-0/1cr

Prerequisite: Music major or instructor permission
The study and performance of a wide variety of musical theatre venues from opera to Broadway.

MUSC 127 Percussion Ensemble 0c-4l-0/1cr

Prerequisite: Music major or instructor permission
Performs pieces ranging from traditional to contemporary, novelty to transcriptions, and marimba ensembles to world music.

MUSC 129 University Symphony Orchestra 0c-5l-0/1cr

Prerequisite: Music major or instructor permission
Provides experience performing standard orchestral repertoire as well as new and unusual works for orchestra.

MUSC 130 String Ensemble 0c-2l-0/1cr

Prerequisite: Music major or instructor permission
Provides string players an experience with music from Baroque works of Vivaldi, Handel, and Bach to the new and experimental.

MUSC 131 University Wind Ensemble 0c-3l-0/1cr

Prerequisite: Music major or instructor permission
Provides a large ensemble experience for woodwind, brass, and percussion performers.

MUSC 133 Woodwind Ensemble 0c-2l-0/1cr

Prerequisite: Music major or instructor permission
Provides a chamber ensemble experience for woodwind performers.

MUSC 134 University Chorus 0c-3l-0/1cr

Prerequisite: Music major or instructor permission
A large, mixed chorus that performs major works each semester.

MUSC 135 Jazz Ensemble 0c-3l-0/1cr

Prerequisite: Music major or instructor permission
The study and performance of all styles of jazz including swing, Latin, rock fusion, and other contemporary idioms.

MUSC 136 Advanced Jazz Ensemble 0c-3l-0/1cr

Prerequisite: Music major or instructor permission
Performs a mixture of jazz styles from Latin to Swing, Ballads to Fusion

MUSC 153 Class Piano I 1c-1l-1cr

For students with no significant background in piano who need to develop functional keyboard skills. Emphasizes harmonizing melodies and playing simple accompaniments.

MUSC 154 Class Piano II 1c-1l-1cr

A continuation of Class Piano I.

MUSC 215 Theory III 3c-0l-3cr

Prerequisites: MUSC 115, 116

An extension of the techniques of the eighteenth and nineteenth centuries to include modulation, altered chords, more advanced musical forms, and contrapuntal procedures.

MUSC 216 Theory IV 3c-0l-3cr

Prerequisites: MUSC 115, 116, 215

An extension of the techniques of the eighteenth and nineteenth centuries to include modulation, altered chords, more advanced musical forms, and contrapuntal procedures. Theory IV concentrates largely on music and materials of the present century.

MUSC 217 Keyboard Harmony I 1c-1l-1cr

Prerequisite: Nominal facility at keyboard

Designed to develop keyboard skills so the student may realize and produce in sound basic harmonic progressions.

MUSC 218 Keyboard Harmony II 1c-1l-1cr

Prerequisite: MUSC 217

A continuation of Keyboard Harmony I, involving chromatic harmony and more complex progressions.

MUHI 301 Music History I 3c-0l-3cr

Prerequisites: ENGL 101, 202, HIST 195, 305

An intensive study of the history and style of Medieval, Renaissance, and Baroque music. Considerable analytical listening required.

MUHI 302 Music History II 3c-0l-3cr

Prerequisite: MUHI 301 or permission

An intensive study of the history and styles of Classical,

MUSC 153 Class Piano I

1c-1l-1cr

For music majors with no significant background in piano who need to develop functional keyboard skills. Emphasizes harmonizing melodies and playing simple accompaniments.

MUSC 154 Class Piano II

1c-1l-1cr

A continuation of Class Piano I; for music majors.

MUSC 215 Theory III 3c-0l-3cr

Prerequisites: MUSC 115, 116, with a grade of C or better or Satisfactory.

An extension of the techniques of the eighteenth and nineteenth centuries to include modulation, altered chords, more advanced musical forms, and contrapuntal procedures.

MUSC 216 Theory IV 3c-0l-3cr

Prerequisites: MUSC 115, 116, 215, with a grade of C or better or Satisfactory.

An extension of the techniques of the eighteenth and nineteenth centuries to include modulation, altered chords, more advanced musical forms, and contrapuntal procedures. Theory IV concentrates largely on music and materials of the present century.

MUSC 217 Keyboard Harmony I 1c-1l-1cr

Prerequisite: MUSC 212, MUSC 216, with a grade of C or better or Satisfactory.

Applied Piano Juries A, B, or C, or equivalent piano preparation upon approval of the instructor. Designed to develop keyboard skills so the student may realize and produce in sound basic harmonic progressions.

MUSC 218 Keyboard Harmony II 1c-1l-1cr

Prerequisite: MUSC 217, with a grade of C or better or Satisfactory.

A continuation of Keyboard Harmony I, involving chromatic harmony and more complex progressions.

MUHI 301 Music History I 3c-0l-3cr

Prerequisites: MUHI 102, ENGL 101, 202, HIST 195

An intensive study of the history and style of Medieval, Renaissance, and Baroque music. Considerable analytical listening required.

MUHI 302 Music History II 3c-0l-3cr

Prerequisite: MUHI 102, ENGL 101, 202, HIST 195

An intensive study of the history and styles of Classical,

Romantic, and twentieth-century music to 1950.
Considerable analytical listening required.

MUHI 322 Medieval and Renaissance Music3c-0l-3cr

An intensive study of the plainchant foundations in the early Middle Ages; the origins of polyphony; sacred and secular music of the thirteenth to the sixteenth centuries; special emphasis on Dufay, Josquin, Palestrina, and their contemporaries.

MUHI 325 The Romantic Era3c-0l-3cr

A survey of music from about 1800 to 1910, with attention directed to the earlier romantic composers such as Beethoven, Schubert, Mendelssohn, and Berlioz through the later romantic composers such as Wagner, Tschaikowsky, Mahler, and Dvorak, as well as others.

Romantic, and twentieth-century music to 1950.
Considerable analytical listening required.

MUHI 322 Medieval and Renaissance Music3c-0l-3cr

Prerequisite: MUHI 301, 302

An intensive study of the plainchant foundations in the early Middle Ages; the origins of polyphony; sacred and secular music of the thirteenth to the sixteenth centuries; special emphasis on Dufay, Josquin, Palestrina, and their contemporaries.

MUHI 325 The Romantic Era3c-0l-3cr

Prerequisite: MUHI 301, 302

A survey of music from about 1800 to 1910, with attention directed to the earlier romantic composers such as Beethoven, Schubert, Mendelssohn, and Berlioz through the later romantic composers such as Wagner, Tschaikowsky, Mahler, and Dvorak, as well as others.

Rationale: Descriptions were added to courses that had none and prerequisites were changed on others.

d Program Catalog Description Change:

Current Catalog Program Description Paragraph 3:

The program leading to the Bachelor of Arts degree with a major in Music has been designed to give the student a general experience in music. The student seeking this degree has the choice of three tracks: Music/General Studies Track, Music History/Literature, or Music Theory/Composition.

Proposed Catalog Description Paragraph 3:

The program leading to the Bachelor of Arts degree with a major in Music has been designed to give the student a general experience in music. The student seeking this degree has the choice of three tracks: Music/General Studies Track, Music History/Literature, or Music Theory/Composition. Students wanting to choose the Theory/Composition Track must audition to enter the Music Department in any other music degree. Entrance to the Theory/Composition Track occurs after completion of Theory I-IV, Theory Skills I-IV, and Composition I, which, for the prospective major, is to be taken concurrently with Theory IV and Theory Skills IV. On completion of these courses with a 3.00 credit point average or higher, the Theory Composition Area Coordinator will advise the student into the Bachelor of Arts Music Degree, Theory/Composition Track. The prospective major must begin study of piano (either Class Piano or Applied Piano, depending on the results of the piano audition) within the freshman year in order to complete the 14 credit piano requirement within 4 years.

Rationale: To clarify and delineate the current departmental practice regarding students wishing to enter the Theory/Composition Track of the Bachelor of Arts Music. It is unusual for incoming prospective students to have a portfolio of compositions upon which their acceptance into the program can be based. It is only after the initial study of Theory I-IV, Theory Skills I-IV (required of all music majors), and a beginning in Composition, Composition I, that the department faculty can fairly assess a student's prospects for a productive future in the area of Theory/Composition. The final sentence of the proposed change/addition is an attempt to clarify current department practice concerning the study of piano in the freshman year for the prospective Theory/Composition Track major.

8 College of Fine Arts—New Course

APPROVED

FIAR 101 Introduction to the Arts

3c-0l-3cr

Introduces the basic concepts and significance of art, music and theater. For each of these arts, students will learn the basic elements, gain an over view of artistic styles, and be exposed to representative artworks, as well as actually experiencing and responding to arts events. ARHI 101, MUHI 101, THTR 101, or DANC 102 may be used interchangeably for D or F repeats of FIAR 101, but may not be counted for duplicate credit.

Rationale: This course allows the involved departments to provide service to the Punxsutawney campus. This course is designed to meet the requirement for the 101 level in Liberal Studies for all students, though designed for non-majors. It is the only cross-departmental course of its kind to incorporate a multi-disciplinary approach to an introductory level class. If it should be necessary for a student who fails this course to exercise the D/F course repeat option, any one of the following courses may be substituted: ARHI 101, MUHI 101, THTR 101, or DANC 102.

9 Department of Computer Science—Course Revision

APPROVED

Current Catalog Description:

COSC 493 Internship in Computer Science

var-12cr

Prerequisites: COSC 300, COSC 310, COSC 315, COSC 319, COSC 380, other courses depending on type of internship position desired, Completion of application, and Selection by a faculty committee.

Positions with participating companies provide students with paid experience in Computer Science under supervision of the companies and faculty. Requirements include three on-site consultations two university consultations, completion of progress reports, oral presentation, and a final cumulative paper. Offered only to students during the second semester and summer of their junior year or the summer and first semester of their senior year. No more than 4cr of COSC 493 may be applied toward the credit hour requirements for a major in Computer Science.

Proposed Catalog Description:

COSC 493 Internship in Computer Science

var-6-12cr

Prerequisites: COSC 105, COSC 110, COSC 210, COSC 220 (except L&S track), COSC 300, COSC 310, COSC 319, COSC 341, COSC 380, other courses depending on type of internship position desired, completion of application, and selection by a faculty committee. COSC 319, COSC 341, and COSC 380 prerequisite may be waived when registering for first 6 credit hours.

Positions with participating companies provide students with paid experience in Computer Science under supervision of the companies and faculty. Requirements include three on-site consultations (one during first 6 credit hours and two in final 6 credit hours), two university consultations (one during first 6 credit hours and one in final 6 credit hours), completion of progress reports, oral presentation (final 6 credit hours only), and a final cumulative paper (final 6 credit hours only). An internship is offered only to students who have completed their sophomore year. No more than 2 credit hours of the first 6 credit hours of COSC 493 and 2 credit hours of the last 6 credit hours of COSC 493 may be applied toward the credit hour requirement for a major in Computer Science. Internship can be completed as one 12 credit hour unit over a minimum of 23 weeks or in two 6 credit hour units each over a minimum of 12 weeks. COSC 493 is designated writing intensive. As such, an internship requires completion of designated writing intensive components.

Rationale: Many corporations are employing students in summer internship positions. However, our current internship program does not accommodate these positions. Furthermore, the need to support internships over the summer is a need identified by our corporate advisory board. This revision enables students to receive college credit for these internship experiences.

The current internship is designated as writing intensive. Only completion of a full 12 credits (either as one unit or two 12-week units) requires completion of all the writing assignments as currently prescribed in the syllabus of record. Therefore only the 12 credit internship or the second 6 credit internship is designated as writing intensive. The L&S track was recently revised in preparation of ABET accreditation to not include COSC 220.

For all tracks in Computer Science COSC 315 was removed from the Computer Science core and has been replaced by COSC 341. While the courses COSC 105, 110, 210, and 220 (except L&S track) are implicitly required, since they are prerequisites to the courses listed, these have been added to the list of prerequisite courses to maintain consistency. The “After completing 12 Credit Hours of Internship” was changed to “After completing 6 Credit Hours of Internship” to accommodate students completing internships as two 6 credit units. The return to campus after completing 6 credit hours is sufficient to meet the goal of disseminating the internship experiences to other students.

10 Department of Geosciences—Course Number Changes

APPROVED

Current Course Numbers/Titles:

Proposed Course Numbers/Titles:

GEOS 250 Geology of National Parks

GEOS 150 Geology of National Parks

GEOS 251 The Age of Dinosaurs

GEOS 252 Physical Resources of the Earth

GEOS 253 Forensic Geology

GEOS 254 Exploration of Space

GEOS 151 The Age of Dinosaurs

GEOS 152 Physical Resources of the Earth

GEOS 153 Forensic Geology

GEOS 154 Exploration of Space

Rationale: The change in course numbers is proposed to be consistent with the Geoscience Department's new program where all introductory level courses for non-majors are numbered as 100 level courses.

11 Department of Food and Nutrition—Course Revisions and Course Title Changes

APPROVED

i Current Catalog Description:

FDNT 150 Foods

3c-0l-3cr

Prerequisite: CHEM 101 or 111

Corequisite: FDNT 151

Basic principles of food: composition, sanitation, preparation, and preservation.

Proposed Catalog Description:

FDNT 150 Foods

3c-0l-3cr

Prerequisite: Grade of C or higher in FDNT 151, and CHEM 101 or 111

Basic principles of food: composition, sanitation, preparation, and preservation.

ii Current Catalog Description:

FDNT 151 Foods Laboratory

1c-3l-1cr

Corequisite: FDNT 150

Application of basic principles of food preparation.

Proposed Catalog Description:

FDNT 151 Foods Laboratory

0c-3l-1cr

Prerequisites: CHEM 101 or 111

Application of the basic principles of food preparation.

iii Current Catalog Description:

FDNT 213 Life Cycle Nutrition

3c-0l-3cr

Prerequisites: FDNT 212

A detailed study of nutrition which applies information from FDNT 212 to all stages of the life cycle; current issues and research as they impact on these developmental stages.

Proposed Catalog Description:

FDNT 213 Life Cycle Nutrition

3c-0l-3cr

Prerequisites: Grade of C or higher in FDNT 212

A detailed study of nutrition during all stages of the human life cycle; current issues and research as they impact on these developmental stages.

iv Current Catalog Description:

FDNT 355 Nutrition in Disease I

3c-0l-3cr

Prerequisites: FDNT 212, BIOL 155 or 150-151

Basic tools for diet modification: food exchange systems; interviewing techniques; nutrition assessment; professional practice; dietary treatment of caloric imbalance, diabetes, and cardiovascular disease. Taught Fall semester only.

Proposed Catalog Description:

FDNT 355 Medical Nutrition Therapy I

3c-0l-3cr

Prerequisites: Grade of C or higher in FDNT 212, and BIOL155 or BIOL 150/151

Interpretation of anthropometric, laboratory, clinical, and dietary data in nutrition assessment. Pathophysiology of and evidence based medical nutrition therapy for caloric imbalance, diabetes, and cardiovascular diseases. Use of food exchange systems in diet prescription and menu planning.

v Current Catalog Description:

FDNT 364 Methods of Teaching

3c-0l-3cr

Prerequisite: FDNT 213

Current teaching techniques and resource materials in nutrition education are emphasized. Emphasizes all forms of nutrition education, including classroom instruction, in-service training of employees, and community based education.

Proposed Catalog Description:

FDNT 364 Methods of Teaching Food and Nutrition

3c-0l-3cr

Prerequisite: Grade of C or higher in FDNT 213

Focuses on nutrition education methods to support health-promoting dietary behaviors for different populations in a variety of settings. Provides experience in the development of theory-based educational programming via assessing needs, developing objectives, creating/selecting accompanying materials and activities, implementing appropriate instructional strategies, assessment and evaluation.

vi Current Catalog Description:

FDNT 455 Nutrition in Disease II

3c-0l-3cr

Prerequisite: FDNT 355

Dietary treatment of disorders of the gastrointestinal, renal, cardiovascular, and hepatic systems; inborn errors of metabolism; allergies; cancer. Therapeutic quackery.

Food sampling experiences. Taught Spring semester only.

Proposed Catalog Description:

FDNT 455 Medical Nutrition Therapy II

3c-0l-3cr

Prerequisites: Grade of C or higher in FDNT 355

Pathophysiology of and evidence based medical nutrition therapy for disorders of the gastrointestinal, renal, hepatic, and immune systems, inborn errors of metabolism, cancer. Nutrition support.

vii Current Catalog Description:

FDNT 470 Human Food Consumption Patterns

3c-0l-3cr

Prerequisites: One social science course and junior standing

An exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors discussed include agronomic, economic, geographic, sociologic, nutritional, political, and psychological factors. The ethics and morality of food distribution are discussed. Students may not enroll in this course if they have taken the corresponding section of LBST 499.

Proposed Catalog Description:

FDNT 470 Human Food Consumption Patterns

3c-0l-3cr

Prerequisite: One social science course

Exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be discussed include: agronomic, economic, geographical, nutritional, political, sociological, and psychological factors. The ethics and morality of food distribution will be discussed. Students may not enroll in this course if they have taken the corresponding section of LBST 499 Food and Culture

Rationale: Updated syllabi were created for all of these courses.

12 Eberly College of Business and Information Technology—College Academic Policy Revision

APPROVED

Current Catalog Description:

ECOBIT Academic Policies

Junior Standing

To be accepted for junior standing a business major must have:

- Accumulated 57 credits or more of academic credit
- Achieved a minimum 2.0 cumulative GPA
- Successfully completed the following courses: ACCT 201,202,BLAW235,BTED/COSC/IFMG101,ECON121,122,ENGL101,

202,MATH115,214, P SYC101, and QBUS215.

Business majors (except Business Education) who have not achieved junior standing are normally not permitted to enroll in 300- or 400- level courses in the Eberly College of Business and Information Technology (ECOBIT). Those who have at least 57 credits with a 2.0 or better cumulative GPA but who have not completed one or more of the required courses listed above may, with permission, enroll on a one-time-only basis in up to 9 credits of 300- level Eberly College of Business and Information Technology courses.

Proposed Catalog Description:

ECOBIT Academic Policies

Junior Standing

To be accepted for junior standing a business major must have:

- Accumulated 57 credits or more of academic credit
- Achieved a minimum 2.0 cumulative GPA
- Successfully completed the following courses: ACCT 201,202,BLAW235,BTED/COSC/IFMG101,ECON121,122, ENGL 101, 102,MATH115,214, PSYC101, and QBUS215.

Business majors are required to have achieved junior standing before enrolling in 300- or 400- level courses in the Eberly College of Business and Information Technology. Students who have not completed the junior standing requirements, may, with permission from the Dean or Dean's designee, enroll in 300- or 400- level courses in the Eberly College of Business and Information Technology, however, they may be expected to schedule courses during the winter and/or summer sessions in order to meet the requirements in a timely manner.

Rationale: The statement “enroll on a one-time-only basis in up to 9credits” is being removed because an increasing number of students are entering the business program with either MATH 100 or 105, it is difficult for them to complete the math sequence required for Junior Standing within the first two years. This potential five course sequence: MATH 100 105, 115, 214, and QBUS 215, has resulted in the necessity to grant junior standing waivers in excess of the one-time only. The recommended change will not create any academic or pedagogical concerns and will eliminate the numerous violations of the current policy.

The statement: “may be expected to schedule courses during the winter and/or summer sessions in order to meet the requirement in a timely manner” is being added so that it will provide added emphasis on the importance of completing the requirements in a timely manner. The statement (except Business Education) is being removed because these students must now complete the junior standing requirements.

13 Department of Nursing and Allied Health Professions—Revised Program Catalog Description

APPROVED

Current End of Catalog Description:

Proposed End of Catalog Description:

The Bachelor of Science degree with a major in Nursing is offered

The Bachelor of Science degree with a major in Nursing is offered

for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP's admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.

for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP's admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of healthcare settings.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.

Change of major applications and criteria are available in the Nursing Department Office. Change of majors are granted based on meeting the criteria and seat availability.

Rationale: Seats for clinical courses in nursing are limited. Students are placed for clinical in local health-care agencies which limits the number of students that may be placed at the site. The department receives a large number of change of major applications each year and frequently turns even qualified students away because of limited clinical seats. A statement in the catalog provides fair notice to students that the nursing program cannot always accept change of major requests.

14 Department of Management Information Systems and Decision Sciences—Course Revision and Catalog Description Change **APPROVED**

Current Catalog Description:

QBUS 215 Business Statistics

3c-01-3cr

Prerequisite: MATH 115, 214

Expands upon the probabilistic concepts developed in MATH 214 to orient the student toward managerial decision making using quantitative methodologies. Topics include classical regression analysis, forecasting, Bayesian decision theory, linear programming, and simulation.

Proposed Catalog Description:

QBUS 215 Business Statistics

3c-01-3cr

Prerequisite: MATH 214

Expands upon the probabilistic concepts developed in MATH 214 to orient the student toward managerial decision making using quantitative methodologies. Topics include classical regression analysis, forecasting, Bayesian decision theory, linear programming, and simulation.

Rationale: The current prerequisite for MATH 115 Applied Mathematics for Business is not necessary to the content of this course. The current Syllabus of Record makes no mention of calculus practices or theory and therefore, this is simply a catalog description change rather than a course change. This prerequisite places an unnecessary constraint on the student's enrollment in this class, the knowledge learned in MATH 115 is not applied directly to this class, and is not necessary for the student's completion of the class assignments or overall

objectives. The course objectives have also been changed to recognize the current environment in business and the importance of presenting and discussing the significance of business statistics. The addition/changes will also enable us to map our course objectives with the program goals that have been established by inclusion in the course content as detailed in the course outline, along with in-class discussion and testing.

15 Department of Management—New Courses, Course Revisions, Program Proposal for Online Delivery **APPROVED**

a New Courses:

MGMT 375 Social Entrepreneurship **3c-0l-3cr**

Prerequisite: MGMT 275 for nonbusiness majors.

Designed for students who are interested in starting or working in a Not for Profit Enterprise (NPE). Covers topics such as financing an NPE, developing an NPE start-up model, using NPEs to generate social value, and developing an entrepreneurial philanthropy towards NPEs.

Rationale: This course will explore concepts of Social Entrepreneurship and Not for Profit Enterprise (NPE). Students will learn essential steps of launching, building, and driving a NPE. The course will cover best practices in NPE creation and early stage management. NPEs make up the 3rd largest segment of the US economy and thus an important area for study.

MGMT 425 Franchising Methods and Management **3c-0l-3cr**

Prerequisite: MGMT 275 for nonbusiness majors

Covers the principles and activities involved in starting and managing a new franchise from the perspective of the franchiser and franchisee.

Rationale: This course is designed for students who hope to open a franchise business and also to those students who believe they will be able to someday franchise their own business. Topics covered in this course will include discussing the advantages and disadvantages of franchises, laws and regulations, forms of franchising, franchise contracts, and current trends in franchising. Students will be able to read and evaluate the Franchise Disclosure Documents (FDD).

b Course Revisions and Catalog Description Change:

i Current Catalog Description:

MGMT 310 Principles of Management **3c-0l-3cr**

Provides the student with an in-depth identification and understanding of the relevant theories, concepts, and principles underlying the management function.

Proposed Catalog Description:

MGMT 310 Principles of Management **3c-0l-3cr**

Provides the student with an in-depth identification and understanding of the relevant theories, concepts, and principles underlying the management function.

ii Current Catalog Description:

MGMT 330 Production and Operations Management 3c-0l-3cr

Prerequisite: MATH 115, 214, junior standing, Eberly College of Business and Information Technology or approved major

A study of the process of converting an organization's inputs into outputs whether in goods-producing or service industries. Provides an overview of concepts, tools, and techniques used in management of production and operations function in organizations.

Proposed Catalog Description:

MGMT 330 Production and Operations Management 3c-0l-3cr

Prerequisite: MATH 115, 214, junior standing, Eberly College of Business and Information Technology or approved major

Study of converting an organization's inputs into outputs whether in goods-producing or service industries. Provides an overview of concepts, tools, and techniques used in management of the production and operations function in organizations.

Rationale: Course has been updated and the course objectives have been mapped to the program goals that have been for the college.

c Program Proposal for Online Delivery for B.S. in General Management for Post Baccalaureate students was approved by the UWUCC.

16 Department of Marketing—Program Proposal for Online Delivery APPROVED

Program Proposal for Online Delivery for B.S. in Marketing for Post Baccalaureate students was approved by the UWUCC.

17 Department of Philosophy--New Course

PHIL 360 Philosophy of the Mind 3c-0l-3cr

Prerequisites: Philosophy major or minor, or junior or senior standing, or instructor permission.

Focuses on the Mind-Body Problem. Topics covered may include dualism, logical behaviorism, identity theories, functionalism, various forms of physicalism, mental causation, reductionism, and consciousness.

Rationale: The course will become part of the philosophy major "area courses" requirement. It will be designed primarily for philosophy majors, but will be suitable for other students as well. The course will be open to Philosophy majors and minors, other students of junior or senior standing, or others with instructor permission. There is no other

course into which all this content can be incorporated.

18 Department of Mathematics—Course Revisions and Catalog Description Changes

APPROVED

- i MATH 151 Elements of Mathematics I** **3c-0l-3cr**
Topics included are sets, concepts of logic, mathematical systems, systems of numeration, developing the set of integers, rational numbers, and real numbers.

Proposed Catalog Description:

MATH 151 Elements of Mathematics I **3c-0l-3cr**
Prerequisite: Appropriate Major: ELED, ECED, EDEX, SPLP, EDHL, FCSE, ARED, CDFR, MIDL, or ECSP
Topics included are sets, concepts of logic, mathematical systems, systems of numeration, developing the set of integers, rational numbers, and real numbers.

Rationale: MATH 151 has been limited to selected majors for many years. The content of this course is not appropriate for all majors. The limitation has been recognized under the liberal studies requirements, but not in the catalog description. This change formalizes this limitation to specific majors. In addition the syllabus has been updated.

ii Current Catalog Description:

MATH 152 Elements of Mathematics II **3c-0l-3cr**
Prerequisite: MATH 151
Topics included are sentences in one variable, sentences in two variables, nonmetric geometry, metric geometry, coordinate geometry, introduction to statistics and probability, computers, and calculators.

Proposed Catalog Description:

MATH 152 Elements of Mathematics II **3c-0l-3cr**
Prerequisite: MATH 151
Topics included are organizing and analyzing data, statistics, probability, geometric shapes, measurement, congruence and similarity, coordinate geometry, and transformational geometry.

Rationale: The course content has evolved over the years. Algebra is now part of MATH 151. Working with computers and calculators is integral to the course content rather than a separate topic. Changes in wording about geometry make the description more clear; the topics in geometry remain the same. In addition the syllabus has been updated to be consistent with the content prescribed in the new state guidelines.

iii Current Catalog Description:

ELED 313 Teaching Mathematics in the Elementary School 3c-0l-3cr

Prerequisites: MATH 151, 152, and one of ELED 257, ECED 280, EDEX 222 or 231
Examines contemporary curriculum and methods of instruction used in elementary school mathematics. Students become acquainted with books, materials, and other resources helpful to prospective teachers. Activities include experiences in teaching elementary school mathematics.

Proposed Catalog Description:

ELED 313 Teaching Mathematics in the Elementary School 3c-0l-3cr

Prerequisites: MATH 152 and ECED 280

Examines contemporary curriculum and methods of instruction used in elementary school mathematics (Grades 2-4). Students become acquainted with books, materials, and other resources helpful to prospective teachers. Activities include experiences in teaching elementary school mathematics.

iv Current Catalog Description:

MATH 320 Mathematics for Early Childhood 3c-0l-3cr

Prerequisites: MATH 151, Early Childhood Education/PreK-Grade 6 major

Studies child-centered, activity-oriented mathematics programs for early childhood education. Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials. Topics include pre-number activities, number activities, numeration, operations on whole numbers, estimation, rational numbers, geometry, measurement, probability, statistics, and problem solving.

Proposed Catalog Description:

MATH 320 Mathematics for Early Childhood 3c-0l-3cr

Prerequisites: MATH 152 and ECED 200

Studies child-centered, activity-oriented mathematics programs for early childhood Education (PreK-Grade 1). Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials.

Rationale: The current list of prerequisites was replaced with MATH 152. New state teacher training guidelines mandate a change that combines the early childhood program with elementary education. The new program for Grades pre-K to 4 requires MATH 152 which lays a content foundation for this course. MATH 151 is redundant since it is a prerequisite for MATH 152. The restriction on major is not needed. The list of topics in the current description is redundant to the course outline and not necessary in the catalog description.

19 Department of Journalism—Course Revisions and Program Revision

APPROVED

a Course Revisions:

i Current Catalog Description:

JRNL 328 News Reporting 3c-0l-3cr

Prerequisites: JRNL 102, 105, 220, majors only

Includes instruction in writing the news story, preparing copy, interviewing, covering special events, and similar reporting activities.

Proposed Catalog Description:

JRNL 328 News Reporting 3c-0l-3cr

Prerequisites: JRNL 102(a grade of C or better), 105 (a grade of C or better), 220 (a grade of C or better), majors only

Includes instruction in writing the news story, preparing copy, interviewing, covering special events, and similar reporting activities.

ii Current Catalog Description:

JRNL 493 Internship var-6-12cr

Prerequisites: JRNL 102, 105, 220, 328, department approval

On-the-job training opportunities in journalism and related areas.

Maximum of 6cr may be applied to 30cr minimum of major.

Proposed Catalog Description:

JRNL 493 Internship var-6-12cr

Prerequisites: JRNL 102 (grade of C or better), 105 (grade of C or better), 220 (grade of C or better), 328 (grade of C or better), department approval

On-the-job training opportunities in journalism and related areas.

Maximum of 6cr may be applied to 30cr minimum of major.

b Program Revision:

Current Program:

Bachelor of Arts—Journalism

Liberal Studies: As outlined in Liberal Studies section 53-55 with the following specifications:

Mathematics: 3cr

Liberal Studies Electives:9cr, no courses with JRNL prefix

Proposed Program:

Bachelor of Arts—Journalism

Liberal Studies: As outlined in Liberal Studies section 53-55 with the following specifications:

Mathematics: 3cr

Liberal Studies Electives:9cr, no courses with JRNL prefix

College:

0-6

College:

0-6

Major:	30	Major:	30
Required Courses:		Required Courses:	
JRNL 102 Basic Journalistic Skills	3cr	JRNL 102 Basic Journalistic Skills*	3cr
JRNL 105 Journalism and the Mass Media	3cr	JRNL 105 Journalism and the Mass Media*	3cr
JRNL 220 Writing for the Print Media	3cr	JRNL 220 Writing for the Print Media*	3cr
JRNL 328 News Reporting	3cr	JRNL 328 News Reporting*	3cr
Controlled Electives:		Controlled Electives:	
Other JRNL courses (as listed in this catalog) (2)	18cr	Other JRNL courses (as listed in this catalog) (2)	18cr
Other Requirements:	0	Other Requirements:	0
Department recommends a planned program of dual major, minor(s), or electives (3, 4)		Department recommends a planned program of dual major, minor(s), or electives (3, 4)	
Free Electives:	29-37	Free Electives:	29-37
Total Degree Requirements:	120	Total Degree Requirements:	124
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.		(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.	
(2) Max of 6cr of internship applied to major.		(2) Max of 6cr of internship applied to major.	
(3) Students may take no more than 15cr outside the College of Humanities and Social Sciences without prior approval of advisor.		(3) Students may take no more than 15cr outside the College of Humanities and Social Sciences without prior approval of advisor.	
(4) Majors in the public relations sequence should make every effort to schedule BTST 321, MKTG 320, and MKTG 433.		(4) Majors in the public relations sequence should make every effort to schedule BTST 321, MKTG 320, and MKTG 433.	
		* A grade of C or better required for graduation with a degree in journalism.	

Rationale: Journalism is a highly competitive field. JRNL 328 is part of the core requirements for the major, which indicate whether a student may succeed in this field. Failure to master 70% of the course content is a strong indication that the student is a weak candidate for employment and/or graduate study. Likewise students need a C or better in the other core courses in order to graduate.

University Wide Graduate Curriculum Committee (Senator Piper)

FOR INFORMATION

The University Wide Graduate Committee provided distance education approval for the following courses:

CRIM 790 Seminar in the Contemporary Judicial System
NURS 610 Health Promotion and Social Issues
NURS 619 Leadership Strategies for Nursing
EDEX 581 A Theoretical and Practical Introduction to Autism Spectrum Disorders
ELR/HSAD 631 Human Resource Management in the Public Sector
NURS/HSAD 614 Health Policy
FIN 424/524 International Financial Management
NURS 628 Advanced Professional Role Development
EDEX 581 Teaching with Web 2.0
EDEX 581 Technology and Differentiated Instruction
BLAW 633 Case Problems in Business Law

FOR ACTION:

1 Course Revision

APPROVED

Name of Program: Master of Science in Nursing

Sponsoring Department: Nursing

Catalog Start Term: Fall 2010

NURS 622: The Practice of Nursing Research I

3 cr.

Course Description:

Catalogue Description: Examine the conceptual, theoretical, and ethical contexts of nursing research. Concepts of statistical theory, measurement strategies, and data collection issues are presented, as they are applicable to nursing research.

Rationale:

This course is being revised because of student and faculty data suggesting that there was too much emphasis on statistical analysis and less focus on the application of research content. Some statistical content was removed from the course to allow for more emphasis on research critique and application.

2 Course Revision

APPROVED

Name of Program: Master of Science in Nursing

Sponsoring Department: Nursing

Catalog Start Term: Fall 2010

NURS 623: The Practice of Nursing Research II

3 cr.

Course Description

Use of evidence based practice in the advanced practice role. The student will become proficient in the application of research to nursing practice including evaluation of research studies, problem identification within practice settings, and development of practice protocols, relevant to area of expertise.

Rationale

This course is being revised because of student and faculty data suggesting that the

research course had too much content. The revised course has removed some assignments on research critique which were redundant with assignments in The Practice of Nursing Research I (NURS622) and more on the development of a protocol that can be applied to a practice problem.

3 New Course

APPROVED

Name of Program: Master of Arts in History

Sponsoring Department: History

Catalog Start Time: Fall 2010

HIST 770 Archival Principles and Practice

3cr.

Course Description

This course is designed provide students with an introduction to the archival profession and the practices of the professional. Students will come to understand professional standards and ethical responsibilities in the field. They will also learn of the historical importance of record keeping in society and the significance of the archivist's role in collecting, preserving, and maintaining these records. Finally, students will combine classroom instruction in archival method with practical experience in an archival setting.

Prerequisite: HIST 605

Rationale

The creation of HIST 770: Archival Principles and Practice is a response to a necessary increase in course offerings that will strengthen the public history track of the current History M.A. program. At present students have only two offerings - the required HIST 605: Introduction to Public History; and HIST 606: Topics in Public History. HIST 606 is devoted to a specific aspect of the field of public history when it is offered; however, this topic may change with each offering. HIST 770 will provide a standard course to complement HIST 605 and free HIST 606 to cover other topics. HIST 770 will provide students with both academic instruction and practical experience in the archives discipline. Employers will see a field-specific course on student transcripts and know they have instruction and experience devoted to at least one public history field. Coupled with HIST 606, HIST 770 will provide students with an advantage in the public history marketplace. The prerequisite for this course is HIST 605: Introduction to Public History.

4 Major Course Revision

APPROVED

Name of Program: Master of Science in Nursing

Sponsoring Department: Nursing

Catalog Start Term: Fall 2010

NURS 725: Teaching Strategies for Nursing Curricula

3 cr.

Course Description:

Explores and analyzes theories of learning, instructional modalities, teaching strategies, and evaluation methods pertaining to nursing education in the classroom and clinical practice settings.

Rationale:

Teaching Strategies for Nursing Curricula included a section on evaluation and an objective to develop skill in designing methods for evaluation of classroom and clinical performance. This content overlaps with the focus of NURS 722 Measurement and Evaluation in Nursing Education. The NURS 722 course focuses on classroom and clinical evaluation. Students evaluate test item construction throughout the course and focus on evaluation practices in nursing education. This content from NRUS 725 was removed due to overlap with the focus of NURS 722.

5 Major Course Revision

APPROVED

Name of Program: Master of Education in Health and Physical Education

Sponsoring Department: Health and Physical Education

Catalog Start Term: Fall 2010

HPED 426/526: Health Science Instruction

3 cr.

Old Catalog Description:

An overview of health curriculum K-12, with a focus on middle school and secondary health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning. **Prerequisite:** HPED 316 (undergraduates) and admission to Teacher Education Program or permission of instructor (undergraduate).

New Catalog Description:

An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning within a diverse population. **Prerequisite:** Enrollment in

Master of Education in Health and Physical Education Program.

Rationale:

This course revision is in response to changes by the Pennsylvania Department of Education that require students to complete 270 hours of special education instruction. This course is being revised to clarify inclusion of special education content. The course is dual level providing instruction in secondary health teaching methods for teacher education majors at both the graduate and undergraduate levels. It is required for all students seeking teaching certification in Health and Physical Education.

Prerequisite:

For undergraduate students only: HPED 316 and admission to Teacher Education Program. For graduate students only: Enrollment in Master of Education in Health and Physical Education Program.

6 Minor Program Revision

APPROVED

Name of Program: Technology Support and Training

Sponsoring Department: M.Ed. in Business/Workforce Development

Catalog Start Term: Spring 2011

I. Business, Computer, and Information Technology (BCIT)/Workforce Core (15 cr.)
 BTST 650 Issues and Trends in Business/Workforce Development 3 cr.
 BTST 670 Organizational Communication 3 cr.
 BTST 680 Technical Update 3 cr.
 GSR 615 Elements of Research 3 cr.
 BTST 656 Applied Research in Business/Workforce Development 3 cr.

II. Workforce Development Specialization Elective Area (15 cr.)
 BTST 542 Training Methods in Business and Information Technology Support 3 cr.
 BTST 642 Training with Technology 3 cr.
 BTST 675 Web Design Theory and Practice 3 cr.
 BTST 655 Emerging Information Technologies 3 cr.
Choose one of the following:
 BTST 665 Information Security in the Enterprise 3 cr.
 SAFE 603 Human Relations in Safety Management 3 cr.
 SAFE 645 Principles of Occupational Safety 3 cr.
 ACE 621 The Adult Learner 3 cr.
 ACE 625 Facilitating Adult Learning 3 cr.

III. Business, Computer, and Information Technology Specialization Elective Area (15 cr.)
 BTST 675 Web Design Theory and Application 3 cr.
 BTST 614 Instructional Computing Basics 3 cr.
or
 COMM 614 Instructional Computing Basics 3 cr.
 BTST 631 Interactive Multimedia 3 cr.
or
 COMM 631 Interactive Multimedia 3 cr.
 COMM 600 Instructional Design and Development 3 cr.

I. Business, Computer, and Information Technology (BCIT)/Workforce Core (15 cr.)
 BTST 650 Issues and Trends in Business/Workforce Development 3 cr.
 BTST 670 Organizational Communication 3 cr.
 BTST 680 Technical Update 3 cr.
 GSR 615 Elements of Research 3 cr.
 BTST 656 Applied Research in Business/Workforce Development 3 cr.

II. Workforce Development Specialization Elective Area (15 cr.)
 BTST 542 Training Methods in Business and Information Technology Support 3 cr.
 BTST 642 Training with Technology 3 cr.
 BTST 675 Web Design Theory and Practice 3 cr.
 BTST 655 Emerging Information Technologies 3 cr.
Choose one of the following:
 BTST 665 Information Security in the Enterprise 3 cr.
 SAFE 603 Human Relations in Safety Management 3 cr.
 SAFE 645 Principles of Occupational Safety 3 cr.
 ACE 621 The Adult Learner 3 cr.
 ACE 625 Facilitating Adult Learning 3 cr.

III. Business, Computer, and Information Technology Specialization Elective Area (15 cr.)
 BTST 675 Web Design Theory and Application 3 cr.
 BTST 614 Instructional Computing Basics 3 cr.
or
 COMM 614 Instructional Computing Basics 3 cr.
 BTST 631 Interactive Multimedia 3 cr.
or
 COMM 631 Interactive Multimedia 3 cr.
 COMM 600 Instructional Design and Development 3 cr.

EDSP 704/804 Advanced Educational Psychology 3 cr.
or
 EDSP 747/847 Advanced Psychology of Adolescent Education 3 cr.
 *Certification Option (Pennsylvania Certification K-12) (18 cr.)
 BTED 690 Clinical Studies in Business Education 3 cr.
 BTED 693 Seminar in Teaching Business Subjects 3 cr.
 EDEX 650 Exceptional Children and Youth 3 cr.
 EDSP 577 Assessment of Student Learning 3 cr.
 BTED 695 Professional Seminar 6 cr.

*Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.

Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).

I. Administrative Professional Development Core (18 cr.)
 BTED/VOED 601 Curriculum and Instructional Leadership in Career and Technical Education 3 cr.
 GSR 615 Elements of Research 3 cr.
 BTST 656 Applied Research in Business/Workforce Development 3 cr.
 BTED/VOED 600 Curriculum Development in Career and Technical Education 3 cr.
 BTED/VOED 602 Conference Leadership and Communication Methods in Career and Technical Education 3 cr.

II. Administrative Specialization Elective Area (minimum of 12 cr.)
 EDSP 577 Assessment of Student Learning (required) 3 cr.
 BTED/VOED 603 Management of Instruction for Career and Technical Education 3 cr.
 BTED/VOED 604 Curriculum Supervision in Career and Technical Education 3 cr.
 BTED/VOED 605 Policy Administration 3 cr.
 BTED/VOED 606 Leadership for Career and Technical Educators 3 cr.
 BTED/VOED 607 Organizations and Structure for Career and Technical Education 3 cr.
 BTED/VOED 608 Legal and Legislative Issues in Career and Technical Education 3 cr.

- Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).
- Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.
- Electives selected based on individual candidate's background.

According to Pennsylvania commonwealth guidelines, students must be certified K-12 and not in separate areas.

EDSP 704/804 Advanced Educational Psychology 3 cr.
or
 EDSP 747/847 Advanced Psychology of Adolescent Education 3 cr.
 *Certification Option (Pennsylvania Certification K-12) (24 cr.)
 BTED 690 Clinical Studies in Business Education 3 cr.
 BTED 693 Seminar in Teaching Business Subjects 3 cr.
 EDEX 650 Exceptional Children and Youth 3 cr.
 EDSP 577 Assessment of Student Learning 3 cr.
 BTED 695 Professional Seminar 12 cr.

*Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.

Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).

I. Administrative Professional Development Core (18 cr.)
 BTED/VOED 601 Curriculum and Instructional Leadership in Career and Technical Education 3 cr.
 GSR 615 Elements of Research 3 cr.
 BTST 656 Applied Research in Business/Workforce Development 3 cr.
 BTED/VOED 600 Curriculum Development in Career and Technical Education 3 cr.
 BTED/VOED 602 Conference Leadership and Communication Methods in Career and Technical Education 3 cr.

II. Administrative Specialization Elective Area (minimum of 12 cr.)
 EDSP 577 Assessment of Student Learning (required) 3 cr.
 BTED/VOED 603 Management of Instruction for Career and Technical Education 3 cr.
 BTED/VOED 604 Curriculum Supervision in Career and Technical Education 3 cr.
 BTED/VOED 605 Policy Administration 3 cr.
 BTED/VOED 606 Leadership for Career and Technical Educators 3 cr.
 BTED/VOED 607 Organizations and Structure for Career and Technical Education 3 cr.
 BTED/VOED 608 Legal and Legislative Issues in Career and Technical Education 3 cr.

- Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).
- Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.
- Electives selected based on individual candidate's background.

According to Pennsylvania commonwealth guidelines, students must be certified K-12 and not in separate areas.

7 Minor Course Revision

APPROVED

Name of Program: Technology Support and Training

Sponsoring Department: M.Ed. in Business/Workforce Development

Catalog Start Term: Spring 2011

BTED 695 Professional Semester

12cr.

Course Description: (catalog description remains the same)

Provides experience in teaching at the secondary level in a business education program and coordination and visitation by a university faculty member with supervision by a cooperating teacher. Efforts are made to provide opportunities to work with students who have special needs and/or who come from diverse cultural backgrounds. Students enrolling in BTED 695 must meet all requirements for admission to Teacher Certification.

Rationale:

Graduates in the M.Ed. in Business/Workforce Development; Business, Computer and Information Certification track; will have 12 credit hours of a professional experience instead of 6 credit hours. BTED 695, Professional Semester, was reviewed by the department, and it was determined that a deficiency existed in the number of course credit hours. Therefore, the course will change from 6 credit hours to 12 credit hours. The course content will remain the same. The course has always entailed a 15-week student teaching experience and will continue as such. This change also brings the graduate course in line with the undergraduate course EDUC 441 in terms of course credit hours.

8 Policy for Responding to Allegations of Research Misconduct

APPROVED

PURPOSE: To establish a policy and procedure to respond to any allegations or apparent instances of fraud or misconduct in the carrying out of research by IUP faculty, managers, administrators, staff, and students.

SCOPE: The policy will cover all IUP faculty, managers, administrators, staff, and students who conduct research.

OBJECTIVE: The policy for responding to allegations of research misconduct governs research conducted by IUP faculty, managers, administrators, staff, and students, defines misconduct in research, and establishes procedures for conducting an inquiry and, if necessary, an investigation into any allegation of possible misconduct. The policy also protects the integrity of the University's research mission. The procedures here constitute the entire fact-finding phases of all situations involving alleged research misconduct as defined by 42 CFR 93, June 16, 2005, and may supersede other fact-finding phases in other university policies, e.g., Academic Integrity (students) and PASSHE Board of Governors' Policy 1983-01-A Merit Principles (managers).

POLICY: It is the policy of Indiana University of Pennsylvania to foster an academic environment that encourages ethical conduct in all scholarship. Moreover, IUP will deal forthrightly with possible misconduct associated with research. The University will

conduct an inquiry and, if warranted by that inquiry, an investigation of any allegations of misconduct by IUP faculty, managers, administrators, staff, and students carrying out research projects. In the event that misconduct is proven, the President will take appropriate disciplinary action (for students, findings of misconduct will be processed according the Academic Integrity Policies and Procedures in the Undergraduate and Graduate Catalogs). It is also the policy of the University to maintain and widely promulgate its procedures for dealing with research misconduct.

DEFINITION: "Misconduct" or "Research Misconduct" means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the research community for proposing, conducting, or reporting research, including failure to comply with Federal regulations for protection of researchers, human subjects, the public, or the welfare of laboratory animals. It does not include honest error, honest differences in interpretations or judgments about data, or disputes about authorship (see 42 CFR 93, June 16, 2005).

RESPONSIBILITIES: It is the responsibility of the Research Integrity Officer (Dean of the School of Graduate Studies and Research) to receive initial allegations from a complainant. A complaint must normally be filed within six years of the alleged incident to be considered under this policy. Absent unusual circumstances, within 20 days of receiving a complaint, the RIO should identify apparent instances of misconduct, determine whether an inquiry is warranted, and if so, initiate an inquiry into possible misconduct. If the complainant is a student in the respondent's class, the inquiry and/or investigation may be deferred and the complainant's name need not be disclosed until after submission of the final grade. If the RIO decides that an inquiry is not warranted, the complainant may appeal this decision to the Provost, who may then order the RIO to proceed with an inquiry. The RIO must provide the respondent with a written notice prior to commencing the inquiry. The RIO must maintain sufficiently detailed documentation to permit later assessment of the outcome of the inquiry or investigation. Such records must be maintained by the RIO in a secure place for a period of at least seven years. Access to these records shall, upon request, be provided only to the respondent or designee, or to authorized granting agency personnel. If the investigation results in a finding of research misconduct, the President or his or her designee may also access the documentation for disciplinary purposes. The RIO must oversee the selection of qualified persons to serve on the inquiry and investigatory panels, following the guidelines in 42 CFR 93, June 16, 2005.

It is the responsibility of the President or his or her designee to take appropriate disciplinary action on any faculty member, manager, administrator, staff, or student who has been found to have engaged in research misconduct, according to the applicable contracts, side letters, or academic policies governing the respondent. If the RIO has been accused of research misconduct, then the President will appoint a substitute.

All participants acknowledge that disclosure of the identity of respondents and complainants in research misconduct proceedings is limited, to the extent possible, to those who need to know, consistent with a thorough, competent, objective and fair

research misconduct proceeding, and as allowed by law. At the same time, the panel will afford respondents and complainants a prompt and thorough inquiry into the facts, and an opportunity to comment on allegations and the findings of the inquiry. Additionally, all participants will take all reasonable and practical steps to protect the positions and reputations of good faith complainants, witnesses, and committee members, and will protect them from retaliation by respondents and other institutional members.

PROCEDURES:

A. Inquiry

A1. DEFINITION: An inquiry consists of information gathering and initial fact-finding to determine whether an allegation or apparent instance of misconduct warrants an investigation. An inquiry is not a formal hearing; its purpose is to separate cases of research misconduct deserving further investigation from frivolous, unjustified, or clearly mistaken allegations or apparent instances.

A2. TIME FRAME: An inquiry must be completed within 60 calendar days of its initiation unless circumstances warrant a longer period.

A3. STRUCTURE: The inquiry will be conducted by a three person panel appointed by the Research Integrity Officer (RIO). If the respondent is a faculty member, all three members will be faculty, chosen by the RIO in consultation with the RIO and the Provost. At least one faculty member will be from the college, not necessarily from the department, of the respondent. If the respondent is not a faculty member, the RIO will choose two faculty members in consultation with the Provost, while the third member will have the same status (administrator, manager, staff, or student) as the respondent. If a faculty member declines to serve, another faculty member will be chosen.

In all cases, persons chosen to participate on the panel shall have no real or apparent conflict of interest bearing on the case in question. They should be unbiased and have relevant disciplinary expertise for judging the issues being raised.

If the respondent or the complainant believes that any of the panel members has a conflict of interest, the burden of proof will be on the respondent or the complainant to demonstrate that conflict of interest. If a conflict of interest is proven, the RIO will remove those person(s) with a conflict and appoint replacement(s).

A4. PROCESS: The misconduct inquiry procedure is not a method to settle disputes that arise between individuals but a process to determine if research misconduct has taken place.

Upon initiation of an inquiry, the RIO is responsible for immediately requesting controlled custody and inventory of records and evidence relevant to the allegation or case. University faculty members, managers, administrators, staff, and students including but not limited to the complainant and respondent, shall promptly provide upon

request all available records and data identified as relevant, including primary research material. Copies of such records and data will be returned promptly, except for materials not amenable to copying. The respondent shall be granted supervised access to materials not amenable to copying throughout the duration of the inquiry and investigation process. All reasonable steps, consistent with time constraints and other obligations imposed by federal regulations, shall be taken to eliminate or minimize any disruption that might be created for ongoing research efforts by such requirements to produce documentation. The respondent will cooperate by providing material necessary to conduct the inquiry. If the respondent refuses to cooperate, the panel will file its report with the RIO and the Provost stating that fact, and the process will automatically proceed to the investigation stage. Failure to provide relevant records and data may subject an individual to a separate disciplinary investigation.

During the inquiry, the panel will examine relevant evidence and will call witnesses as necessary to determine whether an investigation is warranted. To the extent possible, each person involved in the investigation will be instructed that all matters involving the investigation shall be considered confidential. Each witness will receive a written summary of his or her testimony and will be given the opportunity to comment before the summary appears in the final report. The respondent and/or complainant may choose to have someone present to advise him or her when he or she appears before the panel.

A5. FINDINGS: At the conclusion of the inquiry, a written report shall be prepared that states what evidence was reviewed, summarizes relevant interviews, and includes the conclusions of the inquiry. The respondent and the complainant shall be given a copy of the report. The respondent shall have the opportunity to comment on the inquiry report, and the respondent's comments will be included with the final report. If the inquiry takes longer than 60 days to complete, the record of the inquiry shall include documentation of the reasons for exceeding that time limit.

If after examining the evidence, the majority of the inquiry panel believes there is a reasonable basis for concluding that misconduct took place or may have taken place, the panel will recommend to the RIO that an investigation should take place. If the panel determines that research misconduct has not occurred, the respondent shall be notified of that fact in writing in a timely manner. Copies of the letter will be forwarded to the University President, the Provost, and the dean of the respondent's college or supervisor.

If the allegation of the complainant was brought in good faith, the final report should state that fact to help ensure the good name of the complainant. However, if during the course of the inquiry, the panel becomes convinced that allegations have not been brought in good faith, the panel will notify the President and Provost in writing of that fact so that appropriate action may be taken.

When, on the basis of the initial inquiry, the inquiry panel determines that an investigation is warranted, the University President, Provost, and the dean of the respondent's college or other supervisor must be notified in writing with a copy of the report so that the investigatory process can begin. The respondent will also be formally

notified of the specifics of the complaint that is the basis of the investigation. If the respondent is a member of a collective bargaining unit, his or her union chapter President shall also be notified. In addition, if the research was sponsored by any external agency, that agency must be notified that an investigation involving possible misconduct will be initiated.

B. Investigation

B1. DEFINITION: "Investigation" means the formal, confidential examination and evaluation of all relevant facts to determine if misconduct has occurred.

B2. TIME FRAME: An investigation must begin within 30 calendar days of the formal closing of the inquiry. An investigation must be completed within 120 calendar days of its initiation. This includes conducting the investigation, preparing the report of findings, making that report available for comment by the respondent, and submitting the report to the appropriate granting agency. If the investigation panel determines that it will not be able to complete the investigation in 120 days, it must notify all participating individuals in writing of the reasons for the delay and must include an explanation for the delay in its final report.

B3. STRUCTURE: The investigation will be conducted by a five-member panel appointed by the RIO, who will serve on the panel as a non-voting, ex-officio member for the purpose of acting as secretary.

If the respondent is a faculty member the investigation panel will be made up of two senior-level managers and three university faculty members from outside of the PASSHE system. The two managers will consist of an academic dean, who will serve as chair of the committee, and the Associate Vice President for Academic Administration. The faculty must have expertise in the research area associated with the alleged misconduct.

If the respondent is a manager, administrator, staff member, or student, the investigation panel will be made up of two senior-level managers, two faculty, and one manager, administrator, staff member, or student, respective to the status of the respondent. The two senior-level managers will consist of an academic Dean, who will serve as chair of the committee, and a second manager to be named by the RIO. Two tenured faculty, one of whom is from outside of IUP, will be chosen to serve on the panel by the RIO. The faculty must have expertise in the research area associated with the alleged misconduct. Finally, the RIO will appoint an appropriately-trained manager, administrator, staff member, or student, respective to the status of the respondent, in consultation with the appropriate union, the Graduate Student Assembly, or the Student Government Association.

In all cases, persons chosen to participate on the panel shall have no real or apparent conflict of interest bearing on the case in question. They should be unbiased and have relevant disciplinary expertise for judging the issues being raised. If the respondent or the complainant believes that any or all of the panel members has a conflict of interest,

the burden of proof will be on the respondent or the complainant to demonstrate that conflict of interest. If a conflict of interest is proven, the Provost will remove those persons with a conflict and appoint replacement(s) according to the process outlined above.

B4. PROCESS: For the purpose of holding meetings, all voting members of the panel must participate in the meeting, either in person or via teleconference. Both the respondent and the complainant must be afforded the opportunity to present information before the panel. The respondent and/or complainant may choose to have someone present to advise him or her when he or she appears before the panel.

The investigation normally will include examination of all relevant documentation, including but not necessarily limited to relevant research data proposals, publications, correspondence, memoranda of telephone calls, and other records. Interviews must be conducted of each respondent, complainant, and any other available person who has been reasonably identified as having information regarding any relevant aspects of the investigation, including witnesses identified by the respondent. Interviews must be recorded or transcribed, provided to the interviewed party for correction and included as part of the investigatory file.

The panel may secure necessary and appropriate discipline-related expertise to carry out a thorough evaluation of the relevant evidence during the investigation.

At all times the panel must take precautions against real or apparent conflicts of interest on the part of those giving information or on the part of anyone who is in any way involved with the investigation.

If IUP plans to terminate an inquiry or an investigation for any reason without completing all relevant requirements and if federal funds are being used to support the research, a report of such planned termination, including a description of the reasons for such termination, shall be made to the appropriate granting agency, which will then decide whether further investigation should be undertaken.

B5. FINDINGS: IUP has the burden of proof for making a finding of research misconduct. A finding of research misconduct must be proved by a preponderance of the evidence. After all the evidence has been reviewed and the respondent and complainant have been given an opportunity to respond to the evidence, the panel will prepare a draft report including the majority opinion and, if there is one, a minority opinion. This draft report will be provided to the respondent and the complainant, who may return comments on the draft report to the RIO within 30 days of receipt of the report. These comments must be included and considered in the final report, which will be sent to the University President. The report will describe the policies and procedures under which the investigation was conducted, how and from whom information was obtained relevant to the investigation, the findings, and the basis for the findings, and the actual text or an accurate summary of the statements and evidence provided by any individual(s) found to have engaged in misconduct.

The panel shall submit its findings to the President and to the Provost. The respondent and the complainant shall also receive copies of the majority, and if there is one, the minority report. Reports involving students will be processed according to Academic Integrity Policies and Procedures. The RIO must provide the investigation report and other information to external granting agencies and/or Federal agencies as required.

Based on the evidence contained in the report(s), the President may initiate a disciplinary hearing in accordance with the relevant Collective Bargaining Agreement (faculty, administrators, or staff); or the PASSHE Board of Governors' Policy 1983-01-A Merit Principles (managers); or the Undergraduate or Graduate Academic Integrity Policy and Procedures (students).

Rescission: Not applicable

Publications Statement: Not Applicable

Distribution: All Employees – Annually (by the Dean of the School of Graduate Studies and Research)

9 Minor Program Revision

APPROVED

Name of Program: M.A./Teaching English

Sponsoring Department: English

Catalog Start Term: Fall 2010

Rational for Changes:

The addition of a new course, ENGL 614: Critical Pedagogy in English Education, to address pedagogy related to diverse populations is proposed as a revision to the current M.A. in Teaching English.

Research in English education (Apple, 2006; Brown, 2005; Hursh, 2009) reveals that education is inequitable. Research on student achievement confirms that classroom teachers are directly relational to the “quality and equitable delivery of education and student academic achievement (Ukpokodu, 2007, p. 8). Research reveals that many of these disparities are related to teacher preparedness around how to work with students from diverse populations. Problematic is that fewer than 10% of teachers are non-white while the National Center for Educational Statistics reports that 42% of public school students are also non-white and the diversity of student languages, ethnicities, religions, and racial and cultural make-up continues to grow based on demographic trends (Banks, 2004). Yet, teachers in the classrooms are predominantly white, middle class, and monolingual (Futrell, 2000; Kailin, 1999) and lack the knowledge, skills, and dispositions to work within schools that have a predominantly diverse population. Even more alarming, these trends carry over into teacher preparatory programs where we find that most teacher educators are predominantly white and fewer than 20% of all professors are non-white (Sleeter, 2008). The system is failing its students plain and simply. As a result, we see teacher preparatory programs revising their theoretical and pedagogical ideologies so teachers are prepared to meet the challenge of inequitable schooling practices

ENGL 614 will be offered as a core course and replace ENGL 676: Critical Approaches to Literature, which is too narrow in its scope of theory and research for MATE students. Moreover, ENGL: 630 Research on the Teaching of Literacy and Literature and ENGL 693: Teaching English in the Secondary Schools covers much of the material in ENGL 676. ENGL 614 will not only encompass critical approaches to literature but will also teach about other relevant educational theories and demonstrate their applications to teaching. Content in this course aligns with the MATE program objectives and will support and enhance students’ learning in other MATE courses.

Program Description (unchanged)

The Master of Arts/Teaching English (M.A./TE) is a 36 semester-hour degree program that involves the study of research on teaching literature, composition, and language,

through both academic course work and supervised field experiences. The M.A./TE program, which reflects recent studies of teacher development, is designed for in-depth study in the teaching of English. Also, it is designed to meet the needs of persons with a bachelor's degree in English (or its equivalent) who wish to pursue initial English teaching certification. In addition to enrolling in the 36 semester hours of course work, students seeking initial certification must complete six semester hours of student teaching. Thus, the M.A./TE with certification will entail a total of 42 hours of course work and student teaching.

<i>M.A./Teaching English Course Requirements</i>	<i>M.A./Teaching English Course Requirements</i>
A. Core Courses (15 cr.) ENGL 630 Research on the Teaching of Literacy and Literature 3 cr. ENGL 676 Critical Approaches to Literature 3 cr. ENGL 692 American English Grammar 3 cr. ENGL 693 Seminar in Teaching English in Secondary School 3 cr. ENGL 730 Teaching Writing 3 cr. <i>And one additional course from the following, approved by the director of Graduate Studies in Composition and TESOL, or designee:</i> ENGL 762 Topics in American Literature since 1870 3 cr. ENGL 763 Topics in British Literature before 1660: Shakespeare 3 cr. ENGL 772 Topics in Women's Literature 3 cr. ENGL 773 Topics in American or British Minority Literature* 3 cr. * Recommended for students seeking initial certification. B. Electives in Teaching, Learning, and Schools (6 cr.) ENGL 690 Writing as a Way of Learning 3 cr. EDSP 704 Advanced Educational Psychology 3 cr. or EDSP 746 Learning and Instruction 3 cr. or EDSP 747 Advanced Psychology of Adolescent Education 3 cr. or EDSP 748 Advanced Studies in Behavioral Problems 3 cr. EDSP 577 Assessment of Student Learning 3 cr. EDEX 650 Exceptional Children and Youth 3 cr. Note: Students seeking initial certification as secondary teachers must take EDEX 650; EDSP 577; and EDSP 573, EDSP 578, or EDSP 704 to satisfy Pennsylvania Department of Education certification requirements. One of the above will count as a Professional Elective. C. Professional Electives (6 cr.) Six semester hours to be chosen from graduate courses in the English Department or the College of Education and Educational Technology—approved by the director of Graduate Studies in Composition and TESOL, or designee. Note: Students who have not had an undergraduate or graduate course in Adolescent Literature must take ENGL 518 Adolescent Literature to meet a certification requirement. D. Professional Practice (6 cr.) ENGL 526 ESL Methods and Materials 3 cr. ENGL 698 Internship 3 cr.	A. Core Courses (15 cr.) ENGL 630 Research on the Teaching of Literacy and Literature 3 cr. ENGL 614 Critical Pedagogy in English Education 3 cr. ENGL 692 American English Grammar 3 cr. ENGL 693 Seminar in Teaching English in Secondary School 3 cr. ENGL 730 Teaching Writing 3 cr. <i>And one additional course from the following, approved by the director of Graduate Studies in Composition and TESOL, or designee:</i> ENGL 762 Topics in American Literature since 1870 3 cr. ENGL 763 Topics in British Literature before 1660: Shakespeare 3 cr. ENGL 772 Topics in Women's Literature 3 cr. ENGL 773 Topics in American or British Minority Literature* 3 cr. * Recommended for students seeking initial certification. B. Electives in Teaching, Learning, and Schools (6 cr.) ENGL 690 Writing as a Way of Learning 3 cr. EDSP 704 Advanced Educational Psychology 3 cr. or EDSP 746 Learning and Instruction 3 cr. or EDSP 747 Advanced Psychology of Adolescent Education 3 cr. or EDSP 748 Advanced Studies in Behavioral Problems 3 cr. EDSP 577 Assessment of Student Learning 3 cr. EDEX 650 Exceptional Children and Youth 3 cr. Note: Students seeking initial certification as secondary teachers must take EDEX 650; EDSP 577; and EDSP 573, EDSP 578, or EDSP 704 to satisfy Pennsylvania Department of Education certification requirements. One of the above will count as a Professional Elective. C. Professional Electives (6 cr.) Six semester hours to be chosen from graduate courses in the English Department or the College of Education and Educational Technology—approved by the director of Graduate Studies in Composition and TESOL, or designee. Note: Students who have not had an undergraduate or graduate course in Adolescent Literature must take ENGL 518 Adolescent Literature to meet a certification requirement. D. Professional Practice (6 cr.) ENGL 526 ESL Methods and Materials 3 cr. ENGL 698 Internship 3 cr.

Note: Students seeking initial certification as secondary teachers must also student teach, as required by the Pennsylvania Department of Education. (Additional 6 cr.) Total Credit Hours M.A. /TE 36 cr. Total Credit Hours with Initial Certification 42 cr.	Note: Students seeking initial certification as secondary teachers must also student teach, as required by the Pennsylvania Department of Education. (Additional 6 cr.) Total Credit Hours M.A. /TE 36 cr. Total Credit Hours with Initial Certification 42 cr.
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10 New Course

APPROVED

Name of Program: M.A./Teaching English

Sponsoring Department: English

Catalog Start Term: Fall 2010

ENGL 614: Critical Pedagogy in English Education

3 cr.

Course Description:

This course offers students a broad range of theories that help to shape and inform pedagogy – and ultimately their classroom practice in the secondary English language arts. Topics can include an overview and introduction to critical theory, critical race theory, sociocultural theory, transactional theory, cultural theory, transformative learning theory, queer theory, social justice theory (including students with special needs), spatiality/hybridity theory, identity theory, constructivism, second language theory, feminism, and new literacy studies; and as new, cutting edge theories evolve, they may also be included. Students will explore myriad ways of turning theory into practice through course readings, activities, student teaching, discussions, and small and large-group cooperative learning. This course is required for MATE students and could be a master's elective with advisor consent for students seeking coursework in critical pedagogy.

Rationale:

Critical Pedagogy in English Education

Research in English education (Apple, 2006; Brown, 2005; Hursh, 2009) reveals that education is inequitable and that many of these disparities are related to teacher preparedness around how to work with students from diverse populations. However,

teachers in the classrooms are predominantly white, middle class, and monolingual and lack the knowledge, skills, and dispositions to work within schools that have a predominantly diverse population. This course addresses such deficits and will offer students a broad range of theories that help to shape and inform pedagogy – and ultimately their classroom practice.