

**MINUTES OF THE  
IUP UNIVERSITY SENATE**

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**September 15, 2009**

Chairperson Broad called the September 15, 2009, meeting of the University Senate to order at 3:34 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Altman, Franklin-Rahkonen, Gunter, Hull, MacLoed, Rosenberger, Trimarchi

The following Senators were absent from the meeting: Appolonia, Ault, Beck, Camp, Clutter, Hannibal, Kostelnik, Kuipers, Lemasters, Myers, Powers, Weiner, Wick, Williams, Yang, Zorich

The minutes of the April 28, 2009 meeting were **APPROVED**.

Agenda items for the September 15, 2009, meeting were **APPROVED** with the following changes: minor edits were made to the UWUCC appendix; titles were incorrect, correct spelling of PreK, and consistent wording about Admission to Teacher Education

The election of Edel Reilly as Secretary was **APPROVED**.

The election of Christopher Stith as Vice Chairperson was **APPROVED**.

## **REPORTS AND ANNOUNCEMENTS**

### **President's Report**

Good afternoon, and welcome to the beginning of another academic year. There are many exciting things happening and it is your efforts that will make it a good year.

I would like to welcome four new members of the IUP community: Dr. Timothy P. Mack, dean of the School of Graduate Studies and Research and professor of biology; Dr. Phillip Myers, executive director of the IUP Research Institute; Dr. Inno Onwueme, associate provost for academic programs and planning; and Mr. Patrick Williams, IUP's new vice president for University Relations and executive director of the Foundation for IUP. Dr. Mack, Dr. Myers and Dr. Onwueme are here with us; Mr. Williams will join us later this month.

I also want to offer my congratulations to Dr. Gian Pagnucci, professor of English, who has been selected as IUP's 2009–2010 University Professor. This honor is bestowed on an IUP faculty member who demonstrates an outstanding record of teaching, research, and public service.

Congratulations are also well deserved for Professor Sally McCombie, who has been recognized nationally as the 2009 Family and Consumer Sciences Teacher Educator of the Year by the

American Association of Family and Consumer Sciences. I would like Dr. McCombie at this time to stand and be recognized.

In my State of the University Address, I noted that we are in a severe storm called a “national recession.” Recently, the State System informed us that the 4.25 percent budget reduction assigned last spring will become permanent, starting with the 2010–2011 academic year. The size of this budget reduction amounts to approximately \$5.3 million.

As I noted in the address, IUP will meet this challenge head on, and with a set of four guiding principles. In making necessary budget adjustments, we will maintain academic quality as IUP’s highest priority. We will use the strategic goals, priorities, and core values of the University Strategic Plan in applying resource management and reallocation strategies. We will explore and implement methods of increasing operational efficiency and reducing costs. And, lastly, we will identify and develop new and additional sources of revenue to maintain and enhance academic quality. I invite you to review the full text of the State of the University Address on the President’s website: <http://www.iup.edu/president/>

While we do not yet have final figures, I am very pleased to inform you that enrollment for this fall unofficially has exceeded 14,600 students. This compares with our fall 2008 enrollment of 14,310 students. I am also pleased to note that SAT scores of our new students continue to rise—a trend that reflects our expectation of a strong and academically prepared student body.

Members of the administration are closely monitoring updates from public health officials regarding the H1N1 virus. We continue to work diligently to convey important information to all members of the IUP community, staff, faculty and students and parents.

Health officials recognize that this is an illness that is much more likely to occur in individuals between the ages of five to 25. Consequently universities may see high numbers of cases. This disease is highly contagious and public health recommendations are aimed at reducing its incidence at universities, communities and municipalities. As part of IUP’s efforts to mitigate the H1N1 virus, hand sanitizers have been installed in all university buildings. Information about university policies and recommendations continue to be available on the IUP website.

Over the summer the University Relations Division launched elements of a University Strategic Communications Plan. This plan is designed to enhance awareness and understanding of events, policies, issues and developments for all members of the university community. This plan includes the IUP Daily electronic newsletter, which has been well received by the IUP community. The complete plan is available on the Office of Communications website.

In conclusion, I would like to mention two university events that I hope you will attend as your schedules permit.

On November 4th at 7:30 p.m., IUP will feature the second annual First Commonwealth Endowed Lecture in Fisher Auditorium. The program will feature Pulitzer Prize winning author Bob Woodward. This event will be offered free of charge again this year. I would ask that you encourage students and others to attend this important program.

On November 17th, Mr. Bill Strickland, author of this year's Common Freshman Reader, "Make the Impossible Possible," will be on campus for classroom visits and a public lecture. I want to thank the members of the Freshman Common Reader Committee and all who have contributed to this important initiative.

Please accept my best wishes for a productive and enjoyable academic year.

## **Provost's Report**

Good afternoon. I am pleased to welcome all of you back from what I hope was a restful and enjoyable summer as we begin a new academic year at IUP. For those of you who are new Senate members, congratulations on your appointment and on this opportunity to assume a leadership role in the shared governance of the university.

Having served a little over a year as provost, I can tell you that it is an incredible job packed with challenges and surprises on a daily and sometimes even on an hourly basis! I am proud to work with colleagues across the university who believe in the mission of this institution and work every day to make it a great place for learning, scholarship and service. But in these extraordinarily challenging economic times, it is incumbent on all of us at IUP to place greater emphasis on the substance, quality, and impact of what we do. We must become more creative and effective in utilizing our resources and align those resources with our priorities. But let me be clear -- academic excellence must always be our highest priority.

### **New Administrative Appointments**

I am pleased to announce several new administrative appointments in Academic Affairs:

- Dr. Inno Onwueme, Associate Provost for Academic Programs and Planning
- Dr. Timothy Mack, Dean of the School of Graduate Studies and Research
- Dr. Mary Lou Zanich, Interim Dean of the College of Natural Sciences and Mathematics
- Dr. David Myers, Interim Director of the John P. Murtha Institute for Homeland Security
- Dr. Phillip Myers, Executive Director of the Research Institute

### **Looking back- Major Academic Accomplishments in 2008-2009**

2008-09 was a very productive and rewarding year for IUP academically. Through the hard work and dedication of many faculty and staff much was accomplished. Here are some of last year's major divisional achievements:

- In spring 2009 the Revised Liberal Studies Program proposal was approved by the University Senate and the Council of Trustees. This represents the first revision of the program in 20 years.
- Successfully launched the two new doctoral programs in Nursing and Communications Media with strong student cohorts.
- Achieved passage by the Council of Trustees of IUP's 11<sup>th</sup> doctoral program, a new Ph.D. program in Safety Science along with a new master's program in Spanish.
- Successfully launched, as a pilot, the Winter Session with 943 students enrolled in 40 on-line courses.

- Established the Center for Civic Engagement and Student Leadership
- Faculty and students at IUP published over 150 peer reviewed articles, 21 books, 26 book chapters, and 23 juried performances, exhibits and artistic works.

**Senate Curriculum Actions at last meeting:**

In response to the Senate recommendations from the April 28, 2009 meeting, I accept the following:

- A. The following courses are approved by me and may be offered immediately:
  - HRIM 404 – Brew Pub and Brewery Operations
  - JRNL 400 – Professional Preparation
  - GEOG 425 – Global Positioning Systems (GPS) Concepts and Techniques
  - CHSS 342 – Social Studies Teaching Lab
  - HPED 285 – Group/Individual Exercise Leadership
  - HPED 286 – Strength/Personal Training Practicum
  - HPED 347 – Physiology of Exercise Laboratory
  - HPED 414 – Exercise Electrocardiography
  
- B. Program revision from the Economic department for the Bachelor of Arts – Economics/Pre-Law Track.
  
- C. Program revision from the History department for the Bachelor of Arts – History/Pre-Law Track.
  
- D. Program revisions from various departments in the College of Humanities and Social Sciences for the Bachelor of Science in Education – Social Studies/History Track; for the Bachelor of Science in Education – Social Studies/Sociology Track; for the Bachelor of Science in Education – Social Studies/Anthropology Track; for the Bachelor of Science in Education – Social Studies/Economics Track; and for the Bachelor of Science in Education – Social Studies/Geography Track.
  
- E. Program revision from the Mathematics department for the Bachelor of Science in Education – Mathematics Education.
  
- F. Program revision from the Health and Physical Education department for the Bachelor of Science – Physical Education and Sport – Exercise Science.
  
- G. Program revision from the English department for the Bachelor of Science in Education – English Education.

The major program revisions will be presented to the Council of Trustees for action at the September meeting.

## **Looking Ahead: Academic Goals for 2009-2010**

### **Goal #1: Implementation of the revised Liberal Studies Curriculum**

After a six year-long effort the University Senate and the Council of Trustees approved the revised Liberal Studies curriculum in April 2009. I want to personally thank the Liberal Studies Revision Committee and especially Dr. Mary Williams and Dr. Gail Wilson for their dedication, hard work, and fortitude. But there is still much work ahead in implementing this new curriculum. Course modifications and new course development will need to be carried out once the Senate approves the criteria to be used in determining the suitability of a course for a particular category of the new curriculum. The goal is to have the new revised Liberal Studies curriculum take effect with the 2011 freshman class.

### **Goal #2: Create a five-year Academic Strategic Plan through an inclusive, transparent and participatory process, which will enable Academic Affairs to set prioritized goals for the coming years that will guide the division in making budgetary requests and decisions**

During the past year Academic Affairs laid the groundwork for a new academic strategic planning initiative, building on the past good work of faculty and administrators. We engaged multiple faculty leadership groups, the deans and chairpersons of each college, staff, and central academic administration. Two large group charettes were held during the spring 2009 semester. This first stage of the planning process has served to clarify our identity, values, and academic priorities as we chart our course for the future.

During 2009-2010 the next stage of the planning process will focus on moving forward in a fully collaborative way in formulating a five-year academic strategic plan. Shortly, a Steering Committee (SC) will be formed with broad representation from the academic community. The SC will be charged with the task of guiding the entire planning process and synthesizing the ideas, goals, strategies and expected outcomes that will emerge from the detailed work that will follow over the next several months. Further details about the planning process will be provided to the academic community in the coming weeks and a special strategic planning website will be established.

### **Goal; #3: Strengthen the program review process with greater accountability measures with the goal of determining the quality, viability, cost, and centrality of undergraduate and graduate programs**

It is no secret that many state systems of higher education, including our own, are considering ways to be more efficient by merging campuses and programs to limit duplication. IUP will be reviewing during the coming months all of our programs on the basis of their quality, size, cost, and centrality to mission. We are also strengthening the normal program review process to insure stronger follow up in formulating and carrying out program action plans in a timely fashion.

**Goal #4: Strengthen the research infrastructure, streamline the external grant proposal process, and forge a more productive relationship between IUP and the Research Institute**  
Dean Mack and Dr. Myers of the Research Institute are committed to establishing a single research infrastructure at IUP and are collaboratively working on instituting changes in our grant pre-award and post-award processes in order to streamline grant submissions and grant

accounting. The results of these efforts should lead to a less cumbersome operation and the submission and awarding of a substantially greater number of proposals.

**Goal #5: Establish dual admission agreements between IUP and select community colleges**

As part of our overall enrollment management plan, Academic Affairs will be working collaboratively with Student Affairs in establishing a number of dual admission agreements with select community colleges. Under these agreements, dual admission will be granted to any student who graduates with an Associate Arts or Associate Science degree from the community college partner. Institutional data shows that A.A. and A.S. graduates have higher retention and graduation rates than native students at IUP.

**Goal #6: Substantially expand on line degree programs and successfully migrate to Moodle**

To date, IUP has been slow in moving into on line programming and there are substantial untapped markets that we can serve and new revenues that can be captured, especially at the graduate level. But we need to think strategically as we expand in this area as well as to provide the faculty training and technical support needed to ensure high quality learning experiences for our on line students.

In closing, I want to thank all of the faculty and staff for their many contributions to IUP this past year. To pursue our goals as a university, we must work together as a team. To successfully nurture our students to the highest level of intellectual and personal achievement – to maintain our pride as a student-centered doctoral research university – we must work together as a community of scholars and professionals with courage and conviction, and with a passionate commitment to the shared values that guide and define us. If we do all that—and we can – we will guide our ship through the rough waters ahead to a safe and abundant shore. Thank you.

### Chairperson's Report

Welcome back. I hope everyone had a good and productive summer. I know I did, though neither as good nor as productive as I would have liked. I ate fresh oysters and mussels in Brittany, walked in the snow at the edge of glaciers in the Pyrenees, ate oranges plucked fresh from the tree in Spain, swam in a spring-fed lake in Vermont, and, just last weekend, ate *mojarra frita al mojo de ajo* in Mexico. I got a draft of about 120 pages of a book done, presented a paper, and caught up on some reading. But I feel like I'm playing catch up in my classes and wondering how we're going to make it through the year without a budget.

This promises to be, dare I say, exciting. The state has no budget, so we have no idea what we will be able to do during the year. But we'll do it anyway. New buildings on campus are disorienting to those of us who have been here for longer than it's any of your business to know. Road closings due to construction and to who knows what reasoning make it a challenge to drive around campus. (At least the sidewalk closings seem to be over.)

In the Senate, we expect to see proposals coming along in reaction to the new structure of Liberal Studies, which was approved with less than overwhelming support from the faculty and students. Changes are afoot for summer school, at least in some colleges. We have new personnel in key administrative positions, which will most likely lead to changes for the Senate to act on.

There are rumblings from Harrisburg about seeking ways to make what we do less expensive and to move more students through more quickly with fewer resources. This would seem to me to conflict with national priorities to produce more educated citizens, but maybe I'm just getting old. In any case, any changes in policy needed to implement whatever is handed to us will have to come before the Senate. I trust we'll be ready to take them on.

IUP's University Senate is a wonderful creation that allows all members of our community to contribute to the shaping of what we are as a university. I feel privileged to be a part of this body, and I am committed to helping us do our job effectively. I'm sure all of us are so committed. Let's have a great year!

### Vice-Chairperson's Report

Greetings University Senators! The Student Government Association of Indiana University of Pennsylvania has many great events planned for the current semester, and we are already in planning mode for the upcoming Spring 2010 semester. We plan on making this a very productive year in the student sector here at Indiana University of Pennsylvania. The following is a list of events that we have done and will do before the next University Senate meeting. If anything intrigues you feel free to stop by or send some of your students.

- Meet and Greet the Deans and Other Key Administrators  
August 31.... 5-6pm in HUB Delaware Room
- North Pointe Campus Visit  
September 1.... 1-5pm
- SGA Retreat  
September 12...10am- 4pm at the College Lodge
- University Senate Meeting  
September 15...3:30pm in Eberly Auditorium
- Punxsutawney Campus Visit  
September 15.... 6-9pm
- IUP Day  
September 19.... 1-6pm in Courtyard Area of the Suites on Grant and the Suites on Maple
- SGA Meeting (w/ pizza!)  
September 22.... 4:45pm in HUB Mon. Room

I look forward to keeping all of you abreast of all the events, programs, and general business of the Student Government Association of Indiana University of Pennsylvania. If you have any questions/comments/concerns before our next meeting feel free to email me at the email address below.

Best Wishes for a great semester.

Senator Stith called on Senator Tiscione, president of the Graduate Student Association to say a few words. Senator Tiscione requested that faculty who teach graduate students or work with graduate students to encourage them to join GSA.

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

### **FOR ACTION:**

### **1 Department of English--Program Revision**

**APPROVED**

#### **Current Program:**

#### **Bachelor of Arts—English/Pre-Law Track**

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

**Humanities Literature:** ENGL 122

**Mathematics:** 3cr

**Liberal Studies Electives:** 9cr, no courses with ENGL prefix

**College:**

Foreign Language Intermediate Level (1)

**Major:**

**Required Courses:**

Two courses chosen from literary survey courses:

ENGL 210, 211, 212, 213, 226

One writing course chosen from ENGL 220, 221, 222

One language course chosen from ENGL 203, 313, 328

Capstone course: ENGL 484

One English Studies/Pre-Law required course: ENGL 265

**Controlled Electives:** (2)

Two courses in persuasion: ENGL 313 and either ENGL 321 or 310

One writing course chosen from: ENGL 220, 221, 222, 325, 326, 327, 422

One course focusing on language, cultural power, and interpretation, from the following: ENGL 308, 336, 344, 348, 350, 385, 396, 466

Two courses with ENGL prefix except ENGL 100, 101, 121, or 202

**Other Requirements: Pre-Law Interdisciplinary Track**

Seven courses, including at least one from each of six areas:

*Business:* ACCT 201, ACCT 202, BLAW 235

*Criminology:* CRIM 210, 215, 255

*Economics:* ECON 121, 122, 332

*History:* HIST 320, 321, 346

*Philosophy:* PHIL 101, 110, 222, 450

*Political Science:* PLSC 358, 359, 361

**Free Electives:** (3)

**Total Degree Requirements:**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

#### **Proposed Program:**

#### **Bachelor of Arts—English/Pre-Law Track**

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

**Humanities Literature:** ENGL 122

**Mathematics:** 3cr

**Liberal Studies Electives:** 9cr, no courses with ENGL prefix

**0-6** **College:**

Foreign Language Intermediate Level (1)

**36**

**Major:**

**Required Courses:**

6cr Two courses chosen from literary survey courses:

ENGL 210, 211, 212, 213, 226

3cr

One writing course chosen from ENGL 220, 221, 222

3cr

One language course chosen from ENGL 203, 313, 328

3cr

Capstone course: ENGL 484

3cr

One English Studies/Pre-Law required course: ENGL 265

18cr

**Controlled Electives in English Studies/Pre-Law:** (2)

Two courses in persuasion: ENGL 313 and either ENGL 321 or 310

One writing course chosen from: ENGL 220, 221, 222, 325, 326, 327, 422

One course focusing on language, cultural power, and interpretation, chosen from: ENGL 308, 336, 344, 348, 350, 385, 396, 466

Two courses with ENGL prefix except ENGL 100, 101, 121, or 202

**12-21**

**Other Requirements: Pre-Law Interdisciplinary Track**

Seven courses, including at least one from each of six areas:

*Business:* ACCT 201, ACCT 202, BLAW 235

*Criminology:* CRIM 210, 215, 255

*Economics:* ECON 121, 122, 332

*History:* HIST 320, 321, 346

*Philosophy:* PHIL 101, 110, 222, 450

*Political Science:* PLSC 358, 359, 361

**4-19**

**Free Electives:**

**4-19**

**120**

**Total Degree Requirements:**

**120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

**Rationale:** When the English Pre-Law program was approved in April there was a minor error in the footnotes.

**2 Department of Communications Media—New Course**

**APPROVED**

**COMM 151 Basic Lighting for Still and Motion Imagery**

**1c-01-1cr**

Examines the basic technical and design aspects of artificial and natural lighting in capturing still and motion imagery. This course emphasizes mastery of the terminology and simulation of lighting concepts and conditions through virtual lighting software.

**Rationale:** The course is designed specifically for Communications Media majors. It is designed to fill two gaps in the Communications Media program. First, the proposed course provides training in lighting design for a variety of broadcast and photographic applications, which are introduced in COMM 150 but are not covered in-depth in the program. Second, due to the design of the Communications Media program, students complete the required coursework with one credit remaining. To make up for this one credit, students must either take a 3 credit course or a 1 credit practicum. Because practicums are in short supply and require a relatively high GPA, most students are required to take the 3 credit course. This course would allow another 1 credit option for degree completion.

**3 Department of Technology Support and Training—Course Revision Correction**

**APPROVED**

**Current Catalog Description:**

**BTED 370 Technology Applications for Education**

**3c-01-3cr**

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students' e-portfolios.

**Proposed Catalog Description:**

**BTED 470 Technology Applications for Education**

**3c-01-3cr**

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students' e-portfolios as well as their work sample.

**Rationale:** The current course number for this course is 370 it was incorrectly listed in the April 28th minutes as 470.

**4 Department of Safety Science—Course Revision Correction**

**APPROVED**

**Current Catalog Description:**

**SAFE 461 Air Pollution**

**3c-01-3cr**

**Prerequisites:** SAFE 301 or consent

Focuses on major aspects of the air pollution problem. Includes sources of pollution, evaluation and engineering of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Particular emphasis on information that is practical for the safety management, industrial health, or environmental health professional.

**Proposed Catalog Description:**

**SAFE 461 Air Pollution**

**3c-01-3cr**

**Prerequisites:** SAFE 410 or permission

Focuses on major aspects of the air pollution problem. Includes sources of pollution, evaluation and engineering of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Particular emphasis on information that is practical for the safety management, industrial health, or environmental health professional.

**Rationale:** The current course number was incorrectly listed in the April 28<sup>th</sup> minutes as 401 it should have been 461.

**5 Liberal Studies Committee**

**APPROVED**

- Dr. Wanda Calvert was granted a one-time approval to teach LBST 499 Childhood in America for the fall semester only.
- Dr. Michele Sobolak was granted a one-time approval to teach LBST 499 Values and Education in an American Pluralistic Society for the fall semester only.

**6 Department of Professional Studies in Education and Department of Special Education and Clinical Services—New Courses, Course Revisions, Program Revision, and Program Catalog Description Change**

**a New Courses:**

**APPROVED**

**i ECED 117 Family, Community, and School Relationships in a Diverse Society**

**2c-01-2cr**

Develops a strong understanding and deep appreciation of the diversity among families, communities, and school cultures in the United States. Students will gain the ability to locate and develop curricular materials and teaching strategies appropriate to this country's diversity.

- ii ECED 250 Language Development 3c-01-3cr**  
**Prerequisite:** ECED/EDEX major. Admission to Teacher Education Step 1  
Acquaints students with the process of children's language acquisition and development through expressive skills and language comprehension. Observation, documentation, and assessment of language development across the areas of listening, speaking, writing, drawing and reading will be explored from both a theoretical and practical perspective.
- iii ECED 351 Literacy for the Emergent Reader PreK Grade 1 Learners 3c-01-3cr**  
**Prerequisite:** ECED/EDEX major. Admission to Teacher Education Step 1  
Provides early childhood teachers with various strategies, techniques, and materials related to developing early literacy in children. Current research and practical applications will be interwoven into this course to ensure a systematic coverage of the most recent methods and best practices. Focuses on the development of speaking, listening, reading, and writing skills for pre-K to Grade 1 learners.
- iv ECSP 340 Introduction to Classroom and Behavior Management for All PreK to Grade 4 Learners 3c-01-3cr**  
**Prerequisite:** ECED/EDEX major. Admission to Teacher Education Step 1  
Presents an overview of classroom organization and management, and systematic behavior change techniques required for effective teaching and enhanced student learning for all children in PreK through Grades 4 and students identified with special needs or at-risk through Grade 8. The research-based classroom management and behavioral techniques can be used to create a positive learning environment for all students in an inclusive setting.
- v ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners 2c-01-2cr**  
**Prerequisite:** ECED/EDEX major, Successful completion of Teacher Education Step 1, Admission to Teacher Education Step 2, Concurrent enrollment in EDUC 461, EDUC 471  
Designed to provide support in a teacher candidate's ongoing professional development. Emphasizes guidelines for professional etiquette, ethical behavior, professional practice, and effective interpersonal relations with teachers, paraprofessionals, school and agency personnel, parents, and students. Facilitates work in engaging in informed advocacy efforts on behalf of children and the profession and examining the theoretical and research base for classroom practices.

- vi **EDUC 461 Student Teaching** **5c-01-5cr**  
**Prerequisite:** Admission to student teaching, Successful completion of Teacher Education Step 2

An experience in teaching students with special needs at the PreK to Grade 8 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

- vii **EDUC 471 Student Teaching** **5c-01-5cr**  
**Prerequisite:** Admission to student teaching, successful completion of Teacher Education Step 2

An experience in teaching students with special needs at the PreK to Grade 8 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

**Rationale:** These courses are designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major. They are being proposed as part of the Early Childhood Education/Special Education program revision. They are required courses.

**b Course Revisions, Catalog Description Changes, Course Title Change, and Course Prefix Change**

**APPROVED**

**i Course Revision and Catalog Description Change:**

**Current Catalog Description:**

**ECED 200 Introduction to Early Childhood Education** **3c-01-3cr**

**Prerequisite:** Admission to the Early Childhood Education/PreK-Grade 6 Program

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. Emphasizes appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them. Five hours of service learning are required.

**Proposed Catalog Description:**

**ECED 200 Introduction to Early Childhood Education** **3c-01-3cr**

**Prerequisite:** ECED/EDEX majors only

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them.

**Rationale:** The proposed revision of ECED 200 is taking place to address the demands of the proposed program revision in Professional Studies in Education. The current ECED/ PreK to Grade 6 program is being revised to address the new certification standards mandate from PDE. This brings the focus of the certification to PreK to Grade 4. The revised ECED 200 will focus more narrowly on this age group in response to the state mandated certification changes.

**ii Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change**

**Current Catalog Description:**

**ELED 221 Children's Literature** **3c-0l-3cr**  
Acquisition of a wide acquaintance with children's literature, old and new. Poetry selections, annotated stories, and bibliographies will be assembled. Ways and means to develop, stimulate, and guide children's reading of literature presented. Principles and techniques of successful storytelling are studied and practiced.

**Proposed Catalog Description:**

**ECED 221 Literature for the Young Child and Adolescent** **3c-0l-3cr**  
**Prerequisite:** ECED/EDEX major, Admission to Teacher Education Step 1  
Provides a survey of literature for children from preschool to adolescence. Selection and evaluation criteria for various genres, including visual and literary elements, are the foundation of this course. Emphasis will also be placed on multicultural literature and literature for diverse learners. The course will stress motivational approaches for encouraging children's engagement with and response to literature.

**Rationale:** ECED 221 is being revised to reflect a change in instructional audience for students seeking ELED certification to students seeking ECED/EDEX certification. The prefix, catalog description, and attendant instructional activities have been revised to reflect this instructional audience.

**iii Course Revision, Course Title Change, and Catalog Description Change**

**Current Catalog Descriptions:**

**ECED 280 Maximizing Learning** **3c-0l-3cr**  
**Prerequisite:** ECED/EDEX major, Admission to Teacher Education Step 1  
Further an understanding of the organization and management of functional learning environments and the use of curriculum development principles and strategies to design, implement, and evaluate educationally sound and developmentally effective learning experiences for young children.

**Proposed Catalog Description:**

## **ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners**

**3c-01-3cr**

**Prerequisite:** ECED/EDEX major, Admission to Teacher Education Step 1  
Examine competencies specific to the science of teaching, the organization and management of functional learning environments, and the design, implementation, and evaluation of developmentally appropriate learning experiences. Areas explored include models of teaching, lesson and unit planning, and creating a classroom environment that is conducive to learning.

**Rationale:** This proposed course revision is needed to comply with the mandated certification guideline changes from the Pennsylvania Department of Education. The PDE content standards for the new PreK to Grade 4 certificate require increased focus on Social Studies materials as well as increased attention to pedagogy that is specific to PreK to Grade 4 learners. With the proposed revision of this course, and the creation of ECED 411 both of these areas can be more fully explored for students preparing to teach in inclusive PreK to Grade 4 settings.

### **iv Course Revision, Course Title Change, and Catalog Description**

#### **Current Catalog Description:**

#### **ECED 310 Science and Health in the Literacy-based Early Childhood Curriculum**

**3c-01-3cr**

**Prerequisite:** Admission to the Early Childhood Education/PreK Grade 6 Program

Emphasizes the need for high-quality, meaningful science and health experiences in early childhood, across a developmental curriculum. Teaches how to provide young children with unique opportunities to explore phenomena, use skills of scientific inquiry, cultivate scientific dispositions, and build a foundation for understanding core scientific and health concepts.

#### **Proposed Catalog Description:**

#### **ECED 310 Science Health and Safety for All PreK/Grade-4 Learners**

**3c-01-3cr**

**Prerequisite:** ECED/EDEX major, Admission to Teacher Education Step 1  
Examine strategies for teaching science and health concepts, design lessons that integrate science, health, and safety; and learn how to become role models for children. Students will develop knowledge of how to design lessons with appropriate content and methods for young children.

**Rationale:** This course is being revised to reflect an increased focus on the content of Science, Health, and Safety and the shift of the focus on literacy to other courses within the program. The catalog description reflects this shift. The PDE and NAEYC program standards require increased content in the specific

areas of Science, Health, and Safety, and the proposed program contains other courses (notably ECED 221, 351, 451, and EDEX 425) which focus specifically on the literacy development of the PreK to Grade 4 learner. The objectives, activities, and attached bibliography reflect the proposed revision's intent to more specifically serve program outcomes related to Science, Health, and Safety in this course.

**v Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change**

**Current Catalog Description:**

**ELED 411 Teaching of Social Studies** **3c-0l-3cr**

An overview of social studies in elementary school. Includes study of objectives, trends, areas of content, patterns and principles of organization, and techniques of teaching. Variety of learning experiences and materials used and evaluated.

**Proposed Catalog Description:**

**ECED 411 Social Studies for All PreK to Grade 4 Learners** **3c-0l-3cr**

**Prerequisites:** ECED/EDEX major, Admission to Teacher Education Step 1

Presents an overview of social concepts related to geography, history, economics, civics and government, and citizenship. Prepares teacher candidates to offer classroom instruction to all PreK to Grade 4 learners which builds civic competence and enables students to use skills of collaboration, decision making, and problem solving.

**Rationale:** This course is proposed to address the Social Studies content standards from NAEYC and PDE. The former ECED 280 previously addressed social studies content, but its new proposed iteration has removed that content moving it specifically into this newly revised course, ECED 411.

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

**Current Catalog Description:**

**ECED 451 Teaching Primary Reading** **3c-0l-3cr**

A methods course to assist in developing the reading abilities of young children. Deals with instructional issues related to teaching reading and introduces students to varying reading and pre-reading processes which are effective with young children. Also emphasizes diagnostic and assessment strategies for teaching reading.

**Proposed Catalog Description:**

**ECED 451 Literacy for the Developing Reader Grades 2-4 Learners** **3c-01-3cr**

**Prerequisite:** ECED/EDEX major, Admission to Teacher Education Step 1  
Provides pre-service teachers with theoretical context, as well as various strategies, techniques, and materials related to teaching literacy skills, developing positive dispositions toward literacy, and fostering supportive environments for literacy development. Instructional issues, specifically related to teaching reading to young children, children with disabilities, and English language learners will be investigated. Contemporary research on theoretical perspectives and best practices, as well as practical application, will be interwoven into this course to ensure a balanced approach to the most effective instructional practices.

**Rationale:** The course title, catalog description, course outcomes, and attendant instructional activities within the courses have been revised to reflect a greater focus on the developing literacy skills and needs of Grade 2- 4 learners.

**vii Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change**

**Current Catalog Description:**

**EDEX 112 Typical and Atypical Growth and Development** **3c-01-3cr**

**Prerequisites:** EDEX 111, PSYC 101  
Presents foundations of human growth from conception, including basic embryogenesis, up to but not including adolescence. Considers the biological, cultural, educational, and parenting influences that shape the child, as well as selective examples of normal and deviant physical and intellectual development.

**Proposed Catalog Description:**

**ECSP 112 Growth and Development: Typical and Atypical** **3c-01-3cr**

**Prerequisite:** EDEX 111 and PSYC 101  
Presents the foundations, theories, and research findings research on human growth from conception, including basic embryogenesis, up to early adolescence. Examines various aspects of child development with an emphasis on biological, cultural, educational, and parental influences that shape children, as well as selective examples of typical and atypical cognitive, physical, and social-emotional development.

**Rationale:** This course is proposed to address the child development content standards from NAEYC, CEC, and PDE.

**viii Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change**

**Current Catalog Description**

**ECED 314 Creative Experiences to Enhance Literacy Acquisition 3c-01-3cr**

**Prerequisite:** Admission to the Early Childhood Education/PreK-Grade 6 Program

Provides the knowledge and skills necessary to incorporate creative music, art, movement, and play activities into the comprehensive early childhood curriculum. Integration of creative experiences designed to enhance literacy acquisition will be emphasized, as well as the historical, theoretical, and research base for the integration of creative experiences into the curriculum. Students engage in supervised field experiences during which they will engage preschool students in literacy-focused creative experiences. Eight hours of service learning focusing on early literacy acquisition are required.

**Proposed Catalog Description:**

**ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners**

**3c-01-3cr**

**Prerequisites:** ECED/EDEX major

Provides teacher candidates with the knowledge and skills necessary to incorporate creative music, art, drama, movement and play activities into a comprehensive early childhood inclusive curriculum. Integration of creative experiences and play designed to enhance and encourage the development of all PreK to Grade 4 learners will be emphasized, as will the historical, theoretical and research base for the integration of play and creative experiences into a fully inclusive classroom.

**Rationale:** This course is being revised to include more focus on the developmental importance of play in compliance with the PDE guidelines for the PreK to Grade 4 certification program.

**c Program Catalog Description Change**

**APPROVED**

**Current Catalog Description:**

***Elementary Education Program***

This program is designed to provide learning experiences to assist students in developing into highly competent and effective teachers in grades K-6. Students are able to expand their knowledge through coursework and field experiences which embody content, knowledge of liberal studies, pedagogy, curriculum, human development and learning, and a historical and philosophical basis to undergird one's professional behavior. A minimum GPA, in accordance with Pennsylvania standards,

is required to apply for teacher certification, to take major courses in the department and to student teach.

The **Urban Track** within the Department of Professional Studies and Education prepares students for teaching in urban school districts, especially in low-income communities with high minority enrollments where the need for high-quality teachers is great. Coursework and field experiences emphasize the historical, economic, political, and sociocultural contexts of urban schools and seek to develop within future teachers the skills, knowledge-base, and sensitivities for working with students whose backgrounds and life experiences often differ in significant ways from their own.

### ***Early Childhood Education/PreK-Grade 6 Program***

This program is designed to assist students in becoming highly competent and effective teachers of children in Preschool through Grade 6. The program has an emphasis on early childhood education and the teaching of reading. Students in this program will meet the academic requirements for certification in both Early Childhood Education and Elementary Education with an academic concentration in the Teaching of Reading.

This unique cohort program, combining coursework, extensive field experiences, and community involvement, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children's cognitive, language, social, emotional, and physical development. As all field experiences take place in specific school districts and communities in a collaborative professional development school model, student teaching abroad and the urban elementary education track are not options for students in this major. Twenty hours of service learning are a requirement of this program and are incorporated into major courses. Admission to this selective program requires satisfactory completion of an interview in addition to the college requirements for Step 1 in the 3-Step Process for Teacher Education. Students interested in this program should enroll in the university as Elementary Education majors. Interviews and candidate screening will be held in the fall and spring. Interview dates and relevant information are available at [www.iup.edu/pse/programs](http://www.iup.edu/pse/programs). A 3.0 GPA is required to apply for teacher certification, to take major courses in the department, and to student teach. Students must meet the requirements leading to teacher certification as outlined in this catalog.

### **A *Education of Exceptional Persons***

Completion of the sequence of study in this major leads to Pennsylvania Department of Education special education certification (Mentally and/or Physically Handicapped Certificate). Students will be prepared to teach persons with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional/behavioral disorders, physical disabilities, and multiple disabilities. Academic coursework and field experiences are integrated within the course of study. The program also provides a foundation for pursuing additional study at the graduate level.

## Proposed Catalog Description:

This program is designed to assist students in becoming highly qualified, competent and effective teachers of all learners in Grades PreK through Grade 4. The program has an emphasis on best practices in both early childhood education and special education. Students in this program will meet the academic requirements for Pennsylvania certification in both PreK to Grade 4 as well as Special Education PreK to Grade 8. This program, combining coursework in both early childhood education and special education with extensive field experiences, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand all children’s cognitive, social, emotional, and physical development. Field experiences will take place in a variety of settings encompassing diverse learning needs as well as learners in birth to Grade 3 classrooms, preschool classrooms, K-1 classrooms, and classrooms in Grades 2-4. Admission to this program requires entering students to meet the guidelines for admission to the College of Education. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process, enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.

### d. Program Revision:

**APPROVED**

#### Current Program:

##### Bachelor of Science in Education- Early Childhood Education/PreK-Grade 6 (\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, and 104  
**Social Science:** GEOG 101, 102, or 104, PSYC 101  
**Liberal Studies Electives:** 6cr, must include MATH 152, no courses with ECED prefix, not to include CDFR 218

#### College:

##### Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology  
 EDSP 102 Educational Psychology

##### Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr  
 EDUC 242 Pre-Student Teaching Clinical Experience I 1cr  
 EDUC 342 Pre-Student Teaching Clinical Experience II 1cr  
 EDUC 441 Student Teaching 12cr  
 EDUC 442 School Law 1cr

#### Proposed Program:

##### Bachelor of Science in Education–Early Childhood Education/ Special Education (\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:  
**Humanities: History:** HIST 195(1)  
**Mathematics:** MATH 151  
**Natural Science:** SCI 101, 102, 103, 104  
**Social Science:** GEOG 101, 102, or 104, PSYC 101  
**Liberal Studies Electives:** 3cr, MATH 152

#### College:

##### Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology *or*  
 EDEX 103 Special Education Technology 3cr  
 EDSP 102 Educational Psychology 3cr

##### Professional Education Sequence:

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 442 School Law 1cr  
 EDUC 461 Student Teaching 5cr  
 EDUC 471 Student Teaching 5cr

<b>Major:</b>	<b>43</b>	<b>Major:</b>	<b>63</b>
<b>Required Courses: (1)</b>		<b>Required Courses: (2)</b>	
CDFR 426	Techniques of Parent Education	3cr	
ECED 180	Orientation to the ECED/PreK-Grade 6 Program	1cr	
ECED 200	Introduction to Early Childhood Education	3cr	
ECED 220	Children's Literature to Enhance Emergent and Beginning Reading	3cr	
ECED 280	Maximizing Learning	3cr	
ECED 310	Science and Health in the Literacy-based Early Childhood Curriculum	3cr	
ECED 314	Creative Experiences to Enhance Literacy Acquisition	3cr	
ECED 451	Teaching Primary Reading	3cr	
ECED 480	Professional Seminar: Teacher as Researcher and Advocate	1cr	
EDEX 300	Education of Students with Disabilities in Inclusive Elementary Classrooms	2cr	
EDEX 415	Preschool Education for Children with Disabilities	3cr	
EDUC 408	Reading in the Content Areas	3cr	
ELED 215	Child Development	3cr	
ELED 313	Teaching Mathematics in the Elementary School	3cr	
ELED 422	Diagnostic and Remedial Reading	3cr	
ELED 425	Language Arts Across the Curriculum	3cr	
		ECED 117	Family, Community and School Relationships in a Diverse Society
		2cr	
		ECED 200	Introduction to Early Childhood Education
		3cr	
		ECED 221	Literature for the Young Child and Adolescent
		3cr	
		ECED 250	Language Development
		3cr	
		ECED 280	Maximizing Learning: Engaging All PreK to Grade 4 Learners
		3cr	
		ECED 310	Science, Health, and Safety for All PreK to Grade 4 Learners
		3cr	
		ECED 351	Literacy for the Emergent Reader PreK-Grade 1 Learners
		3cr	
		ECED 411	Social Studies for All PreK to Grade 4 Learners
		3cr	
		ECED 451	Literacy for the Developing Reader Grades 2- 4 Learners
		3cr	
		ECSP 112	Growth and Development: Typical and Atypical
		3cr	
		ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners
		3cr	
		ECSP 340	Introduction to Classroom and Behavior Management for All PreK to Grade 4 Learners
		3cr	
		ECSP 440	Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners
		2cr	
		EDEX 111	Introduction to Exceptional Persons
		3cr	
		EDEX 323	Instruction of English Language Learners with Special Needs
		2cr	
		EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)
		3cr	
		EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)
		3cr	
		EDEX 460	Family Perspectives on Disability
		3cr	
		EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury
		3cr	
		EDEX 478	Education of Persons with Mental Retardation/ Developmental Disabilities and Physical/ Multiple Disabilities
		3cr	
		ELED 313	Teaching Mathematics in the Elementary School
		3cr	
		MATH 320	Mathematics for Early Childhood
		3cr	
<b>Total Degree Requirements:</b>	<b>120</b>	<b>Total Degree Requirements:</b>	<b>135</b>
(*)	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	(*)	See requirements leading to teacher certification, titled "Three-Step Process for Teacher Education" in the College of Education and Educational Technology section of this catalog.
(1)	A 3.0 cumulative GPA is required to register for major courses.	(1)	HIST 195 will be replaced by HIST 196 which will satisfy the PDE requirement once HIST 196 is approved.
		(2)	A 3.0 cumulative GPA is required to register for major courses.

**Rationale:** The program revision is a response to the Pennsylvania Department of Education's mandate for realignment of certification. Replacing the traditional Grade K-6 certification and Early Childhood Certification with a PreK to Grade 4 Certification demands a preparation program that is focused on content knowledge and pedagogy related to the diverse needs of young learners. To respond to the demands of school districts for special educators and to meet the demands for highly qualified teachers under the No Child Left Behind and PDE requirements for Highly Qualified content area certifications, a combined program utilizing a revision of the current ECED (ECP6 program) with Special Education PreK to Grade 8 Certification is proposed.

The Pennsylvania Department of Education has set forth competencies related to content and pedagogy that have been used as the foundation for the revision of existing courses and the creation of new courses within the proposal. An additional 15 credits have been added to the proposed program to meet the competencies mandated for English Language Learners, as well as

the competencies required to earn the Special Education certification, and the competencies required for the PreK to Grade 4 Certification.

The Pennsylvania Legislature and Pennsylvania Department of Education have mandated that the existing certification configuration (K-6) must change to PreK- Grade 4 by January 1, 2013. Additionally, PDE has mandated that certification in Special Education (offered by IUP's EDEX Department) can no longer be offered as a freestanding certification, but instead, must be offered as a dual certificate with another disciplinary area. In order to comply with both of these mandates, and to prepare teacher candidates who are well-prepared to teach all learners in the Commonwealth's PreK to Grade 4 classrooms, the PSE Department in collaboration with the EDEX Department is proposing this revised program to meet the PreK –Grade 4 Certification guidelines. The restructured program would lead to a B.S. Degree in Early Childhood Education / Special Education with eligibility for certification in both PreK to Grade 4 and Special Education PreK to Grade 8.

Previously, PASSHE schools have been held to a 120 credit limit. However, this limit has been lifted as PASSHE schools strive to address all of the standards set forth by PDE in its new program guidelines. While the proposed program includes 15 additional credits, the proposed program is designed to meet the academic requirements necessary for both the PreK to Grade 4 certification and the Special Education certification, while maintaining the current IUP Liberal Studies requirements. The proposed program revision uses as its basis the IUP Early Childhood through Grade 6 (ECP6), which was approved in 2003. The program parallels the goals of NAEYC and PDE as it emphasizes the critical role of literacy, the understanding of developmental theory, and the role of assessment and evaluation in the preparation of highly qualified, competent teacher candidates. By providing a blended program that offers two certifications to teacher candidates, IUP will help PA meet the increasing need for teachers who can teach all learners within the classroom. The new PDE program standards require “deep knowledge and expertise” which the two departments proposing the revision are well-positioned to offer.

This newly restructured program will apply to students enrolling in Fall 2009, and possibly, to students other students who might currently be enrolled at IUP who have not yet met the criteria for admission to the teacher certification program. Critical academic advisement will be necessary so that all students enrolled in currently existing programs will complete their program requirements by August 31, 2013. Failure to do so will result in the need for students to take additional classes in order to be considered eligible for the new certificate, which will become effective on January 1, 2013.

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

### **FOR INFORMATION**

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

**ECON 634: Managerial Economics**

### **FOR ACTION**

#### **New and Revised Courses**

**Department:** Technology Support and Training

**Program:** M.Ed. in Business/Workforce Development

**Start Date:** Fall 2009

**1 Course Revision/Course Number Change:**

**APPROVED**

BTED 694 Clinical Studies in Business Education

#### **Old Catalog Description:**

##### **BTED 694 Clinical Studies in Business Education**

**3 cr.**

Examines the historical and philosophical perspectives of business and technology education. Includes observations of classes at the secondary, community college, and industry training levels. Interviews of staff in educational settings will be included to provide in-depth information on trends in business and technology education.

#### **New Catalog Description:**

##### **BTED 690 Clinical Studies in Business Education**

**3 cr.**

Examines the historical and philosophical perspectives of business and technology education. Includes observations of classes at the secondary, community college, and industry training levels. Interviews of staff in educational settings will be included to provide in-depth information on trends in business and technology education.

**Rationale:** BTED 694 is the graduate clinical field experience; BTED 693 is the graduate methods course. Graduate students have been confused because advisement is to take the field experience before the methods course. Therefore, the logical number sequence should be BTED 690, Clinical Studies in Business Education, and the BTED 693, Seminar in Teaching Business Subjects.

**2 New Course/Dual-level**

**APPROVED**

#### **listing:**

BTST 442/542 Training Methods in Business and Information Technology Support

#### **Catalog Description:**

##### **BTST 442/542 Training Methods in Business and Information**

**3 cr.**

##### **Technology Support**

Includes the application of theories of adult learning to planning, delivering, and

evaluating training for education and information technology. Major emphasis is placed on the planning of instruction; classroom management; evaluation and follow-up methods; and evaluation of training strategies.

**Rationale:** One of the criticisms offered by graduate students was that the specialization in Workforce Development needed more courses in training and development in the areas of business and information technology. In the current program, students only take one course. This dual-listed course is being proposed to meet the needs of not only graduate students but also undergraduates.

- 3 Course name change:** **APPROVED**  
BTST 642 Training and Development in Business/Workforce Development

**Old Catalog Description:**

**BTST 642 Training and Development in Business/Workforce Development** **3 cr.**

Office systems occupations are analyzed and teaching strategies are developed for training in high-technology settings. Development of unit plans, lesson plans, and classroom management strategies is included on topics such as computer literacy, desktop publishing, and telecommunications.

**New Catalog Description:**

**BTST 642 Training with Technology** **3 cr.**

Occupations are analyzed, needs are assessed and strategies are developed for designing training in high technology settings. In depth discovery and use of training technologies will be experienced. Development of course objectives, training outlines, and use of cutting-edge technological delivery techniques will be addressed. **Prerequisite:** BTST 542

**Rationale:** One of the criticisms offered by graduate students was that the specialization in Workforce Development needed more courses in training and development in the areas of business and information technology. In the current program, students only take one course. BTST 642 Training and Development in Business/Workforce Development, the current graduate course, is being revised to include a name change, catalog description change, and course content changes to fit as the second course to BTST 311/511. Thus graduate student in the Workforce Development specialization track will have two courses in training and development.

- 4 Course name/description change:** **APPROVED**  
VOED 600 Curriculum Development and Vocational Education

**Old Catalog Description:**

**VOED 600 Curriculum Development and Vocational Education**

**3 cr.**

Emphasis is on processes for making curriculum decisions and guiding others in developing and updating curriculum for vocational education. Current occupational standards and societal needs, as well as state and federal regulation governing vocational education, are used as a basis for curriculum decisions.

**New Catalog Description:**

**BTED/VOED 600 Curriculum Development in Career and Technical Education 3 cr.**

Emphasis is on processes for making curriculum decisions and guiding others in developing and updating curriculum for career and technical education. Current occupational standards and societal needs, as well as state and federal regulations governing career and technical education, are used as a basis for curriculum decisions.

**Rationale:** Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

**5 Course name/description change:**

**APPROVED**

VOED 601 Curriculum and Instructional Leadership in Vocational Education

**Old Catalog Description:**

**VOED 601 Curriculum and Instructional Leadership in Vocational Education 3 cr.**

Curriculum management skills are developed and utilized to plan and organize vocational curriculum. Focus is on practical curriculum decisions when they involve guiding other staff in curriculum development for vocational education.

**New Catalog Description:**

**BTED/VOED 601 Curriculum and Instructional Leadership in Career and Technical Education**

**3 cr.**

Curriculum management skills are developed and utilized to plan and organize career and technical educational curriculum. Focus is on practical curriculum decisions when they involve guiding other staff in curriculum development for career and technical education.

**Rationale:** Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

**6 Course name/description change:**

**APPROVED**

VOED 602 Conference Leadership and Communication Methods in Vocational Education

**Old Catalog Description:**

**VOED 602 Conference Leadership & Communication Methods in Vocational Education** 3 cr.

Basic concepts in supervision of vocational programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual vocational school situation supplemented by seminars.

**New Catalog Description:**

**BTED/VOED 602 Conference Leadership and Communication Methods in Career and Technical Education** 3 cr.

Basic concepts in supervision of career and technical education programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual career and technical school situation supplemented by seminars.

**Rationale:** Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

- 7 **Course name/description change:** **APPROVED**  
VOED 603 Management of Instruction for Vocational Education

**Old Catalog Description:**

**VOED 603 Management of Instruction for Vocational Education** 3 cr.

Classroom instructional tasks performed by the vocational educator are studies, including procedures, materials, and learning and instructional styles. Emphasis is on leadership strategies and processes to guide and assist other vocational instructors. Skills are developed in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

**New Catalog Description:**

**BTED/VOED 603 Management of Instruction for Career and Technical Education** 3 cr.

Classroom instructional tasks performed by the career and technical educator are studies, including procedures, materials, and learning and instructional styles. Emphasis is on leadership strategies and processes to guide and assist other career and technical instructors. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

**Rationale:** Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

- 8 **Course name/description change:** **APPROVED**  
VOED 604 Curriculum Supervision in Vocational Education

**Old Catalog Description:**

**VOED 604 Curriculum Supervision in Vocational Education** **3 cr.**

Emphasizes skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student identifies areas that need enhancement in vocational settings. Skills are developed in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

**New Catalog Description:**

**BTED/VOED 604 Curriculum Supervision in Career and Technical Education** **3 cr.**

Emphasizes skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student identifies areas that need enhancement in career and technical education settings. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

- 9 **Course name/description change:** **APPROVED**  
VOED 605 Policy Administration

**Old Catalog Description:**

**VOED 605 Policy Administration** **3 cr.**

Develops skills to communicate vocational school policies and activities effectively with staff, students, and community. Includes study of student recruitment for vocational programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

**New Catalog Description:**

**BTED/VOED 605 Policy Administration** **3 cr.**

Develops skills to communicate career and technical school policies and activities effectively with staff, students, and community. Includes study of student recruitment for career and technical programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

- 10 New Course:** **APPROVED**  
BTED/VOED 606 Leadership for Career and Technical Educators

**Catalog Description:**

**BTED/VOED 606 Leadership for Career and Technical Educators** **3 cr.**  
Provides a broad overview of educational leadership in secondary public school settings, including leadership styles; staff selection, evaluation, and supervision; and team building. Also includes principles of curriculum development, instructional scheduling, and instructional technology, teaching skills, and learning theories.

**Rationale:** The Pennsylvania Department of Education and the Bureau of Career and Technical Education have a series of competencies/standards for career and technical students enrolled in the supervisor and/or director programs. Competencies/standards include the necessary leadership knowledge and skills necessary to supervise or direct career and technical education.

- 11 New Course:** **APPROVED**  
BTED/VOED 607 Organizations and Structure for Career and Technical Education

**Catalog Description:**

**BTED/VOED 607 Organizations and Structure for Career and Technical Education** **3 cr.**  
Provides a broad overview of current issues faced by school and district leaders, including the need to effectively communicate with parents, staff, students, community leaders, and community members from diverse backgrounds. Also includes principles of schools as organizations, the nature of administrative work, leadership and the change process, and current issues facing schools.

**Rationale:** The Pennsylvania Department of Education and the Bureau of Career and Technical Education have a series of competencies/standards for career and technical students enrolled in the supervisor and/or director programs. Competencies/standards include the necessary leadership knowledge and skills necessary to supervise or direct career and technical education.

- 12 New Course:** **APPROVED**  
BTED/VOED 608 Legal and Legislative Issues in Career and Technical Education

**Catalog Description:**

**BTED/VOED 608 Legal and Legislative Issues in Career and Technical Education** **3 cr.**  
Provides an understanding of the current legal and legislative issues that exist in the

implementation of career and technical education.

**Rationale:** The Pennsylvania Department of Education and the Bureau of Career and Technical Education have a series of competencies/standards for career and technical students enrolled in the supervisor and/or director programs. Competencies/standards include the necessary knowledge and skills of the current and legislative issues that exist in the implementation of career and technical education.

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

The committee will meet on Tuesday, September 22 at 3:30 pm in University Towers Conference Room.

### **Student Affairs Committee (Senator Rieg)**

The committee will meet on Tuesday, September 22 at 3:30 pm in the HUB Allegheny Room.

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

The committee will meet on Tuesday, September 22 at 3:30 pm in McElhaney Hall.

### **Awards Committee (Senator Ritchey)**

No Report

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

No Report

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

The committee will meet on Tuesday, September 22 in Stabley 203.

### **Research Committee (Senator Sciulli)**

The committee met on April 28, 2009 and awarded \$22,815 in Small Grants to the following individuals:

- Kristy Chunta
- Kimberly Desmond
- Susan Glor-Scheib
- Eun Jin Hwang
- Vida Irani
- Brian Jones

- Rick Kemp
- Becky Knickelbein
- Werner Lippert
- William McPherson
- Joann Migyanka
- Elizabeth Palmer
- Gloria Park
- Daniel Perlongo
- GianPagnucci
- Edel Reilly
- Teresa Shellenbarger
- Kenneth Sherwood
- Susan Wheatley

The committee meet again on Tuesday September 8 in G35 Stright

### **SENATE REPRESENTATIVE REPORTS**

#### **University Planning Council (Senator Reilly)**

No Report.

#### **Presidential Athletic Advisory Committee (Senator Domaracki)**

No Report.

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

The committee will meet next on Wednesday September 23 in Oak Room West at 3:00 PM

### **NEW BUSINESS**

The rules committee presented for information wording changes to the Senate bylaws.

### **ADJOURNMENT**

The meeting was adjourned at 4:59 PM.

Respectively Submitted

Edel Reilly, Senate Secretary