

**MINUTES OF THE
IUP UNIVERSITY SENATE**

March 22, 2011

Chairperson Broad called the March 22, 2011 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: Balint, Baum, Belch, Bencloski, Loomis, and Veilleux

The following Senators were absent from the meeting: Boda-Sutton, Desmond, Haija, Hood, Nahouraii, Pararai, Petrucci, W. Sink, Van Wieren, Woodland, and Zimmerman

Agenda items for the February 22, 2011, meeting were **APPROVED** after some edits were made. These edits included:

- A corrected curriculum report was provided by the provost's office
- A line was added following a discussion from senators from Eberly College of Business who wanted to comment on the minutes from the Parking Advisory Committee. The line can be found on page 29 on the revised version of the February 22, 2011 minutes.

REPORTS AND ANNOUNCEMENTS

President's Report

Update on performance funding. The deadline for the new performance funding measures has been extended for another year from July 1 to next year. However, we will continue to examine the measures and make a decision on the ones we would like to use. It is hoped that this will be done by fall 2011.

Governor's proposed budget. Many showed up for the rally in the Oak Grove. There is some concern among legislators at the state level about the proposed budget. However, we will have to wait and see what is actually proposed to the house in mid-April.

Provost's Report

Announcements

1. After consultation with the faculty and upon the recommendation by the appropriate college dean, the following academic programs have been placed in moratorium:
 - o B.S. Science of Disaster Response
 - o B.S. Business Technology Support
 - o Undergraduate Minor Business Technology Support

2. I am pleased to announce that a new public computer lab has been opened and is located in Stright Hall.
3. In response to a question about on-line student evaluations and where the evaluation instrument can be found, I can report that the on-line evaluation questions can be found at the Center for Teaching Excellence website.
4. The IUP Libraries are hosting this year's CCUE Technology Forum, this coming Friday, March 25th at the Kovalchik Center. The Event start at 10 AM C-CUE is a regional association of colleges and universities committed to developing and expanding the appropriate use of computing and other information technologies in undergraduate education. The keynote speaker will be one of our faculty members, Prof. Luis Almeida, from the Communications Media department.
5. Other technology news:
 - The installation of the DegreeWorks product will take place just after the completion of the semester. The full implementation will take about one year, although some availability could occur sooner. The DegreeWorks product is an industry leading software application to support student advising and degree audit.

Curriculum Revisions

In response to the Senate recommendations from the February 22, 2011, 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 221 – Environmental Health and Protection
- B. New certificate from the Communications Media department within the College of Education and Educational Technology in Photography and Digital Imaging.
- C. Program and minor deletion of the Bachelor of Science – Environmental Health Science from the department of Biology in the College of Natural Sciences and Mathematics.
- D. New program track from the department of Biology in the College of Natural Sciences and Mathematics of Bachelor of Science-Biology/Environmental Health track.

From the University-Wide Graduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - Dual listed: CRIM 744/PLSC 744 – Terrorism
 - Dual level: PLSC 465/565 – Intelligence Process and Policy
- B. Program revision from the College of Fine Arts for the Master of Fine Arts

Chair's Report

Finally! It's starting to look as if we're within striking distance of passing a revised Liberal Studies Program that will allow us to finally create the courses that will make up the revised Liberal Studies Program. I was starting to wonder if we would get there while I was still Chair of the Senate, and it still isn't a done deal. However, before the debate begins, I want to make sure I thank everyone who has made it possible. There was a hardworking committee that labored for several years, but then it seemed to hit a wall. Now there is a mostly new committee who, with a shove from Dr. Werner and a lot of cooperation from others has presented the curriculum committee with a revised proposal that looks genuinely workable. Of course it may have bugs that some of us haven't yet noticed, but with luck we can move closer to closure this afternoon.

On another topic, you may recall that last year we were looking at a "cliff" in funding for the State System when the stimulus money disappears. Some of us were working on suggestions for how to handle that cliff when we came to it. Now, without warning, it's gone from being a friendly neighborhood cliff to a bottomless abyss, or so the governor and his attack dog Zogby would like to represent it. One can only hope that the voices of reason will prevail, and that in the end we will have a budget that at least shows some signs of sanity. We can have all the most brilliant ideas in the world about how to improve the education we are providing to the sons and daughters of the Commonwealth, but without some commitment from the elected officials they're not going anywhere. I am confident that the entire university community, students, faculty, staff, and administrators will be doing all we can to keep this place as close to what it has been as we can.

We will, however, have to do a better job than we have of letting the greater community know what goes on here. Most students, in my experience, do not spend most of their time violating the drinking and public urination laws. But a lot of people think they do. Many people, including at least one of our own campus police officers (in a recent letter to the *Indiana Gazette*) think that a substantial portion of the faculty work seventeen hours a week for salaries that are higher than those of most of the community. There may be one or two, but not in this room. My guess is that sixty or more hours a week would be closer to the norm. But folks who vote don't know that. We all know other myths that abound about the university as well. The bottom line is that we all need to do whatever we can to make sure the citizens of the Commonwealth, who still do contribute a significant amount to our endeavor, know what they are getting.

OK, I've talked too long. Let's get on with the important stuff.

Vice-Chair' Report

The final weeks of this semester seem as if they will be the most difficult for students all year. Not only has the weather been beautiful, with the exception of today, but there are many other things on student minds, such as, say, the state budget. In the midst of all that is going on around campus, the SGA has prepared this statement, which will be released to the proper outlets:

"The students of IUP realize the extremely difficult process the state is faced with in balancing the budget, but we also understand the inevitable need for cuts. We strongly believe that a cut of this magnitude directly affects and harms both the student body and the university as a whole. It is the formal position of IUP's Student Government

Association, on behalf of the students of IUP and voted on by the assembly, to publicly voice our displeasure with the proposed budget, as well as our intention to strive for a still responsible yet far more equitable state budget by working with the state system and the state legislature.”

We are currently organizing our membership to begin contacting not only their state representatives, but also those whom represent other students at IUP. It is our job to represent and advocate for students at this great institution, and that is just what we intend to do.

In other SGA news, the house of representatives was about as successful as we expected, being that it was the night before everyone left campus. Needless to say, there was still adequate discussion, and it was decided that at our next meeting we want to discuss the status of differed recruitment with the proper representatives.

Rules Committee (Senator Korns)

APPROVED

The Rules committee has determined that there was a clerical error in the approved minutes of the 3-23-2010 Senate meeting as well as a procedural error. On page 18 of the minutes under the heading A. English Composition II, the minutes reflect that a motion to "table" all liberal studies was approved. However, the minutes should have stated that the motion was "postponed" rather than "tabled" since that is the proper terminology for what occurred, and that the motion to postpone occurred following approval of the English Composition II proposal.

The revised minutes will reflect that the motion to postpone was approved prior to heading B. Oral or Technical Communication on page 20 but after approval of English Composition II. Per Roberts Rules, a previously approved document can be amended by a simple majority of a body if they are provided notification.

Senate Bylaws Change Request

APPROVED

Proposal: Amend Bylaws V.A.1.a to remove provision for electing faculty members to the IUP Foundation Board.

Rationale: The bylaws provide for the Rules committee to include elections for faculty members to serve on the IUP Foundation Board when conducting annual elections. Recent changes to the structure of the Foundation removing faculty members from serving in this capacity have rendered this provision moot.

Current Bylaw:

2. Function

- a. Elections: The Rules Committee shall conduct elections for the Faculty-at-Large segment of the Senate; for nominations of Faculty members to serve on the IUP Foundation Board; for FACULTY members to serve on the University-wide

Undergraduate Curriculum Committee and the University-wide Graduate Committee and for other positions as have been or may be requested.

Proposed Bylaw:

2. Function

- a. Elections: The Rules Committee shall conduct elections for the Faculty-at-Large segment of the Senate; for FACULTY members to serve on the University-wide Undergraduate Curriculum Committee and the University-wide Graduate Committee and for other positions as have been or may be requested.

Senate Bylaws Change Request

APPROVED

Proposal: Amend Bylaws V.C.2.a to add Director of Liberal Studies as a nonvoting ex-officio member of the UWUCC.

Rationale: The Rules committee approved an amendment to the bylaws adding the Director of Liberal Studies as a nonvoting ex-officio member of the UWUCC. Section IV-G of the bylaws already provides for non-senators to be appointed to Senate Committee(s) as non-voting members where specified in the bylaws. This amendment will allow the Director of Liberal Studies to serve as a non-voting member of the UWUCC in accordance with this section of the bylaws. This will provide a better structure for the UWUCC to consider proposals for liberal studies curriculum and present them to the Senate.

Current Bylaw:

2. Membership

- a. Ex officio: The Provost and Vice President for Academic Affairs. President of IUP-APSCUF or her/his designee from the FACULTY. The APSCUF co-Chair of the UWUCC is responsible for communicating APSCUF's position(s) on curricular matters to the Senate.

Proposed Bylaw: (changes in bold)

2. Membership

- a. Ex officio: Provost and Vice President for Academic Affairs, President of IUP-APSCUF or her/his designee from the FACULTY, **and Director of Liberal Studies (nonvoting)**. The APSCUF co-Chair of the UWUCC is responsible for communicating APSCUF's position(s) on curricular matters to the Senate.

Style Changes to the University Senate Bylaws

APPROVED

Revised 4/92,9/94,2/95,5/95,9/95,4/96,4/97,6/97,1/99,3/01,11/04,2/05,4/05,11/06,2/07,10/08,10/09,3/2010

UNIVERSITY SENATE BYLAWS

I. Meetings

- A. The University Senate shall hold at least four monthly meetings per academic semester, excluding the summer sessions, at a time and place indicated by the presiding officer. Additional meetings may be called at the discretion of the chair, or upon petition by one-third of the University Senate membership to the Rules Committee, which shall establish a date and place and publish the reason for such a meeting within two days of the date such a petition is received.
- B. No meeting of the University Senate shall be held when the university is not officially in session.
- C. The chair of the University Senate may convene that body during the summer session when there is necessary business to transact. For the summer session, 45 members shall be considered a quorum. Any business transaction during the summer shall be subject to the review and approval of the regular University Senate at its first scheduled meeting in the fall.
- D. Following the last scheduled University Senate meeting of the year, an electronic (nonsynchronistic) meeting will be held within one week. The sole purpose of this nonsynchronistic meeting will be to approve the minutes from the previous meeting in order to forward recommendations to the Council of Trustees. The minutes will be distributed to senators via a senate listserv. Any comments, corrections, or concerns that a senator has regarding the minutes can be expressed on the listserv so that all senators will receive the posting. Five business days following the posting of the minutes, the chair of the University Senate will call for a vote and provide an electronic link where senators can vote. Votes can be made during the two business days following the chair's call for a vote. The completion of the vote must occur prior to commencement. Once tallied, senators will be informed of the outcome via the listserv.
- E. Notice of all meetings of the University Senate shall be published by the Senate secretary at least one week in advance of such meeting.
- F. A majority of the membership of the University Senate shall constitute a quorum.
 - 1. In the event a quorum is called for, a roll-call vote will be taken by the Senate secretary, using the podium roster. Only those senators whose names appear on this list will be eligible to vote.
 - 2. The podium roster will be updated in the following manner.
 - a. The Rules Committee chair shall submit to the Senate secretary an up-to-date list of all faculty¹, administrative, staff, and alumni senators at least one week prior to each University Senate meeting. This list shall indicate all vacant seats.
 - b. The Student Government Association vice chair shall submit to the Senate secretary an up-to-date list of all student senators, both graduate and undergraduate, at least one week prior to each University Senate meeting. This list shall include the effective dates of the terms of office

¹ The term faculty is used to represent not only those members of the university staff whose duties are primarily instructional, but also department level administrators, the professional library staff (with the exception of the head librarian, who is classified as an administrator), and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator).

for any additions and/or replacement senators, as well as indicate any vacant seats.

G. Protocol for absences.

1. Senators unable to attend scheduled University Senate meetings shall inform the Senate secretary prior to the meeting.
2. The chair may ask for a roll call or designate a person or persons to record attendance.
3. Any senator unable to attend a scheduled standing committee meeting shall inform the committee chairperson prior to the meeting.

H. Procedures relating to University Senate absences

1. In the case of absenteeism of faculty senators: The chair of the Rules Committee is empowered to ask any faculty senator who is absent from more than three University Senate meetings in one academic year or two consecutive absences, to state cause for the absences. Further, the chair of the Rules Committee, after such inquiry, may determine, with the majority consent of the committee, whether or not the absences are justified. If it is determined that there has been no justifiable reason for absences, or it is determined that circumstances will prevent the senator from fulfilling his or her duties, the chair, with the consent of the committee, may take the following action:
 - a. In the case of an at-large senator, the senator may be replaced from the list of nominees, beginning with the nominee with the highest number of votes short of election.
 - b. In the case of a department representative, the committee may ask the department chair to conduct an election for the purpose of replacing the incumbent. This election should be completed as early as possible.
2. In the case of student senators: The same procedure of inquiry as for faculty senators is used, and, in appropriate cases, the following action may be taken:
 - a. For undergraduate students, the Student Government Association may be asked to appoint or select a new University Senate member.
 - b. For graduate students, the Graduate Student Assembly may be asked to appoint or elect a new University Senate member.
 - c. Student members must remain members in good standing within their legislative student body.
3. In the case of administrative senators: The same procedure of inquiry is used, and, in appropriate cases, the following action may be taken:
 - a. In the case of senators ex officio, the president of the university is to be informed in writing of the absences.
 - b. In the case of elected senators, the senator may be replaced from the list of nominees, beginning with the nominee with the highest number of votes short of election.
 - c. In the case of presidentially appointed senators, the president shall be notified and asked to name a replacement.
4. In the case of staff absences, the same procedure will be followed as for at-large faculty.
5. In the case of the alumni representative, the Alumni Association shall be notified and may be asked to make a replacement.

- I. Protocol for absenteeism from standing committee meetings: The chair of the committee notifies the Rules Committee chair, who is empowered to exercise the same inquiry and action procedures as delineated above in sections H-1 through H-5.
- II. Officers
 - A. Chair
 - 1. The chair shall be elected by and from the University Senate for a two-year term commencing with the fall semester. In the absence of the chair, the vice chair, or, in the absence of both, the chair of the Rules Committee shall preside at the meetings.
 - 2. The chair shall be a non-voting member of all committees.
 - B. Vice-Chair
 - 1. The vice chair shall be from the student segment and shall be elected by the membership of the University Senate to a one-year term. A University Senate majority vote is required. Ballots will be used if necessary.
 - 2. The vice chair shall insure that student members are named to the University Senate by the Student Government Association and Graduate Student Assembly.
 - 3. The vice chair shall be a non-voting member of all committees.
 - C. Secretary
 - 1. The Senate secretary shall be elected by and from the membership of the University Senate to a term of two years to run concurrently with the term of the chair.
 - 2. The Senate secretary shall receive copies of reports that are delivered at University Senate meetings, as well as a hard copy or electronic copy of the minutes of all Senate committee meetings. This officer also shall receive all agenda items, and prepare and distribute the regular meeting agenda to all members of the University Senate one week before the meeting, as well as deposit a copy in the University Archives.
 - 3. The Senate secretary shall be responsible for setting and publishing dates of all University Senate meetings; keeping records of all University Senate actions, past and present; and, when necessary, retrieving information concerning previous University Senate and committee actions.
 - 4. The Senate secretary shall maintain a record of attendance and shall inform the chair of the Rules Committee on the occasion of any senator's second absence in any semester and of all absences thereafter.
 - 5. The Senate secretary may serve as an elected member of any committee.
 - D. Parliamentarian

The parliamentarian shall be appointed by the chair from the University Senate membership, for a term commensurate with the term of the chair, until relieved by the chair.
- III. Procedures
 - A. The University Senate ordinarily refers new business to its appropriate committee for consideration, although it may initiate and create policy from the floor upon the approval

of two-thirds of the members present. Questions concerning repeal of existing policies are to be treated as new business and should ordinarily be referred to the Rules Committee.

- B. The chair of the University Senate shall report to the University Senate the disposition of such matters as it has recommended to the Council of Trustees. Recommendations that have been rejected by the Council of Trustees shall be returned to the floor of the University Senate for deliberation and disposition as old business at the meeting immediately following communication of such rejection.
- C. Senate meetings shall be conducted according to Robert's Rules of Order, excepting where such procedures conflict with the bylaws of the University Senate, in which case the latter shall take precedence.
- D. Committee reports shall be presented on a rotating basis after reports by the Rules Committee, University-Wide Undergraduate Curriculum Committee, and University-Wide Graduate Committee. A committee chair may ask that the University Senate chair give the committee's report unusually urgent priority. Preferably, the request should be made before the University Senate is called to order, but may be made during the meeting if unavoidable.
- E. Appointed University Senate representatives to other organizations shall report at University Senate meetings. "Senate Representative Reports" will be a standard University Senate agenda item after the standing committees' reports.
- F. Proposed amendments to the bylaws shall be presented by the Rules Committee to the University Senate members at least 15 days before the meeting at which a vote will be taken. Passage of an amendment requires a simple majority of those voting.
- G. No action on curricular matters can be taken by the University-Wide Graduate Committee, the University-Wide Undergraduate Curriculum Committee or the University Senate without FACULTY² members comprising a majority of members voting. In addition, a motion on curricular matters shall be approved only if a majority of those FACULTY members vote to approve the motion. A curricular motion can be defeated by a simple majority of all senators voting.

IV. Committees

- A. The University Senate shall have certain standing and consultative committees, as designated below, to formulate and recommend university policy within the area of responsibility assigned to each, and subject to review and approval by the entire University Senate. These committees shall have the authority to create subcommittees and to call upon consultants as they deem necessary to carry out their assigned functions. Committees shall not appoint or elect voting members to their membership in addition to those provided for in the bylaws of the University Senate.

² The term FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

- B. Terms of service for elected members of the standing committees shall be two years, one-half to be elected yearly. Length of service of student members of University Senate committees may be one year, but not less. Election of members to the standing committees shall be conducted by the Rules Committee on an annual basis.
 - C. The chair of each committee shall be responsible for publishing the dates and locations of open committee meetings. The secretary of each committee shall be responsible for filing a copy of the minutes of each meeting with the chair of the Rules Committee and shall send a hard copy or electronic copy of these minutes to the Senate secretary as soon as possible following each meeting.
 - D. Relevant reports of standing committees may be distributed to members of the University Senate in advance of the scheduled University Senate meeting as part of agenda mailings.
 - E. All formal actions of committees shall be voted on by the University Senate. Executive sessions of committees may be held at the discretion of the committee.
 - F. All policy recommendations of committees to the University Senate shall be accompanied by suggested implementation dates.
 - G. Non-senators may be appointed to University Senate committee(s) as non-voting members where specified in these bylaws.
 - H. When a senator serving as a faculty representative on a senate committee is appointed as an acting manager at the university, the senator shall relinquish his/her faculty representation on the University Senate committee.
- V. Standing Committees
- A. Rules Committee
 - 1. Function: The Rules Committee shall be responsible for conducting elections as specified below; maintaining on-file procedures for electing non-faculty segments of the University Senate; maintaining the membership roster; preparing amendments to the constitution and bylaws and submitting them to the University Senate for action; adjudicating jurisdictional conflicts between University Senate committees; and interpreting the rules and regulations of the University Senate.
 - a. Elections: The Rules Committee shall conduct elections for the at-large faculty segment of the University Senate, for nominations of faculty members to serve on the IUP Foundation Board, for FACULTY members to serve on the University-Wide Undergraduate Curriculum Committee and the University-Wide Graduate Committee, and for other positions as have been or may be requested. The committee also shall conduct elections for faculty and administrative members of each of the standing committees. The elections shall be conducted in accordance with procedures adopted by the University Senate.
 - b. Membership Roster: The Rules Committee shall be responsible for keeping the University Senate roster up-to-date. Vacancies occurring during the year in the faculty-at-large segment or standing committees

shall be filled by the next highest vote recipient in the most recent election except as otherwise stipulated in these bylaws.

- c. Amendments: Proposed amendments to the University Senate bylaws shall automatically go to the Rules Committee for study and presentation to the University Senate for action. The Rules Committee shall draft appropriate wording and present it to senators at least 15 days before the meeting at which a vote will be taken. Ordinarily, the proposed amendment shall be presented at one meeting for information and shall be acted upon at the next meeting. Passage of the amendment requires a simple majority of those voting.
 - d. Adjudication: The Rules Committee shall interpret the rules and regulations of the University Senate, including the constitution and bylaws, and shall be responsible for establishing and supervising regulations governing non- members' admission to and participation in University Senate meetings.
2. Membership:
- a. Ex officio: The parliamentarian of the University Senate.
 - b. Elected: Eight faculty and two administrative members shall be elected by and from the University Senate.
 - c. Three undergraduate students shall be appointed by and from the Student Government Association.
 - d. One graduate student shall be appointed by and from the Graduate Student Assembly.
 - e. One staff member may be elected.
3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
4. Meetings: All regular meetings of the committee shall be open.
- B. Academic Committee
1. Function: The area of responsibility of the committee shall be all academic policies and procedures including academic standards, academic grievances, general policies for admission and scholarships, and recommendations for the awarding of honorary degrees and emeritus status, except as herein after relegated to the charge of another committee.
2. Membership:
- a. Ex officio: The registrar, and the provost and vice president for Academic Affairs or his or her designee.
 - b. Appointed: One representative from the Council of Deans.
 - c. Elected: Eight faculty and two at-large members shall be elected by and from the University Senate.
 - d. Three undergraduate students shall be appointed by and from the Student Government Association.
 - e. One graduate student shall be appointed by and from the Graduate Student Assembly.
3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
4. Meetings: All regular meetings of the committee shall be open.
- C. University-Wide Undergraduate Curriculum Committee

1. **Function:** The area of responsibility of the committee shall be degree requirements and all matters relating to undergraduate programs and curricula except as herein after relegated to the charge of another committee.
 - a. During the UWUCC's deliberations on curricular proposals, the APSCUF-appointed co-chair shall be responsible for informing the UWUCC of any CBA compliance problems identified by APSCUF.
 - b. The APSCUF co-chair of the UWUCC is responsible for communicating APSCUF's position(s) on curricular matters to the University Senate.
 - c. The committee shall present its curricular recommendations to the University Senate.
 - d. Any senator may request the chair of the University Senate, in consultation with the attending chair(s) of the committee and/or representatives of the originating department, to rule whether a change proposed on the floor is substantive. If substantive changes are made on the University Senate floor, the proposal shall return to the originator for possible re-submission.
2. **Membership:**
 - a. **Ex officio:** The provost and vice president for Academic Affairs, and the president of APSCUF or her/his designee from the FACULTY. The APSCUF co-chair of the UWUCC is responsible for communicating APSCUF's position(s) on curricular matters to the University Senate.
 - b. **Elected:** Twelve members shall be elected by and from the FACULTY in university-wide elections. FACULTY members elected to the UWUCC shall be automatically elected to the at-large portion of the faculty segment of the University Senate. A committee member who resigns from the UWUCC shall at the same time relinquish her/his at-large seat in the University Senate. A FACULTY member elected to the University-Wide Undergraduate Curriculum Committee who is also elected as a department representative to the University Senate, shall notify the chair of the Rules Committee immediately, who will then fill the at-large vacancy from the list of alternates. If a department representative resigns or is removed from the UWUCC during a term of office, the seat will be filled from the University Senate by the next highest vote recipient in the UWUCC election who is available to serve. If no vote recipient for the UWUCC is available to serve, the seat will remain vacant until the next regular University Senate election. If two or more seats are vacant on either or both of the UWGC or the UWUCC, or if any academic college lacks representation, a special election shall be scheduled to fill the vacant seats from the University Senate.
 - c. Three students shall be appointed by and from the Student Government Association.
 - d. Each academic college shall have FACULTY representation on this committee.
 - e. No more than one FACULTY member from the same department may serve on this committee.
 - f. No more than four FACULTY members of any individual college or unit may serve on this committee.
3. **Officers:**
 - a. Co-chairs shall be named from the FACULTY. The president of APSCUF or his/her designee shall serve as one of the co-chairs. Upon

appointment, the APSCUF-designated co-chair shall be automatically elected to the at-large portion of the faculty segment. If the APSCUF president or designated co-chair resigns as committee co-chair, at the same time, he/she shall relinquish his/her at-large seat in the University Senate. The APSCUF-designated co-chair cannot serve as a department representative. The other co-chair shall be elected by the committee from its membership.

b. The secretary shall be elected by the committee from its membership.

4. Meetings: All regular meetings of the committee shall be open.

D. University-Wide Graduate Committee

1. Function: The area of responsibility of the committee shall be degree requirements, all matters relating to graduate curricula, general policies for admission, scholarships, assistantships, and other matters pertaining to the graduate students and the School of Graduate Studies and Research.

a. During the UWGC's deliberations on curricular proposals, the APSCUF-appointed co-chair shall be responsible for informing the UWGC of any CBA compliance problems identified by APSCUF. The APSCUF-appointed co-chair of the UWGC is responsible for communicating APSCUF's position(s) on curricular matters to the University Senate. On non-curricular matters that come before the UWGC, the APSCUF-appointed co-chair shall participate simply as a committee member and shall not chair or direct the deliberations.

b. The committee shall present its curricular recommendations to the University Senate.

c. Any senator may request the chair of the University Senate, in consultation with the attending chair(s) of the committee and/or representatives of the originating department, to rule whether a suggested change is substantive. If substantive changes to curricular proposals are made on the University Senate floor, the proposal shall return to the originator for possible resubmission.

2. Membership:

a. Ex officio: The dean of the School of Graduate Studies and Research or his or her designee.

b. Elected: Twelve members shall be elected by and from the FACULTY in university-wide elections. FACULTY members elected to the University-Wide Graduate Committee shall be automatically elected to the at-large portion of the faculty segment. A committee member who resigns from the UWGC shall at the same time relinquish his/her at-large seat in the University Senate. A FACULTY member elected to the University-Wide Graduate Committee who is also elected as a department representative to the Senate, shall notify the chair of the Rules Committee immediately, who will then fill the at-large vacancy from the list of alternates. If a department representative resigns or is removed from the UWGC during a term of office, the seat will be filled from the University Senate by the next highest vote recipient in the UWGC election who is available to serve. If no vote recipient for the

UWGC is available to serve, the seat will remain vacant until the next regular University Senate election. If two or more seats are vacant on either or both of the UWGC or the UWUCC, or if any academic college lacks UWUCC or UWGC representation, a special election shall be scheduled to fill the vacant seats from the University Senate.

- c. Three graduate students appointed by and from the Graduate Student Assembly.
 - d. Each academic college that has a graduate program shall have FACULTY representation on this committee.
 - e. No more than one FACULTY member of a department may serve on the committee.
 - f. No more than four members of any individual college or unit may serve on the committee.
 - 3. Officers: Chairs shall be named from the FACULTY. The president of APSCUF or her/his designee shall serve as one of the co-chairs. Upon appointment, the APSCUF-designated co-chair shall be automatically elected to the at-large portion of the faculty segment. If the APSCUF president or designated co-chair resigns as committee co-chair, at the same time, she/he shall relinquish her/his at-large seat in the University Senate. The APSCUF-designated co-chair cannot serve as a department representative. The other co-chair shall be elected by the committee from its membership. The secretary shall be elected by the committee from its membership.
 - 4. Meetings: All regular meetings of the committee shall be open.
- E. Libraries and Educational Services Committee
- 1. Function: The committee shall be responsible for recommending policies for the IUP Libraries, Academic Technology Services, the Technology Services Center, and other educational services.
 - 2. Membership:
 - a. Ex officio: dean of Libraries and the chief information officer.
 - b. Elected: Seven faculty members and one at-large member shall be elected by and from the University Senate.
 - c. Two undergraduate students appointed by and from the Student Government Association.
 - d. One graduate student appointed by and from the Graduate Student Assembly.
 - e. One staff member may be elected.

3. Officers: chair, vice chair, and secretary shall be elected from its membership.
4. Meetings: All meetings of the committee shall be open.
5. Liaisons: The LESC may have liaisons to any campus committees whose charges relate to the charge of the LESC.

F. Research Committee

1. Function: The committee shall be responsible for recommending policies and procedures relating to research.
2. Membership:
 - a. Ex officio: associate dean for Research.
 - b. Elected: One faculty member per college and one faculty member representing university services shall be elected by and from the University Senate. The School of Graduate Studies and Research is excluded from membership.
 - c. Three undergraduate students shall be appointed by and from the Student Government Association.
 - d. One graduate student shall be appointed by and from the Graduate Student Assembly.
3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
4. Meetings: All meetings of the committee shall be open.
5. Sub-committee on faculty research grants
 - a. Function: The sub-committee shall be responsible for the final rankings of both the IUP Senate Fellowship Awards and the Senate Research Committee Awards. The sub-committee must abide by the ranked order of proposals within a college as set by the College Committee. The associate dean for Research will fund the proposals in the order presented until all funds have been expended. A list of awards shall be forwarded to the University Senate for information only.
 - b. Members: Only the faculty members of the Committee on Research and the associate dean for Research shall constitute membership of this sub-committee.
 - c. Officers: chair and secretary shall be elected by the sub-committee from its membership.

G. Student Affairs Committee

1. Function: The Committee on Student Affairs shall have as its area of responsibility problems and policies concerning student affairs including housing, health services, the extra-curricular program of the university, social regulations including disciplinary matters, the financial aid program, and other student affairs except those involved in the instructional program.
2. Membership:
 - a. Ex officio: The vice president for Student Affairs and the executive director for the Student Cooperative Association.
 - b. Elected: Ten faculty members and one at-large member shall be elected by and from the University Senate.
 - c. Twelve undergraduate students shall be appointed by and from the Student Government Association.
 - d. Two graduate students shall be appointed by and from the Graduate Student Assembly.
 - e. One staff member may be elected.
3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
4. Meetings: All regular meetings of the committee shall be open.

H. University Development and Finance Committee

1. Function: The area of responsibility of the committee shall be policies and issues pertaining to university development and planning, including the design, placement, and proper function of facilities, the efficient utilization of space, the maintenance and care of buildings and grounds, safety and security, and general improvement of the campus. In addition, the committee shall advise the University Senate on matters relating to the university capital and operating budgets.
2. Membership:
 - a. Ex officio: The associate vice president for Finance or designee and the vice president for Finance and Administration or designee.
 - b. Elected: Seven faculty members and one at-large member shall be elected by and from the University Senate.
 - c. Two undergraduate students shall be appointed by and from the Student Government Association.

- d. One graduate student shall be appointed by and from the Graduate Student Assembly.
 - e. One staff member may be elected.
- 3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
- 4. Meetings: All regular meetings of the committee shall be open.
- I. University-Wide Awards Committee
 - 1. Function: The committee shall have general responsibility for the development of procedures and policies for the granting of awards, receiving nominations, and screening and evaluating of candidates for university-wide awards in:
 - a. Creative Arts
 - b. Community Service
 - c. Research
 - d. Teaching
 - e. Others assigned

These recommendations shall be forwarded directly to the university president for consideration. The committee shall report these awards to the University Senate for its information. The policies and procedures of the committee shall be approved by the University Senate.

- 2. Membership:
 - a. Administration:
 - 1. One dean elected by and from the membership of the University Senate.
 - 2. One administrative member elected by and from the University Senate.
 - 3. One administrative member appointed by the president.
 - b. Faculty:
 - 1. One faculty member per college.
 - 2. One faculty member representing the university service areas.

- c. The School of Graduate Studies and Research is excluded from membership.
 - d. Two undergraduate students appointed by and from the Student Government Association.
 - e. One graduate student appointed by and from the Graduate Student Assembly.
- 3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
 - 4. Meetings: All regular meetings of the committee shall be open.

J. Non-credit Instruction Committee

- 1. Functions: The committee shall oversee non-credit instruction and activities sponsored by the university. The committee shall advise administrators and administrative offices responsible for non-credit instruction and activities. The committee shall formulate policy recommendations in the areas related to non-credit instruction and activities including non-credit short courses, workshops, conferences, training, etc.
- 2. Membership:
 - a. Ex officio: The associate provost for Academic Programs.
 - b. Elected: Four faculty members and one additional administrator/manager shall be elected by and from the University Senate. There shall be no student members on the committee.
 - c. One staff member may be elected.
- 3. Officers: chair, vice chair, and secretary shall be elected by the committee from its membership.
- 4. Meetings: All regular meetings of the committee shall be open.

K. Consultative Committee

Consultative Committees shall be formed at the request of the University Senate itself, the president of the university, or the Council of Trustees. Such committees shall serve in an advisory capacity to these officials or the University Senate itself concerning the selection and qualification of candidates for certain administrative positions and other matters. Reports of such consultative committees shall be made to the University Senate, the president, and the Council of Trustees in the regular manner. Members of these

committees shall be selected from a list of student, faculty, and administrative nominees, in the ratio of two nominees for each member, prepared by the Rules Committee.

Reading of the Constitution

CONSTITUTION

(Amended: 4-92/2-93/5-94/4-96/3-01/2-05/2-07)

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UNIVERSITY SENATE CONSTITUTION

Revised 2/2007

PURPOSE

The purpose of the University Senate is to provide a formal means through which the student body, faculty³, staff, and the administration, working as a unified group, shall have a representative share in the governance of the university. In order to further a sense of university community on all issues of governance, the University Senate shall have a consultative role to the president and Council of Trustees that is designed to empower the University Senate with a significant voice in the governance of the university.

The University Senate shall approve all curricular matters before they are implemented. The Association of Pennsylvania State College and University Faculties (APSCUF) has delegated its contractual curricular responsibility to the University-Wide Graduate Committee and the University-Wide Undergraduate Curriculum Committee. At least two-thirds of the membership of each of these committees shall be FACULTY⁴. These committees shall forward curricular proposals to the University Senate for approval. The University Senate shall report simultaneously its proposals to the president of the university and the president of APSCUF. As defined by the Collective Bargaining Agreement, past practice, and meet-and-discuss agreements, APSCUF shall retain its usual prerogatives with respect to curricular matters before they are submitted to the council.

The University Senate can study any issue of university governance and make recommendations to the president and the council. The president and the council, (when possible), shall provide the University Senate with an opportunity to review all policies and make recommendations prior to their implementation.

As a matter of expediency, occasionally it may be necessary for administrative personnel, during the normal exercise of their duties, to initiate or modify policies when there is insufficient time to present such matters to the University Senate for consultation. The initiators of such policies shall immediately give notification of their action to the University Senate chair and the chair of the Rules Committee. If it applies, notification shall also be given to the chair of the Senate committee within whose purview subject

³ The term faculty (as distinguished from FACULTY) is used to represent not only those members of the university staff whose duties are primarily instructional, but also department level administrators, the professional library staff (with the exception of the head librarian, who is classified as an administrator), and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator).

⁴ FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

policy matters ordinarily fall. Such policies will automatically be included as new business on the agenda of the University Senate meeting immediately following such enactment.

Proposed amendments of the constitution shall be referred to the Rules Committee, which shall report the amendment to the University Senate for action no sooner than the regular monthly meeting immediately following the introduction or first reading of the proposed amendment. If the amendment receives a majority vote of those in attendance at this meeting, then the Rules Committee shall refer the proposed amendment in writing, with printed ballots, to the University Senate where a two-thirds affirmative vote of those voting is necessary for passage.

Nothing relating to the organization and administration of the University Senate shall be construed so as to limit the authority of the council or the president of the university with respect to the administration of the university as prescribed by law. Further, nothing in the constitution or the rules and regulations of the University Senate shall be construed so as to limit the authority of the president of the university to appoint such other councils and committees as deemed necessary to facilitate the efficient administration of the university.

COMPOSITION & ELECTIVE PROCEDURES

The University Senate shall consist of a number of faculty double the number of departments of the university, a voting administrative segment one-third the size of the faculty segment, and a student segment one-half the size of the faculty segment.

The Senate shall also include one Alumni Association representative and four representatives from the staff. Faculty, staff, and administrative members shall be employees in good standing at the time of election or appointment and during terms of service. Students must be enrolled and in good standing at the time of election or appointment and during terms of service.

Faculty is herein defined to include not only those members of the university staff whose duties are primarily instructional, but also department level administrators, the professional library staff (with the exception of the head librarian, who is classified as an administrator), and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator). The faculty of the Armstrong and Punxsutawney campuses also shall be included. FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

For the purposes of University Senate representation, the professional library staff, the managerial staff of the Student Cooperative Association, and the faculty of the Armstrong and Punxsutawney campuses shall be considered as constituting departments.

"Student," as herein used, refers to both the undergraduate and graduate student bodies.

The faculty segment of the University Senate shall consist of one member elected by and from each department of the university, two FACULTY members appointed by the president of APSCUF (one to serve as one of the co-chairs of the University-Wide Undergraduate Curriculum Committee and one to serve as one of the co-chairs of the University-Wide Graduate Committee), twenty-four FACULTY members elected at large for seats on the UWUCC and the UWGC by the FACULTY, and the remainder to be elected at large by and from the FACULTY to make the total at-large faculty segment equal to the number of senators elected by the departments.

The administrative segment shall include the university president (*non-voting senator*) and administrators/managers serving on standing committees by virtue of their offices (ex-officio). At least half of the remaining number shall be elected by and from the administrators/managers, with the remainder to be appointed by the university president.

The student segment shall consist of undergraduate and graduate students in proportion to their FTE enrollment, but no segment shall be less than 20% of the total student contingent. Each delegation shall be elected by its representative student body. Undergraduate students shall be elected under the auspices of the recognized student association as defined in Pennsylvania State Act 1982-188. In both cases, the officiating body shall call for and accept voluntary nominations for election to the University Senate.

The staff segment shall consist of the local AFSCME president and three representatives from the staff as elected from and by the staff.

The Alumni Association representative shall be appointed by the Alumni Executive Board.

Except where constrained by collective bargaining agreements, the Rules Committee shall exercise general jurisdiction over the manner in which elections to the University Senate are conducted, including such matters as determining the eligibility of university employees and students for University Senate membership, and establishing the rules by which elections are to be conducted. Such rules shall include provisions establishing the means by which voluntary nominations for election to the University Senate may be made to the Rules Committee, or whatever group the Rules Committee or the University Senate establishes to function as a nominating agency. The Rules Committee shall also be responsible for conducting such referendums of the various segments of the university as the University Senate shall deem necessary.

Election to the University Senate for the faculty and administrative segment shall be for a two-year term. Students may be elected to the University Senate for a term of not less than one academic year and not more than two academic years. Terms of the alumni and staff representatives shall be as designated by their respective organizations.

Any member of the University Senate properly elected or appointed to a University Senate committee is a voting member of that committee.

Election update:

Phase 1 of the elections is currently underway and will end Thursday at midnight. The Rules Committee is pleased with the number of nominations. Once the results of Phase 1 of the elections have been tabulated we will begin Phase 2.

Next meeting is Tuesday March 29 in Keith 6 at 3:30 pm.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

1 Distance Learning:

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

- **JRNL 250 Women and the Press**
- **COMM 330 Instructional Design for Training and Development**
- **LBST 499 The Atomic Bomb and Its Impact**
- **JRNL 243 History of the American Press**
- **FSMR 281 Fashion Brand Merchandising**
- **COMM 271 Beginning Photography**
- **CRIM 410 Race, Ethnicity, Social Structure, and Crime**

FOR ACTION:

2 Physics Department – Correction of December Minutes

APPROVED

EOPT 126 Electronics II

2c-3l-3cr

EOPT 150 Fundamentals of Photonics and Laser Safety

2c-3l-3cr

Both were mistakenly approved as 2c-1l-3cr on December 7th.

3 Eberly College of Business and Information Technology, College of Health and Human Services, and College of Humanities and Social Sciences – Program Revision

APPROVED

Pre-Law Interdisciplinary Minor

21

Seven courses, including at least one from each of the seven areas (no courses with student's major prefix):

Business: ACCT 201, ACCT 202, BLAW 235

Criminology: CRIM 210, 215, 225

Economics: ECON 121, 122, 332

English: ENGL 212, 220, 310

History: HIST 320, 321, 346

Philosophy: PHIL 101, 222, 450

Political Science: PLSC 358, 359, 361

Pre-Law Interdisciplinary Minor

21

Seven courses, including at least one from each of the seven areas (no courses with student's major prefix):

Business: ACCT 201, ACCT 202, BLAW 235

Criminology: CRIM 210, 215, 225

Economics: ECON 121, 122, 332

English: ENGL 212, 265, 310, 321

History: HIST 320, 321, 346

Philosophy: PHIL 101, 110, 222, 450

Political Science: PLSC 358, 359, 361

Rationale: ENGL 321 Persuasive Speech and Writing, a new course, fits particularly well within the goals of the Interdisciplinary Pre-Law Minor. Adding ENGL 321 to the options here is especially important, too, in that ENGL 310 Public Speaking will not be offered as often as it has in the past. ENGL 321 will fulfill the vital need for students to study and practice persuasive speech. Finally, since ENGL 321 is an advanced writing course, it allows us to omit ENGL 220 from the minor options, which in turn will free up sections of that course, which is in high demand for English majors. Additionally, PHIL110 Reasoning and

the Law, a newer course, is added to the minor.

4 Department of Mathematics – Program Deletion, New Track, Program Revision, and Program Catalog Description Change

a Program Deletion:

APPROVED

Bachelor of Science–Applied Mathematics

Rationale: The Mathematics Department is deleting the Bachelor of Science–Applied Mathematics degree and is replacing it with an Applied Mathematics Track for the Bachelor of Science in Mathematics. Both the Mathematics and Applied Mathematics majors share a common core. The Applied Mathematics major was originally created as a recruiting tool, but that has not proven necessary. Students enter as math majors unsure of the difference and often declare an applied mathematics major after taking several courses. The proposed track is essential in that it provides a detailed outline for those students who wish to pursue graduate school in Applied Mathematics and to those who will pursue employment in industry. The proposed track makes the Bachelor of Science–Applied Mathematics degree unnecessary.

b New Track:

APPROVED

Bachelor of Science–Mathematics/Applied Mathematics Track

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

Mathematics: MATH 125

Liberal Studies Electives: 9cr, no courses with MATH prefix
(Foreign Language is included)

Major:

42

Required Courses:

MATH 126	Calculus II for Physics, Chemistry, and Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Sciences	3cr
MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr
MATH 241	Differential Equations	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 363	Mathematical Statistics I	3cr
MATH 447	Modeling and Simulation	3cr
MATH 450	Topics in Applied Computational Mathematics	3cr

Controlled Electives: (1)

One course from the following: 3cr
MATH 371, 421, 423, 427, 476

One course from the following: 3cr
MATH 445 or 446

One course from the following: 3cr
MATH 480 or 493 (2)

One more course from the following: 3cr
342, 364, 445, 446

Other Requirements:	21
Computer Science:	
COSC 110 Problem Solving and Structured Programming	3cr
COSC/MATH 250 Introduction to Numerical Methods	3cr
Foreign Language Intermediate Level (3)	
Minor or Planned Program in Complementary Field (requires advisor approval) with at least 6cr in 300/400-level courses	15cr
Free Electives:	4
Total Degree Requirements:	120
(1) A student may select courses for a specialized area. <i>Statistics/ Actuarial Science:</i> MATH 363, 364, 371, 446 Additionally, a student should minor in Applied Statistics <i>Math Analysis/Engineering:</i> MATH 342/447, MATH 371, 423 <i>Operations Research:</i> MATH 371, 421, 445/446, 447	
(2) 3 credits of internship will be applied to the major. Additional credits may count as free electives.	
(3) Intermediate-level Foreign Language is included in Liberal Studies electives.	

c Program Revision:**APPROVED****Current Program:****Proposed Program:****Bachelor of Science–Mathematics****Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Liberal Studies Electives:** 9cr, no courses with MATH prefix**Major:****Required Courses:**

MATH 126	Calculus II for Physics, Chemistry, and Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Sciences	3cr
MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr
MATH 241	Differential Equations	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 480	Senior Seminar	1cr

Controlled Electives:

Four courses from the following: 12cr

MATH 371, 421, 422, 423, 427, 476, 477

A minimum of 3 additional cr from the list above or the following: MATH 342, 350, 353, 355, 363, 364, 445, 446, 447, 465, 481 3-4cr

Other Requirements:**Computer Science:**

COSC 110	Problem Solving and Structured Programming	3cr
Foreign Language	Intermediate Level (1)	0-6cr

Free Electives:

20-27

Total Degree Requirements:

120

Bachelor of Science–Mathematics**Liberal Studies:** As outlined in Liberal Studies section with the following specifications:**Mathematics:** MATH 125**Liberal Studies Electives:** 9cr, no courses with MATH prefix**Major:****Required Courses:**

MATH 126	Calculus II for Physics, Chemistry, and Mathematics	3cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216	Probability and Statistics for Natural Sciences	3cr
MATH 225	Calculus III for Physics, Chemistry, Mathematics	3cr
MATH 241	Differential Equations	3cr
MATH 271	Introduction to Mathematical Proofs I	3cr
MATH 272	Introduction to Mathematical Proofs II	3cr
MATH 480	Senior Seminar	3cr

Controlled Electives:

Four courses from the following: 12cr

MATH 371, 421, 422, 423, 427, 476, 477

A minimum of 3 additional cr from the list above or the following: MATH 342, 350, 353, 355, 363, 364, 445, 446, 447, 465, 481 3-4cr

Other Requirements:**Computer Science:**

COSC 110	Problem Solving and Structured Programming	3cr
Foreign Language	Intermediate Level (1)	

Free Electives:

24-25

Total Degree Requirements:

120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

- (1) Intermediate-level Foreign Language is included in Liberal Studies electives.

Rationale: MATH 480 Senior Seminar is changing from a 1 credit course to a 3 credit course because it will serve as our capstone experience. This change will allow students to research, develop, and present an independent project.

d Program Catalog Description Change:

APPROVED

Current Program Catalog Description:

The Department of Mathematics prepares students for work in industry, graduate school mathematics, and teaching. Degrees offered by the department are the Bachelor of Science degree with a major in Mathematics, the Bachelor of Science degree with a major in Applied Mathematics, the Bachelor of Arts degree with a major in Economics/Mathematics, and the Bachelor of Science in Education degree with a major in Mathematics Education. The first two degree programs are offered within the College of Natural Sciences and Mathematics, the third is shared with the Economics Department, and the fourth is in conjunction with the College of Education and Educational Technology. The department also offers a minor in Mathematics, a minor in Applied Statistics, and a concentration in Mathematics for Elementary Education majors.

The program for a mathematics major in the College of Natural Sciences and Mathematics is two phased. A student may pursue a degree in Applied Mathematics or Mathematics. Those completing a degree in Mathematics will be prepared to continue their studies in mathematics in graduate school, though some may enter business, industry, or government service. Students receiving a degree in Applied Mathematics will be primarily prepared to enter business, industry, or government service in an area where mathematics or computer science is used or to continue their studies in applied mathematics or computer science in graduate school. This student would not be expected to continue graduate studies in pure mathematics.

The department shares in a joint degree with the Economics Department. Students with ability and interest in economics discover that a solid background in mathematics is an essential prerequisite for advanced theoretical and applied work in the discipline. Similarly, students with talent and interest in mathematics find economics an excellent field in which to employ their skills and knowledge. The B.A. degree with a major in Economics/ Mathematics allows students to combine these complementary subjects in a joint degree program administered cooperatively by the departments of Mathematics and Economics. Enrolled students will be assigned an advisor in each department.

Those completing the program will have an exceptional background for graduate study in economics and such related fields as business, public policy, or operations research. They also will be ideally prepared to fill a wide variety of technical and quantitative positions in both government and private industry.

The program leading to the B.S.Ed. with a major in Mathematics Education prepares the student for teaching mathematics in Grades 7-12. Many graduates, however, continue their formal education in mathematics at the graduate level or work in government or industry.

Proposed Program Catalog Description:

The Department of Mathematics prepares students for work in industry, graduate school mathematics, and teaching. Degrees offered by the department are the Bachelor of Science degree with a major in Mathematics and the Bachelor of Science in Education degree with a major in Mathematics Education. The first degree program is offered within the College of Natural Sciences and Mathematics and the second is in conjunction with the College of Education and Educational Technology. The department also offers a minor in Mathematics, and a minor in Applied Statistics.

The program for a mathematics major in the College of Natural Sciences and Mathematics is two phased. A student may pursue a degree in Mathematics or a degree in Mathematics with a concentration in Applied Mathematics. Those completing a degree in Mathematics will be prepared to continue their studies in mathematics in graduate school, though some may enter business, industry, or government service. Students receiving a Mathematics degree with a concentration in Applied Mathematics will be primarily prepared to enter business, industry, or government service in an area where mathematics or computer science is used or to continue their studies in applied mathematics or computer science in graduate school. This student would not be expected to continue graduate studies in pure mathematics.

The program leading to the B.S.Ed. with a major in Mathematics Education prepares the student for teaching mathematics in Grades 7-12. Many graduates, however, continue their formal education in mathematics at the graduate level or work in government or industry.

Students interested in the Bachelor of Science in Education - Middle Level Education 4-8/Mathematics Specialization should refer to the College of Education and Educational Technology, Department of Professional Studies in Education section of the catalog.

Elementary Education majors may elect to take a concentration of at least 15 credits in mathematics. The program of courses for this concentration is as follows: in addition to MATH 151 and 152, select 9 credits from the following courses: MATH 317, 420, 456, 457, 458, 459, 471, or 481.

Rationale: The program description has been changed to reflect the new track and removal of the Economics/Mathematics program that is in moratorium.

5 Liberal Studies Committee and University-Wide Undergraduate Curriculum Committee – Compromise Curriculum Revision

APPROVED

Issues discussed before the vote was taken:

1. As this new Liberal Studies Framework eliminates LBST 499, it was pointed out that according to the visiting teams report on Liberal Studies there was a lot of praise for LBST 499. It was noted that the word used to describe it was “praiseworthy.” Yet here it is being eliminated with the new revisions.
2. In Liberal Studies Electives under Technological Literacy there is mention of productivity software such as word processing, database management, etc yet there is no mention of mathematics and statistics. For example matlab, SPSS etc. What is outlined seems to be dated in a twentieth century view.

It is hoped that these mathematical and statistically packages will be presented in Technological Literacy outline proposed.

However, it is not mentioned in the productivity activity like those mention above.

3. With this new framework, LBST 499 will be no longer be there but a faculty member could make it an elective.
4. A question was raised as to whether the enrollment caps placed in English Comp. 1 would remain in place under this new revision. The answer was yes the caps are remaining in place.

a Liberal Studies Framework:

Liberal Studies Requirements:

All students must fulfill the requirements of the university's Liberal Studies program. This involves a minimum of 43 credits among Learning Skills, Knowledge Areas and Liberal Studies electives. The number of credits may rise slightly depending on student choices. Different colleges and sometimes departments within colleges may have specific variations as to how these Liberal Studies requirements are to be met.

LEARNING SKILLS:

English Composition I and II

Mathematics

Dimensions of Wellness

12-13cr

6cr

3-4cr

3cr

KNOWLEDGE AREAS: 28-29cr

Humanities: One course in history, one in literature and one in philosophy or religious studies. 9cr

Fine Arts: One Course from List 3cr

Natural Science: Choose 1 Option 7-8cr

Option I (8 credits): Natural Science Laboratory Courses:

Any two courses with laboratories (4cr each) from the natural science laboratory course list.

Option II (7 credits): One Laboratory Course plus One Non-laboratory Course:

One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science non-laboratory course list.

Social Science: Three Courses from List 9cr

LIBERAL STUDIES ELECTIVES 3-9cr

Liberal Studies Electives: syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.

TOTAL 43-51cr**NOTES****1. Global and Multicultural Awareness: One course from List**

Students must fulfill this requirement by completing one course from the list; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department.

2. Writing Across the Curriculum: Minimum of Two "W" Courses

All students must include among the total courses required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal Studies, college or major requirements, or free electives. Such courses, which involve extensive use of writing as part of the learning experience, are identified with a "W" as part of the section number in each semester's schedule of classes listing on URSA.

Compromise curriculum framework - side-by-side comparison

Senate Approved Curriculum Framework Spring 2009	Crs	Compromise Curriculum Framework Spring 2011	Crs	Changes from Current Catalog Curriculum	Crs
<i>Learning Skills</i>		<i>Learning Skills</i>			
First Year Seminar	3				
English Composition I and II	6	English Composition I and II	6	English Composition I and II	7
Mathematics	3-4	Mathematics	3-4		

Dimensions of Wellness	3	Dimensions of Wellness	3	Health and Wellness	
Global and Multicultural Awareness	3	Global and Multicultural Awareness*		Non-Western Culture Course	
Oral or Technical Communication	3				
<i>Knowledge Areas</i>		<i>Knowledge Areas</i>			
Humanities: 3 Courses	9	Humanities: 3 Courses	9		
Fine Arts: 1 Course	3	Fine Arts: 1 Course	3		
Natural Science Option I and II	7-8	Natural Science Option I and II	7-8	Natural Science Option I and II	8-10
Social Science: 3 Courses	9	Social Science: 3 Courses	9		
Capstone	0-3				
<i>Across the Curriculum</i>					
Global Citizenship: 1 Course		Liberal Studies Electives**	3-9	Liberal Studies Electives	0-9
Informational Literacy: 1 Course					
Oral Communication: 1 Course					
Quantitative Reasoning: 1 Course					
Scientific Literacy: 1 Course					
Written Communication: 2 Courses		Written Communication: 2 Courses***			
				Synthesis – deleted	3
Total	49-54	Total	43-51	Total	48-56

*Global and Multicultural Awareness: One course from List

Students must fulfill this requirement by completing one course from the list; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department.

**Liberal Studies Electives - syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.

***Writing Across the Curriculum: Minimum of Two "W" Courses

All students must include among the total courses required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal studies, college or major requirements, or free electives. Such courses, which involve extensive use of writing as part of the learning experience, are identified with a "W" as part of the section number in each semester's schedule of classes listing on URSA.

Overview and Rationale of the compromise curriculum revision proposal: The following is an overview of the compromise curriculum revision that has been approved by the University Wide Undergraduate Curriculum Committee (UWUCC) and the Liberal Studies Committee (LSC). The request for this revision came from Dr. Werner. The revision changes the Liberal Studies course requirements to 43-51. The reduction of Liberal Studies hours from 48-56 (current) to 43-51 (proposed) comes from the elimination of the synthesis (LBST 499) course (3 credits) and the reduction of English I to three credits and Natural Sciences to 7-8 credits (one credit reduction from each). Rationales for the various changes are briefly outlined below.

Reason for action:

- A Dr. Werner asked to meet with the co-chairs of the UWUCC, Senate chair, Provost, Liberal Studies director, and one member of the LSC to find a way to move forward

with the curriculum revision (October 15, 2010).

- B It was agreed by all at the meeting that the best way to move forward was to have the LSC work with the UWUCC to create a compromise proposal.
- C The UWUCC and the LSC are seeking a workable compromise that takes into account budget concerns and the fact that the original revision did not have greater faculty support.

New information to consider since the last revision:

- A Board of Governors changed the minimum number of Liberal Studies (general education) hours needed to graduate from 48 to 40.
- B Budget crises and issues of very limited resources.
- C Middle States Issues of Assessment – for example on p. 88 of the 2005 Middle States Report it states "By contrast, a majority of respondents from all three groups uniformly characterized the Liberal Studies goals as a mere catalog of courses rather than a coherent set of objectives that aim at student learning and development. Similarly, the survey respondents were skeptical that the program was coherent."
- D Expected Undergraduate Student Learning Outcomes – approved 2 May, 2006 by University Senate. All Liberal Studies courses will have to be updated to meet these outcomes. Ultimately, it will also allow for better assessment of the Liberal Studies Program by aligning the approved Expected Undergraduate Student Learning Outcomes with the criteria to teach the courses.

Why 43-51 credits for Liberal Studies:

- A Many tracks require more than 48 credits of Liberal Studies. In the Undergraduate Catalog there are approximately 42 tracks that require 48 hours of Liberal Studies credits while there are approximately 106 tracks that require more than 48 of Liberal Studies credits.
- B Many accredited programs will benefit by a reduction of total hours.
- C Many programs would not have to do any program revisions.

Specifics of the revised curriculum:

A Health and Wellness vs. Dimensions of Wellness

Dimensions of Wellness provide a broader interpretation of the category. In addition, this type of course allows for more flexibility as to who will offer these courses.

- 1 Updates our curriculum to reflect a more modern definition of wellness.
- 2 Provides more wellness options to help students deal with their first year of college.

B Non-western vs. Global and Multicultural Awareness

Change title of the Non-Western Cultures category to Global and Multicultural Awareness.

- 1 Provides for a broader range of courses to meet this requirement.
- 2 Addresses specific issues raised by Middle States about the lack of global citizenship in our current curriculum.
 - a Specifically, on p. 89 of the Middle States Report of 2005 it states: "Further evidence of the extent to which values, ethics, diverse perspectives, and global citizenship are incorporated in Liberal Studies courses is offered by a review of sample syllabi (n=25), which revealed that 96 percent of Liberal Studies courses address values, 70 percent address ethics, and 92 percent include diverse perspectives, while only 52 percent address global citizenship (Appendix 12.16)."
 - b In addition, on p. 5 of the Strategic Plan AY 2010-2014 it states that one part of the plan "Reflects a commitment to international and global awareness."
 - c Data from the last three years of assessment of the Liberal Studies Program indicate that the weakest area of the Expected Undergraduate Student Learning Outcomes is the Respect for Identities, Histories, and Cultures of Others. This will help to strengthen this area.
- 3 Helps to gives Liberal Studies courses in general a purpose rather than being a "mere catalog of courses" (p. 88 of Middle States Report 2005).
- 4 The current non-western courses would fulfill this category initially so there is no immediate need for new courses.

C Liberal Studies Electives and Across the Curriculum Courses (categories)

Integrate Across-the-Curriculum categories (except for Writing) into the Liberal Studies Electives category.

- 1 Liberal Studies Electives must address at least one of the following areas: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy or technological literacy.
- 2 Addresses specific issues raised by Middle States, e.g. this category would now have a specific purpose or goal.

D Writing intensive courses

Why leave the category as it is in our current curriculum?

- 1 Middle States Assessment requires assessment of the Liberal Studies Program. We have been using senior level writing course assignments to do this the past two years. The assessment of those areas (application and/or synthesis, critical thinking, and communication) indicates that we are doing a good job.
- 2 The writing intensive courses with at least one in the major appear to be supplying our students with the tools necessary to be at comparable levels to other target universities in this category.

E Eliminate Synthesis, First Year Seminar, Oral and Technical Communication

Requirement

- 1 Why eliminate synthesis?
Budget issues –saves faculty resources for other areas of the curriculum.
- 2 Why eliminate First Year Seminar and Oral and Technical Communication?
Budget issues – no new courses added to the compromise curriculum, especially ones with smaller class sizes.

b Liberal Studies Criteria

Introduction to Liberal Studies

The contents of this Liberal Studies Curriculum Handbook are intended to serve as a guide for faculty and departments in their efforts to develop courses for the Liberal Studies curriculum. It is necessary for this program to meet the goals of the University and to provide a comprehensive curriculum that will provide all IUP students the opportunity to meet the Expected Undergraduate Student Learning Outcomes. This is the objective of the Liberal Studies program as a whole but not the responsibility of individual courses. No one course or program is expected to meet all of the Student Learning Outcomes.

When developing curriculum proposals, individual faculty and departments should review the Expected Undergraduate Student Learning Outcomes and define them as appropriate to their courses and departmental goals. Specific terms included in the outcomes should be defined as appropriate to the course content or disciplinary area. This is particularly important in cases where multiple sections of a course are offered and being taught by different faculty members. These instructors will need to agree on how these student learning outcomes are defined within their courses.

Proposals will need to include a justification for the exclusion of an Expected Undergraduate Student Learning Outcome (in whole or in part) that has been designated as “required” in a particular course or curricular category.

I. Guidelines for Liberal Studies Course Proposals

A. Course Proposal Content Guidelines

Wherever appropriate to the course content, courses in the Liberal Studies curriculum should:

- provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women
- address critical-thinking and scholarly discourse
- require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles

Additionally, all courses in the Liberal Studies Curriculum must:

- be distinguished from technical courses designed primarily for majors
- be distinguished from professional or pre-professional courses

- be distinguished from courses that are designed primarily for the needs of beginning majors and which presume the taking of additional course work in that discipline
- be distinguished from remedial courses
- address (for multiple sections of the same course) how a basic equivalency will be achieved to enable all sections to meet common student learning outcomes and course content

B. Faculty and Department Commitment to Liberal Studies

Individual faculty and academic departments offering courses in IUP's Liberal Studies program must commit to the following:

- sustaining the course content set out in the original course proposal in such a way that the course will continue to meet the course outcomes outlined in the approved course syllabus and the primary Expected Student Learning Outcomes set forth in the course criteria
- participating in the Liberal Studies Committee's periodic review of Liberal Studies courses
- addressing the teaching of Liberal Studies courses in departmental five-year reviews

II. Liberal Studies Proposal Submission Guidelines

All curriculum proposals for Liberal Studies follow the procedures outlined in the University-Wide Undergraduate Curriculum Committee (UWUCC) curriculum handbook. New and revised Liberal Studies courses and revisions to the Liberal Studies portion of any program also come to the Liberal Studies Committee for review, are forwarded for action to the UWUCC and University Senate.

New and Revised Course Proposals submit:

- One copy of the course syllabus (in UWUCC Syllabus of Record Format), with signed cover sheet attached to the Liberal Studies Office
- One copy of the Expected Undergraduate Student Learning Outcomes Chart identifying the primary outcomes for the course as outlined in the course or category criteria
- Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

Individuals proposing courses that fulfill only part of a credit requirement for a given course or category must address how students will be able to meet the remainder of the requirement. For example if a one-credit course is designed to fulfill one-third of a three-credit Liberal Studies requirement proposers will need to address the availability of other one- or two-credit courses to fulfill the remainder of the requirement

Program Proposals

- Proposals for new programs or revisions to the Liberal Studies portion of an existing program will submit one copy of the proposal, following the UWUCC guidelines, with signed cover sheet attached, to the Liberal Studies Office.
- Syllabi for new or revised courses that are part of the program revision must also be included.

Dimensions of Wellness

Students are required to complete three (3) credits in the Dimensions of Wellness category. The primary focus of this course requirement is upon one of the following dimensions of wellness: emotional, financial, intellectual, occupational, physical, social or spiritual. Because wellness is a multi-dimensional concept, each course must clearly demonstrate how the dimension of primary focus relates to at least one of the other dimensions. All Dimensions of Wellness courses must require students to participate in active learning or experiential activities designed to enhance personal well-being.

Dimensions of Wellness Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Dimensions of Wellness 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
- the ability to transform information into knowledge and knowledge into judgment and action
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world

Dimensions of Wellness Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Dimensions of Wellness requirement must include:

- clearly identified active learning or experiential activities that require students to apply course content
- self-reflective activities that provide insight into personal wellness

- an assessment of personal strengths and challenges within the dimension of primary focus
- development of an improvement plan to address the challenges identified in the assessment exercises
- a culminating self-evaluation of the student's progress toward improvement
- use of the Internet as a means to gather accurate information relevant to the topic of primary focus; it is expected that the Internet will be where students and their families will seek wellness information

Individuals proposing courses designed to fulfill the Liberal Studies Dimension of Wellness requirement are encouraged to include:

- activities that promote development of oral and/or written communication
- activities that encourage service learning opportunities
- approximately 30 percent of the class time devoted to active learning or experiential activities

Dimensions of Wellness Common Learning Objectives

All courses meeting the Liberal Studies Dimensions of Wellness requirement will establish common course objectives stating:

At the conclusion of the course the student should be able to:

- describe the factors within the course's primary focus that influence wellness
- understand how to apply the skills learned in this course throughout his or her life
- use information literacy skills to seek and evaluate wellness-related information
- identify the benefits of a wellness-oriented lifestyle and consequences of a wellness-neglected lifestyle

Literature

Students are required to complete three (3) credits from an approved menu of literature course options. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 35 students to allow an appropriate level of group-work and class interaction.

Literature Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Literature 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 aesthetic facets of human experience
- the human imagination, expression and traditions of many cultures

As *Empowered Learners* students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas
- ease with textual, visual and/or electronically-mediated literacies

As *Responsible Learners* students will demonstrate:

- an understanding of themselves and a respect for the identities, histories, and cultures of others

Literature Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Literature requirement must include:

- works of imaginative literature, both poetry and fiction (whether novel, short story, or dramatic text); works that introduce students to a mixture of literary genres and are not limited to a single genre or form
- works by ethnic and racial minorities and women
- techniques that foster students' ability to sustain engagement with a variety of literary works
- techniques that foster students' ability to analyze and interpret literature independently and collaboratively

Individuals or departments proposing courses designed to fulfill any Liberal Studies Literature course are encouraged to include content from both English-language literatures and as relevant, literatures in translation and content that will:

- focus on literatures from around the world
- focus on a particular theme
- include works of creative non-fiction
- include a mix of historical periods and historical cultures

Literature Common Learning Objectives

All courses meeting the Liberal Studies literature requirement will establish the following common learning objectives:

At the conclusion of the course the student should be able to:

Understand aesthetic and imaginative facets of human experience by being able to:

- discuss the purposes and functions of literature within society
- recognize the power of finely controlled language beyond its informational dimension, such as its auditory, imagistic, affective, symbolic, and hermeneutic possibilities
- appreciate the ways in which one text can form the basis for multiple, sometimes competing, interpretations

Demonstrate critical and reflective thinking skills by being able to:

- articulate and effectively communicate how a text has become meaningful
- formulate questions appropriate to the understanding of literary texts
- develop interpretations of literary texts that are grounded in careful reading strategies and in any of many literary or theoretical approaches
- understand literature as a reflection of or challenge to the culture and time in which it was produced

Association of Departments of English. (Winter-Spring 2009). "ADE Guidelines for Class Size and Workload for College and University Teachers of English," Retrieved November 9, 2009 from www.ade.org/bulletin/frames_browse.htm

National Council of Teachers of English. (1999). "NCTE Position on Class Size and Teacher Workload, Kindergarten to College." Retrieved November 9, 2009 from: <http://www.ncte.org/about/policy/guidelines/107620.htm>

Global and Multicultural Awareness

Global and Multicultural Awareness courses are designed to provide students with the opportunity to learn more about the world and its diverse peoples and to promote a better understanding of other cultures. Students should gain an understanding of global events and how these events affect their lives as well as creating possibilities to address them.

A Global and Multicultural Awareness course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context. Although a Global and Multicultural Awareness course may deal with a single culture, comparative courses addressing relationships among cultures are encouraged.

Students must fulfill this requirement by completing one course from the list of approved courses; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department.

Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness 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 cultures and global communities

As *Empowered Learners* students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate

- an understanding of themselves and a respect for the identities, histories, and cultures of others

Global and Multicultural Awareness Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must include:

- the interrelationships within and across cultures and global communities
- development of students' understanding of cultures that differ from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia. However, courses on minority cultures from within these countries, e.g., aboriginal Australians, Native Americans in Canada or the United States, or North Africans in Western Europe, may be seen as global.
- presentation of cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture; those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu

Liberal Studies Electives

Liberal Studies Electives Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.

Global Citizenship

Liberal Studies Elective courses designed to address global citizenship take students beyond the concept of cultural appreciation and are designed to help students see themselves as citizens of the world and to develop among them an awareness of the problems of social justice and equity. Syllabi for courses 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 cultures and global communities

As *Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- 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

Proposals for courses designed to address global citizenship must include:

- an emphasis on understanding global communities, including the relationships within and between cultures
- an examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics or the arts; environmental sustainability, social responsibility in global business or inequities in education or global literacy)
- content that increases students' awareness of the problems of social justice and equity
- at least 50% of the course grade based on assignments related to Global Citizenship

Proposals for courses designed to address global citizenship are encouraged to include:

- an examination of the ways differing cultures establish and rely on systems of values, norms and ideals
- content that enables students to gain knowledge of the past and present and interrelations among communities from historical, philosophical, scientific or social perspectives
- content that examines problems of environmental sustainability (or lack thereof) and how those problems relate to social issues
- an exploration of the ethical and behavioral consequences of decisions and actions on individuals, society and the physical world

Information Literacy

Liberal Studies elective courses designed to address information literacy 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 *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

As Responsible Learners students will demonstrate:

- intellectual honesty

Proposals for courses designed to address information literacy must include: standards

- course pedagogy and assignments that address a minimum of three of the five from the IUP Information Literacy Competency Standards (see Appendix I)
- assignments that require students to use a variety of print and non-print resources (including, but not limited to, books, newspaper articles, journal articles, on-line periodical databases, government documents, web pages, etc.)
- course content that addresses the legal and ethical use of information

Oral Communication

Liberal Studies elective courses designed to address oral communication 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 Empowered Learners students will demonstrate:

- effective oral and written communication abilities
- information literacy skills including the ability to access, evaluate, interpret, and use information from a variety of sources
- reflective thinking and the ability to synthesize information and ideas

Proposals for courses designed to address oral communication must include:

- oral communication activities that are integrated into the course content
- guidance for students on researching and organizing the content of oral communication activities

Quantitative Reasoning

Liberal Studies elective courses designed to address quantitative reasoning 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 ways of modeling the natural, social and technical worlds

As Empowered Learners students will demonstrate:

- problem solving skills using a variety of methods and tools
- critical thinking skills including analysis, application and evaluation

Proposals for courses designed to address quantitative reasoning must:

- engage students in the interpretation, analysis and use of numerical and graphical

- data
- apply quantitative techniques to address problems within a specific discipline
- develop logical and deductive reasoning

Scientific Literacy

Liberal Studies elective courses designed to address scientific literacy 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:

- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners*

- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world

Proposals for courses designed to address scientific literacy must:

- investigate relevance, application, and impact of science to student's life or field of study
- apply problem solving and critical thinking skills
- transform information to explore hypotheses and draw conclusions

Technological Literacy

Liberal Studies elective courses designed to address technical literacy 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 *Empowered Learners* students will demonstrate:

- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

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

Proposals for courses designed to address technical literacy must include content and instruction:

- related to the use of productivity software*, **statistical software** or technological device that provides opportunities for students to achieve the required student learning outcomes
- that provides opportunities for students to understand how information technology in ethical and behavioral consequences of decisions and actions

* Productivity software could include word processing, database management, spreadsheets, presentation software, web-based technologies and other applications packages.

Writing Across-the-Curriculum

The Writing Across-the-Curriculum requirement can be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of the English Composition I and II courses taken to fulfill the Liberal Studies Learning Skills requirements. The National Council of Teachers of English recommends class sizes of no more than 20 for composition courses (NCTE, 1999). It is recommended that Writing Across-the-Curriculum courses enroll no more than 25 students per section.

Writing Across-the-Curriculum Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Written Communication Competency-Across-the-Curriculum 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 *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Writing Across-the-Curriculum Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Written Communication Competency-Across-the-Curriculum requirement must include:

- writing assignments designed to enhance students' ability to write
- guidance to students in conceptualizing, organizing, and presenting written material giving attention to both the process and product of writing
- writing assignments that have clearly defined stages of preparation and regular progress reviews (including feedback from the instructor and opportunities for revision)
- at least one assignment that requires students to produce a finished, edited document
- written assignments throughout the semester that amount to a minimum of 15-20 typed pages or approximately 5,000 words
- at least 50% of the course grade based on writing assignments

Writing Across-the-Curriculum Common Learning Objectives

All courses meeting this competency will establish the following common learning objectives:

At the conclusion of the course the student should be able to:

- effectively communicate in writing
- respond critically and analytically to materials and sources relevant to the course
- discuss/critique his or her own writing

Following the approval of the new Liberal Studies framework a motion was made to eliminate LBST 499 effective immediately. After some discussion the parliamentarian ruled that this motion was out of order.

University-Wide Graduate Curriculum Committee (Senator Piper)

FOR INFORMATION:

The Following Courses were approved for Distance Education by the UWGC:

ART 620 Art and Visual Culture
ART 630 Critical Practice
ARED 640 Curriculum Theory and Practice
ARED 710 Teaching Art History
EDEX 581: Teaching with Scavenger Hunts and Webquests
ACE 620: Introduction to Adult and Community Education
ART 615: Art Seminar

FOR ACTION:

1. New Course

APPROVED

COMM 818: Media Criticism

3c-0l-3cr

Department: Communication Media

Start Term: Fall, 2011

Description: Examines the basic language and techniques of media criticism from both theoretical and application perspectives. Students will read and analyze current literature pertaining to broadcast media, film, and new media as well as develop a personal construct based on cultural patterns and media issues found in 21st century society. It will primarily focus upon media designed for post high school aged audiences.

Prerequisite: None

Rationale: This course is intended to be an elective in the Ph.D. in Communications Media and Instructional Technology. It is designed for students in the program specializing in mass communication and media production and will respond to student requests for a course in this area. It will provide the theoretical and research foundations necessary for teaching and scholarly careers as well as in the arenas of professional media production and consulting. The course will be offered on a yearly basis or biannual basis and will expand the selection of electives available. Additionally, the goals of the program are supported by this course with attention to the issues of scholarship and service.

2. New Cross-Listed Course

APPROVED

CRIM 744 / PLSC 744: Terrorism

3c-0l-3cr

Departments: Criminology and Political Science

Starting Term: Fall, 2011

Prerequisites: Enrolled in CRIM or PLSC graduate program, or permission of instructor.

Course Description: An in-depth study of the legal and international issues that the U.S. faces in response to combating international terrorism. Emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening.

Rationale: As an elective course, for both the Master of Arts in Public Affairs and the Master of Arts and Doctor of Philosophy in Criminology, this course will assist students in developing the skills and knowledge to make informed policy decisions related to international development, comparative justice, homeland security, and other areas where domestic and international terrorism could impact decision making. It is anticipated that the course will be offered as a maximum once a year, as an elective, as either PLSC 744 or CRIM 744, with graduate students from both departments being eligible to enroll; students not enrolled in either the Master of Arts in Public Affairs or the Master of Arts or Doctor of Philosophy in Criminology can enroll in this course with the permission of the course instructor and approval from their department's Graduate Coordinator or Chair.

3. New Dual-Listed Course

APPROVED

PLSC 465/565 Intelligence Process and Policy

3c-0l-3sh

Department: Political Science

Start Term: Fall, 2011

Course Description: Demystifies intelligence and focuses on the critical thinking and intellectual skills the process of intelligence requires to provide government, private, and non-profit decision makers with useful information upon which to base sound decisions: collecting, analyzing, and providing data to those decision makers. Students will also examine the impact of the structure and role of the intelligence community in formulating U.S. national security policy.

Prerequisites: None

Rationale: PLSC 465/565 – Intelligence Process and Policy is a controlled elective for the Crisis/Emergency Management field concentration of the proposed revision to the Masters of Arts in Public Administration and an additional elective for International Security track in the proposed revision of the Bachelor of Arts in International Studies program. Further, the intelligence process reinforces the academic research methodology process and better grounds both undergraduate and graduate students with the ability to produce critical, logically derived, empirically substantiated results to conceptual requirements. As such, the course offers a way to provide additional practice for an important skill in a different and applied, environment. Further, the course provides the student with an introduction to a currently undermanned career field and an emerging academic discipline with functional working groups in the two major professional organizations in political science: the American Political Science Association and the International Studies Association (Monaghan, Peter, "Field Report: Intelligence Studies," The Chronicle of Higher Education, March 20, 2009).

4. New Dual Level Course

APPROVED

BIO 490/590: Field Studies in Biology

(var)c-(var)l-(1-4)cr

Department: Biology

Description: Various specialized field courses instructed by biologists from IUP. In this course, students will explore the rich diversity and ecology of the flora and fauna that inhabit specialized regions of Pennsylvania, the United States, or other countries. Special emphasis will be placed on the ecology, behavior, and natural history of organisms in their natural surroundings. Students should be prepared to meet travel and living expenses. May be taken more than once for credit and grade if content of course is different.

Prerequisite: None

Rationale: This course may be taken as an elective for Biology majors. With the instructor's permission, non-majors may enroll in the class(es) and the course will count as a free elective.

5. Revised Dual Level Course:

APPROVED

BTED 511: Methods in Business and Information Technology I

3c-0l-3cr

Department: Technology and Support Training

Starting Term: Fall, 2011

Description: Change from BTED 690- Clinical Studies in Business Education to BTED 511- Methods in Business and Information Technology I (dual listed with BTED 411)

Rationale: The Pennsylvania State Board of Education 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).

This course is being dual-listed to maximize numbers by offering the course to graduate as well as undergraduate students. A dual-listed course offers the opportunity for interaction between graduate and undergraduate students and enhances learning opportunities. Students from both groups will have additional opportunities to incorporate outside experiences in the projects and activities assigned.

6. Revised Dual Level Course

APPROVED

BTED 512: Methods in Business and Information Technology II

3c-0l-3cr

Department: Technology and Support Training

Starting Term: Fall, 2011

Description: Change from BTED 693- Seminar in Teaching Business Subject to BTED 512- Methods in Business and Information Technology II (dual listed with BTED 412)

Rationale: The Pennsylvania State Board of Education 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).

This course is being dual-listed to maximize numbers by offering the course to graduate as well as undergraduate students. A dual-listed course offers the opportunity for interaction between graduate and undergraduate students and enhances learning opportunities. Students from both groups will have additional opportunities to incorporate outside experiences in the projects and activities assigned.

7. Minor Course Revision

APPROVED

EDSP 942: Neuropsychology of Children's Learning and Behavior Disorders 3c-0l-3cr

Department: Educational Psychology

Start Term: Fall, 2011

Course Description: This course will examine the neuropsychological underpinnings associated with children's learning and behavior. The efficacy of various assessment approaches will be explored in diagnosing areas of strengths and weaknesses and the development of appropriate remedial interventions.

Prerequisite: EDSP 952 (specialist Internship) or permission of Program Director.

Rationale: The change in title and course description is intended to more accurately reflect course content and objectives. Further, these changes will limit participation to students who have completed their coursework in the Certification sequence or have been admitted into the doctoral programs

8. Variability of Delivery

APPROVED

Sponsoring Department: Art

Brief Summary and Rationale: The newly revised Master of Arts program seeks to combine a summer residency of studio courses with certain academic courses taught online during the regular Fall and Spring semesters. The blended delivery is designed to accommodate the schedules of working professionals who are interested in the pursuing the studio-focused program. Without online options during Fall and Spring, a third summer residency will be required for students to complete the program, which will significantly impact viable enrollments for offering the degree.

The courses to be offered online include one required course and three elective courses. At minimum, students will enroll in one required course during fall (3 credits of a 30 credit degree or 10%). Students can elect to enroll in up to three additional online courses during the fall and spring (potentially 12 credits of a 30 credit degree or 40%). These courses are:

ART 620 Art and Visual Culture	(required/Fall)	3 cr.
ART 630 Critical Practice	(elective)	3 cr.
ARED 640 Curriculum Theory and Practice	(elective)	3 cr.
ARED 710 Teaching Art History	(elective)	3 cr.

Research Committee (Senator Bonach)

The committee met on March 1, 2011.

There were 21 USRC Small Grant proposals and 17 proposals were funded totaling \$20,063.00. There were 7 Fellowship Senate grant proposals and 5 proposals were funded totaling 23,307.00. The next USRC committee meeting will be on April 5th, 2011 at 3:15 pm in 301 Stright Hall.

- Dr. Shundong Bi
- Dr. Donald Buckwalter
- Drs. Debzani Deb and David Smith
- Dr. John Ford
- Drs. Gregory Kenning and Devki Talwar
- Dr. Azad Ali
- Dr. Yvonne Branan
- Dr. Stephanie Caulder and Dr. Jason Worzbyt
- Dr. John McCarthy
- Dr. John McCarthy
- Dr. R. Scott Moore
- Dr. Jennifer Rotigel
- Dr. Lilia Savova
- Dr. Nick Conbere
- Dr. Waleed Farag
- Dr. Beatrice Fennimore
- Dr. Ben Ford
- Dr. Robert Heasley
- Dr. Kelly Heider
- Dr. Crystal Machado
- Dr. Lisa Sciulli
- Dr. Teresa Shellenbarger

Student Affairs Committee (Senator Colen)

Our committee met on March 1, 2011. We will meet again on Tuesday, March 29, at 3:30 pm in the HUB Conemaugh Room.

1. Senator Colen reviewed the SCOSA membership composition with the committee. He also clarified that the committee's purpose, as reported in the prior Senate minutes, was not intended to be a revision to the Senate By-laws.
2. Senator Bivens, representing Student Government Association, reported:
 - SGA member Eddie Cervantes attended the University of Pittsburgh Leadership Workshop on February 26.
 - The House of Representatives Meeting is scheduled for March 3 at 8:00 p.m.
 - PASSHE Advocacy Training is scheduled for March 20 at 6:00 p.m.
 - SGA is reviewing the proposals related to the Health and Wellness Fee.
 - SGA is exploring ways to enhance networking with IUP alumni.
 - SGA is discussing the need to expand band-width due to high Wi-Fi traffic.
 - SGA expects there to be two ballots for President and Vice President of SGA.
3. Senator Luckey reported that the Kovalchick Complex Ribbon-cutting would take place on March 4 at 4:00 p.m. She encouraged students and faculty to attend the men's basketball game for the PSAC quarterfinals. As well, she wished everyone a safe and restful spring break.
4. Kate Linder reported on judicial statistics for the fall semester. A concern was raised whether there was a conflict in using the collected judicial fines and fees to support the Center for Student Life.
5. Todd Van Wieren presented the draft of the Involuntary Withdrawal Policy. The committee had a lengthy discussion and will explore changes to the policy at the next meeting.

Respectfully submitted,

Yong S. Colen

University Development and Finance Committee (Senator Domaracki)

Committee Reports

Parking Committee Report – Lt. Clutter reported that IUP has implemented a \$35,000.00 parking software system update that gives us the best software system in the state. All parking system data is now available in one software package.

Budget Report – A handout was provided (see next page) that outlined an analysis of Instructional v Institutional Support costs.

Old Business

Project and Facilities updates – Refer to <http://www.iup.edu/facilities/acp> for updates to following lists:

- Active Capital Projects
- Facilities Management Projects

Keith & Leonard – A design meeting is to be held in Harrisburg on 3-22-11. Following this meeting the design phase of the project may begin. The design phase of the project is expected to last eighteen months.

Respectfully Submitted:
Joseph Domaracki
3-14-11

Institutional Support Expenditures
Significant Items of Change
FY 2003 Compared to FY 2009

	FY 2003	FY 2009	\$ Change	% Change	Note
University Relations	2,466,453.48	5,086,631.86	2,620,178.38	106.2%	A
PASSHE Consolidated Operations	673,407.04	2,185,593.11	1,512,186.07	224.6%	B
Unpaid Leave and Post Retirement	347,607.00	1,471,571.99	1,123,964.99	323.3%	C
Research Institute Related	-	854,454.67	854,454.67	n/a	D
Bad Debt Expense	303,420.47	686,075.38	382,654.91	126.1%	
Homeland Security	-	236,115.46	236,115.46	n/a	D
Social Equity - Department	-	\$231,816.84	231,816.84	n/a	D
APSCUF Arbitration (Article 27 at Clarion)	-	200,886.00	200,886.00	n/a	E
President	177,673.60	302,101.50	124,427.90	70.0%	
Punxy Faculty (Beisel)	-	119,892.50	119,892.50	n/a	D
Chancellor's Office 1/2 of 1%	419,845.24	503,989.80	84,144.56	20.0%	F
University Economic Development Outreach	-	53,407.12	53,407.12	n/a	D
Significant Increases	4,388,406.83	11,932,536.23	7,544,129.40	171.9%	
All other	13,438,923.27	14,987,270.07	1,548,346.80	11.5%	
Total Institutional Support	17,827,330.10	26,919,806.30	9,092,476.20	51.0%	

Notes:

- A) A significant portion of the increase is attributable to \$1,265,000 in Performance Funding.
- B) Primarily due to PASSHE mandated move to SAP as the administrative system.
- C) Unused leave and the estimated liability for health benefits after retirement.
The retirement portion is actuarially computed.
- D) Programs or services that did not exist in FY2003.
- E) In settlement of a grievance at Clarion, APSCUF agreed not to challenge at other PASSHE universities.
As a result all universities were asked to share in the cost of this settlement.
- F) Required by PASSHE policy to fund Chancellor's Office operations.

Academic Affairs Committee (Senator Dugan)

FOR ACTION:

1	Course Repeat Policy	<u>APPROVED</u>
	Course Repeat Policy (current) A student may not normally repeat an academic course. Exceptions to this policy are: Repeatable courses: Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses. D and F grades: - Repeat with replacement: Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP and filing a repeat form with the Registrar's Office. Only six repeat-with-replacement attempts are permitted for coursework taken through a student's first bachelor's degree. A single course can be repeated a maximum of two times. Additional course repeats are permitted with approval through the office of the dean of the student's college. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record. - Course transfers: Students seeking to replace or average D and F grades must repeat these	Course Repeat Policy (revision) A student may not normally repeat an academic course. Exceptions to this policy are: Repeatable Courses: Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses. D and F grades: - Repeat with replacement: Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at IUP and filing a repeat form with the Registrar's Office. A total of six repeat-with-replacement attempts are permitted for undergraduate coursework. A single course can be repeated a maximum of two times. Additional course repeats are permitted with approval through the office of the dean of the student's college. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record. - Course transfers: Students seeking to replace or average D and F grades must repeat these courses at IUP. If an IUP course in which a student received an F is repeated at another institution, the credit will transfer to IUP, but the original F

	courses at IUP. If an IUP course in which a student received an F is repeated at another institution, the credit will transfer to IUP, but the original F will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer. c. Postbaccalaureate students (Undergraduate): A single course may be repeated only once with replacement. A maximum of two repeats with replacement are permitted for each postbaccalaureate program. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation. 3. Other grades: Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned and additional credit will not be awarded. This policy also applies to transfer credit. Students receiving transfer credit for an IUP course may not repeat that course at IUP. Similarly, students who have already earned a passing grade in an IUP course may not subsequently receive transfer credit for that same course	will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer. c. Postbaccalaureate students (Undergraduate): Courses taken during prior undergraduate study at IUP may not be repeated with replacement. 3. Other grades: Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned and additional credit will not be awarded. This policy also applies to transfer credit. Students receiving transfer credit for an IUP course may not repeat that course at IUP. Similarly, students who have already earned a passing grade in an IUP course may not subsequently receive transfer credit for that same course.
	Rationale: The revisions clarify policy intent to include any undergraduate course work at IUP. They recognize that prior, completed work cannot be replaced as to do so would, essentially, alter a completed transcript.	
2	Double Majors	<u>POSTPONED</u>
	Students meeting all of the requirements of two different majors can obtain a double major (one diploma). The application for the double major must be completed by the student, at which time the student must declare one of the majors to be the primary major. The degree for the primary major will be the degree designation that appears on the transcript and the diploma. Students pursuing a double major will be required to fulfill all Liberal Studies, College, and Major requirements for both	

	majors. Exceptions to the Liberal Studies, and/or College requirements for the second major may be granted by the Dean or designee of the college for the second major. Rationale: Even though procedures are in place for students to obtain a double major, no policy exists. Adding this language to the catalogue recognizes and formalizes current practice. The discussion lead to this being a greater burden on the student who wants to do a double major. It was felt that this proposal will affect what colleges currently do and so should come to the Senate by way of UWUCC.	
3	Level III Grade Appeal Review	<u>APPROVED</u>
	C. Procedure:	
	- Both the student and the instructor will have the right to appear before the panel, present witnesses, and offer evidence. In addition to those specified in Level III, Section A, each may also bring one observer, with whom he or she may consult but who may not participate in the review. - The panel shall determine its rules of order for internal operation. After hearing the evidence brought forth, the panel will privately deliberate and render a decision. If the grade appeal is upheld, the panel will constitute a committee of three appropriate faculty members (knowledgeable in the discipline but excluding the faculty member against whom the complaint was lodged), who will review the student's work and recommend the appropriate grade or suitable remedy. The panel will incorporate this information in its determination, which it then forwards to the Provost's Office for implementation, ordinarily within thirty days. The Provost's Office will initiate the processing of grade changes resulting from Level III decisions. The Provost's Office will notify the student of grade changes resulting from Level III decisions. - The written report sent to the Provost's Office will state whether the student's appeal is upheld or denied; if upheld, the committee's evaluation and remedy will be included. Both the student and the faculty member have the right to review all documents related to the appeal. All documents supporting the report will be sealed and kept for one year to ensure the appropriate action is taken before they are destroyed or returned to the individual presenting the evidence. - The Level III decision is final for all involved parties.	
	Rationale: This language clarifies that once the Level III Appeal Review panel renders its decision, no further appeals are possible under this policy.	
4	Undergraduate Course Attendance Policy	<u>APPROVED</u>
	The University expects all students to attend class. Individual faculty members may define attendance standards appropriate to each course and the	

	consequences of not meeting those standards, within the following guidelines. 1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus. 2. Each policy must define some limited level of allowable absence. 3. Each policy must recognize students' need to miss class because of illness, personal emergency, or active military duty. 4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed prior to adding the class. Rationale: Policy clarification.
5	The Academic Affairs Committee recommends for Senate approval the name of Dr. Karlin Toner as the Honorary Degree recipient at the May 2011 Commencement. Her bio follows:
	<u>APPROVED</u>
	 Karlin Roth Toner Dr. Karlin Roth Toner has been selected as a 2011 Distinguished Alumna for her aviation and aeronautics expertise and notable career with the Federal Government. She is currently employed by the Federal Aviation Administration and serves as the Director of the Joint Planning and Development Office (JPDO), where she oversees an interagency initiative that is developing the Next Generation Air Transportation System (NextGen). She also serves as the Senior Advisor to the Secretary for NextGen Coordination within the U.S. Department of Transportation. In 1983, Dr. Toner earned a <u>Bachelor of Science degree in Applied Mathematics with a minor in Computer Science from Indiana University of Pennsylvania</u>. She also holds a Master of Science degree and Doctorate, both in Aerospace Engineering, from the University of Florida. Dr. Toner has more than 20 years of experience with the National Aeronautics and Space Administration (NASA). From 1988 to 2006, Dr. Toner held a variety of leadership positions at the NASA Ames Research Center ultimately serving as the Associate Director for Aeronautics. In this position, she led more than 180 employees and managed a \$150 million budget. She and her team developed long-range technical and resources plans for aeronautics projects whose scope included: airspace systems, aviation safety, wind tunnels, and flight vehicle research. Dr. Toner became the Director of the Airspace Systems Program at NASA Headquarters in 2006. As Program Director, she supported and worked with the Associate Administrator for Aeronautics Research to provide executive leadership, strategic direction, and program management for all elements of the Airspace Systems Program. A much sought after researcher and lecturer, Dr. Toner has written technical papers on aircraft aerodynamics and design, computational physics, and the analysis of air traffic systems. She earned a NASA Exceptional Achievement Medal and is an Associate Fellow of the American Institute of Aeronautics and Astronautics. Dr. Toner lives with her husband, Richard, outside of Washington, D. C.