

**MINUTES OF THE
IUP UNIVERSITY SENATE**

September 14, 2010

Chairperson Broad called the September 14, 2010 meeting of the University Senate to order at 3:35 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Alman, Begany, Bowers, Dils, Geletka, Hulings, MacLoed, Missien

The following Senators were absent from the meeting: Beck, Camp, Jones, Kennedy, Kostelnik, Pararai, Powers, Turner, Valentine, Wisnieski

Agenda items for the September 14, 2010, meeting were **APPROVED**

The election of Andrew Longacre as Vice Chairperson was **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

Update on enrollment: the current count is 15,100. There has been a positive increase in the number of undergraduate students, however the number of graduate students has been decreasing.

Time has been spent externally, meeting with key figures, heads of government, and friends of IUP to establish relationships. Internally, time has been spent trying to better understand the budget. For this year, the budget is under control. However, balancing it for next year will be more challenging. This is due to several facts including loss of stimulus money and the increasing cost of utilities.

Provost's Report

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

I am reminded every day of the colleagues across the university who believe in the mission of this institution and work hard to make it a great place for learning, scholarship and service. But in these extraordinarily challenging economic times, it is incumbent on all of us at IUP to place greater emphasis on the substance, quality, and impact of what we do. We must become more creative and effective in finding and utilizing our resources and align those resources with our priorities.

New Administrative Appointments

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

- Mr. Luis Gonzalez, Dean of IUP Libraries
- Dr. Hilliary Creely, Assistant Dean of Research in SGSR
- Dr. Mary Swinker, Interim Dean of the College of Health and Human Services
- Dr. Michelle Norwood, Associate Dean of the College of Humanities and Social Sciences
- Mr. Jan Mellon, Assistant Dean, College of Fine Arts
- Ms. Dorothy Gracey, Assistant Dean for Student and Alumni Services for the Eberly College of Business and Information Technology
- Mr. Richard Muth, Interim Director of the Northpointe Regional Campus

Academic Strategic Planning

Over the course of the last eighteen months, the IUP academic community has been developing a five-year academic strategic plan for the campus – one that sets the course for an exciting and bold academic future. I am delighted to announce this five-year plan is now complete. The plan -- “Charting Our Course to Academic Excellence”-- reflects an abiding commitment to our academic core values in service to our students and the citizens of the Commonwealth of Pennsylvania.

Our plan lays out a set of ambitious goals and objectives that focus on seven broad themes: preserving and enhancing the quality of our academic programs; recruiting and retaining high quality faculty, staff, and students; improving the university’s capacity for quality research and scholarship; increasing resources for academic priorities and opportunities; creating a caring and responsible campus community that shares academic goals, values diversity of backgrounds and perspectives, and embraces shared governance; creating a 21st century learning environment; and effectively communicating the academic strengths of the university and elevating our academic reputation in public higher education. The plan has been posted on the Academic Affairs website (<http://www.iup.edu/academicaffairs>), and I encourage you to review it.

The creation of this plan was admittedly a very ambitious process that required much time and hard work by many people. I want to especially thank the 21-member Academic Strategic Plan Steering Committee co-chaired by Dr. Phil Neusius and Dr. Inno Onwueme and the 50 faculty, staff, and students who served on the seven Major Initiative Working Groups who produced and refined the initial draft plan. This plan was endorsed by the deans, the Academic Affairs Council and the Cabinet and will be presented on Thursday to the Council of Trustees. The next step will be the implementation of the plan. Priorities and actions for 2010-11 were established at this August’s retreat of the Academic Affairs Council, and an Implementation Oversight Committee will be formed later this year to monitor and measure the progress being made in achieving our goals over the next five years. It will also be important to link our plan to the university’s budget allocation process. Only by broad participation from here on out will the planning process gain credibility and buy-in from the IUP academic

community, enable us to select and embrace a common set of academic goals and priorities, and embark together on bold new initiatives with enthusiasm and resolve. Thus, it will require the collective wisdom and vision of all stakeholders to convert the written plan into action. I invite you to harness our shared energies – on behalf of our students, the University, and the broader community – to advance the academic mission of our respected university.

Looking Ahead: Academic Goals for 2010-2011

Goal #1: Create new revenue sources to enhance support for the academic mission and to mitigate projected budget deficits for 2011-12.

- a. Enrollment Growth – embark on further enrollment growth at both the undergraduate and graduate levels through
 - (i) new and enhanced marketing efforts
 - (ii) increased retention rates of 2-5%
 - (iii) creation of 3 totally on-line graduate programs ready for launching in fall 2011.
- b. Increase external grant and contract funding by 10%
- c. Work closely with University Relations to raise private funds for academic priorities, e.g. scholarships, equipment, student research, endowed professorships.
- d. Selectively increase course and program tuition/fees
- e. Working with Administration and Finance, develop new business models for summer and winter session that will have the potential of capturing greater tuition revenues.
- f. Review and modify selective benchmarks in order to maximize performance funding

Goal # 2: Improve academic quality and student success through curriculum reform, resource reallocation, innovation, and organizational restructuring

- a. Reduce curriculum and program redundancy
- b. Identify and support “signature” programs at IUP
- c. Study workforce alignment in Academic Affairs in an effort to increase efficiency and effectiveness
- d. Reallocate resources to areas of high quality/high demand

- e. Where appropriate, study the merger and reorganization of academic departments and colleges
- f. Utilize technology (e.g., Degree Works) to improve student advising and retention

Goal #3: Improve communication to promote morale and a sense of community

- a. Promote shared governance among faculty, administrators, staff, and students
- b. Promote strategic, evidence-based decision-making within the academic community

Goal #4: In close collaboration with Facilities and Planning, complete planning for the renovation by replacement project of Keith Hall and Leonard Hall.

Academic Reorganization

You will note that among our goals this year is a study of possible departmental mergers and college restructuring. As many of you know, a white paper, intended to initiate very preliminary discussions among the deans and I of how we might envision the best way for the colleges to be configured, has been prematurely circulated on campus. The particular models in the document merely serve as a few examples of many, many models of how one could restructure the colleges. The deans and I will have an initial meeting tomorrow morning, and we will be spending more time in the future studying this issue. We are clearly a long, long way from reaching any decision on restructuring, and the result may not even resemble the models in the current document. It is healthy for any organization, especially during difficult financial times, to review its structure and to see if, by reconfiguring it, there may be a variety of things gained from doing it. For IUP, those gains could be greater academic coherence, improved academic quality, new opportunities for interdisciplinary collaboration by faculty in their teaching and research, and more effective ways to serve its students and to enhance student success. I want to assure all of you that any plans at academic reorganization will be fully vetted with departments, colleges, the University Senate and appropriate Senate committees and other governance groups before any final decisions are made.

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

Chairperson's Report

Welcome back to a new and exciting year of the Senate show. It may seem, from time to time, like we've gone into re-runs, especially when we take up Liberal Studies again, but watch for the subtle differences. We ARE going to move forward. This is my last year as Chair of the Senate, and probably my last year at IUP, and I would really, really like to see us finish what we have started.

At first, there may be some cleaning up to do, but I, at least, am confident that that phase will be short-lived. Already the buzz has begun about major changes that will affect all of us, and I trust we are up to the challenge of making sure the university community, through its representative body, the University Senate, is the driving force behind any such changes.

The budget crisis is real, and we can't avoid taking it into consideration in all that we do, but it cannot be the driving force behind changes in the university structure. It is essential that the academic mission of the university be at the core of every decision we make. Expediency is a very tempting thing, but it does not provide a guide for survival, let alone for soaring to new heights.

Now, before we get to the few things we need to act on today, there are some things I think need to be brought to the attention of the Senate. The first is in the spirit of housecleaning I just alluded to. Some of you may recall receiving back in May a copy of a policy on the "Retention of University Records," duly signed by the then President of the University. You may also recall that the same policy was brought before the Senate at our last meeting, and that it was not approved. The policy was returned for consultation with affected groups that had not yet been consulted. Under the circumstances, it should be clear that, whatever the paper we received this summer might have implied, the policy is NOT yet in effect and will not be until it comes back to the Senate and is approved.

Another is the low-enrolled programs fiasco. When the Chancellor was here the other day, he said the decisions were all local. As you just heard from the Provost, that is stretching things pretty far. And, as for the reason behind the move, the Chancellor told me "privately" – I didn't make him any promises – that it was all done for show to convince the legislature that the PASSHE is serious about becoming more responsible in its program delivery.

The final thing I want to mention comes under the category of major changes. In my meeting with Dr. Intemann yesterday I was told, in the vaguest of terms, that there was thought being given to changes in the number of colleges and departments at IUP. Last evening, I learned that there is circulating, in fact, a "White Paper" – for discussion only – that spells out proposed realignments in the colleges and departments. Many of the proposed changes, if carried out, will have profound effects on the curricular structure of the university *nolens volens*. Changes in the administrative structure of the University are probably not under the purview of the Senate, but the inevitable academic fallout from such changes most definitely is. We need to keep our eyes open and be ready to step in where necessary.

Another change, one that I am VERY pleased to announce, is the hiring of a new ... clerical staffer ... for the Senate (I can't call her the secretary, because that is an elective position ably held by Edel Reilly). Marilyn Kukula has joined us half time to staff the Senate office. She is available to answer questions (or at least to direct them to those who can answer them) and to work with Senate committees as necessary. The Senate office, room 416 Sutton Hall, is open for business from 9:30-1:00 Monday through Friday. We have put as many files as we could find there, and Marilyn has organized them so they can be used. There is a telephone and a computer – what else could you need – and a window with a view of the Oak Grove. Stop by and say hello.

Vice Chairperson's Report

For those of you who don't know me, my name is Andrew Longacre, and I am a Sophomore Safety Science Major, minoring in Political Science and Environmental Health Science. I am Vice President of Student Government, an IUP Ambassador, and a member of the Track and Field Team. I am truly looking forward to serving the senate in this capacity and also look forward to working with the individual committees.

As far as Student Government is concerned, we have filled all of our executive positions and are currently working on new member recruitment. We have several events planned for the next few weeks. This Friday, we will be hosting the first Off Campus Housing Fair, which will allow students to meet local realtors, become familiar with the leasing process, and have any questions answered they may have about living off campus. We will also be involved with IUP Day this coming Saturday and will utilize this in an attempt to gain more freshman members.

The first meeting for the SGA House of Representatives, formerly known as the Coalition of Student Organizations, will be in October. This was a successful venture last semester, and because it is a requirement that all recognized student organizations send a member to SGA meetings, everyone will be in compliance.

Zachary Stayman, our Rules Chair, has begun the time consuming task of reviewing the constitutions of student organizations. Any constitutions that have not been revised in the past five years must be, and this process will take a great deal of time this semester.

At the end of last year, we restructured all of our committees within SGA, and revised our own constitution. We are confident that this will make us a more efficient and professional organization.

Other goals of SGA for this academic year are to spread our name around the campus, and make it distinguishable to other groups and the student body. I want to be able to ask a random student what SGA is and what he or she thinks SGA does, and be given an appropriate answer. We also want more students to come to us with their concerns and to truly be the voice of the students.

Lastly, we have a new advisor this year. In addition to Kate Linder and Kelly Ogiba, Dr. Amber Valentine from the Center for Student Life will be working with us, and we hope that she enjoys us as much as we do having her. This coming year is going to be a busy one for us, and I encourage each and every one of you to stop by one of our meetings, or several if you wish. If

you see Dave or I walking around campus, stop us and say hello, even if we have never spoken before. We want to be accessible to the entire campus, and work with as many students, faculty, and administrators as we can. In doing this, we hope to aid in building a stronger sense of community within the campus, as well as the community.

Rules Committee (Senator Korns)

Next meeting will be held on Tuesday, September 21 at 3:30 pm. The location has yet to be announced.

The Rules Committee has been working on finalizing the roster for this academic year. Senators will be receiving an email asking them to verify their Senate information.

The Rules Committee has also been working on digitizing minutes. That has now been done and electronic versions of minutes are available back to 1994-1995 year.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

FIN 424 International Financial Management
CDFR 315 Introduction to Early Intervention

FOR ACTION:

APPROVED

1 Liberal Studies Actions:

- Approved FIAR 101 Introduction to the Arts for the Liberal Studies Fine Arts Category
- Approved James Racchini to teach LBST 499 Sport: A Microcosm of Society
- Approved Laura Rhodes to teach LBST 499 Safe Living: A Challenge in Modern Societies
- Approved revisions to FRNC 201 College French I and FRNC 202 College French II which are Liberal Studies electives
- Approved Meghan Twiest to teach LBST 499 Values and Education in a Pluralistic American Society
- Approved David Doverspike to teach LBST 499 Childhood in America
- Approved a new course, LBST 499 Consumer Culture, to be taught by Lisa Sciulli, Varinder Sharma, and Rajendar Garg

2 UWUCC—Handbook Revisions

APPROVED

- a Deletion of the following references to CIP codes in the footnote about Prefix Changes on page 9**

1 Prefix Changes

Each academic department has a prefix code, and this prefix code is tied in to the mapping of course subjects, departmental budgets, and faculty workload. Even though a department wishes to make a name change, the department prefix code should remain unchanged, unless the department is undergoing such a radical change that the prefix is impossible to associate with the new department name. As department names and department codes must be kept for historical transcript purposes, any department who is considering a change in prefix code should contact the Registrar's Office to see what prefix codes are available for use.

Likewise, every course taught at IUP has a subject prefix code, and this subject prefix must be tracked for prerequisite checking and for mapping of courses back to departments. ~~There are also CIP codes that are assigned to courses, and these are historical in nature.~~ When a course prefix code is changed, prior courses with the old prefix must be inactivated and courses with the new prefix made active. All prerequisites must be modified and equivalencies established. Before a department makes a decision to change the course subject prefix code, it should consult the Registrar's Office to see what areas will be impacted by the change. The timing of any of these changes is crucial, as there must be a defined end date for the old prefix, a defined start term for the new replacement prefix, and registrations and pre-requisite checking must match the start term of the new prefix code. The UWUCC will only approve prefix changes that it decides are absolutely necessary.

Rationale: The registrar's office has requested that references to CIP codes be removed because they are assigned after the curricular approval process.

- b Addition of the following paragraph on page 20, a line in the index, and a reference to the paragraph on page 5:**

Current Paragraph on page 5:

Dual-Level Courses

Dual-level courses are approved by the UWUCC before being submitted to the Graduate Committee of the University Senate. Since the UWUCC and the Graduate Committee do not collaborate on the approval of dual-level courses, departments can expect that these proposals will be reviewed according to each committee's schedule and might be reported to the Senate on separate occasions. Approval of a dual-level course by one Senate committee does not mean that the course is, or will be, approved at both levels.

Proposed Paragraph on page 5:

Dual-Level Courses

A dual-level course is approved by the UWUCC who will then submit it to the Graduate Committee of the University Senate (see page 20). Since the UWUCC and the Graduate Committee do not collaborate on the approval of dual-level courses, departments can expect that these proposals will be reviewed according to each

committee's schedule and might be reported to the Senate on separate occasions. Approval of a dual-level course by one Senate committee does not mean that the course is, or will be, approved at both levels.

Proposed Paragraph on page 20:

Course Revision to Establish a Dual-Level Course

A dual-level course revision is approved by the UWUCC, who will then submit it to the Graduate Committee. Use the UWUCC cover sheet for both committees. Prepare one syllabus of record for both committees designating any specific graduate outcomes, assignments, readings, etc. (remember that graduate students do not have a D grade). Approval of a dual-level course by the UWUCC does not mean that the course will be approved by the Graduate Committee.

Rationale: Currently there is no specific information in the handbook about how to prepare a dual-level course proposal; there is just the paragraph on page 5 stating that a dual-level proposal starts with an approval by the UWUCC.

Current: Table of Contents

D. Course Revisions (including Prerequisite Changes where course content is impacted, and Distance Education

<i>Approval)</i>	17
Course Revision to Meet Liberal Studies Criteria	17
Course Revision to Meet Honors College Criteria	18
Course Revision that Includes the Use of Distance Education	18
Format for Course Revisions	20
Procedures for Approval of Course Revision	21

Proposed: Table of Contents

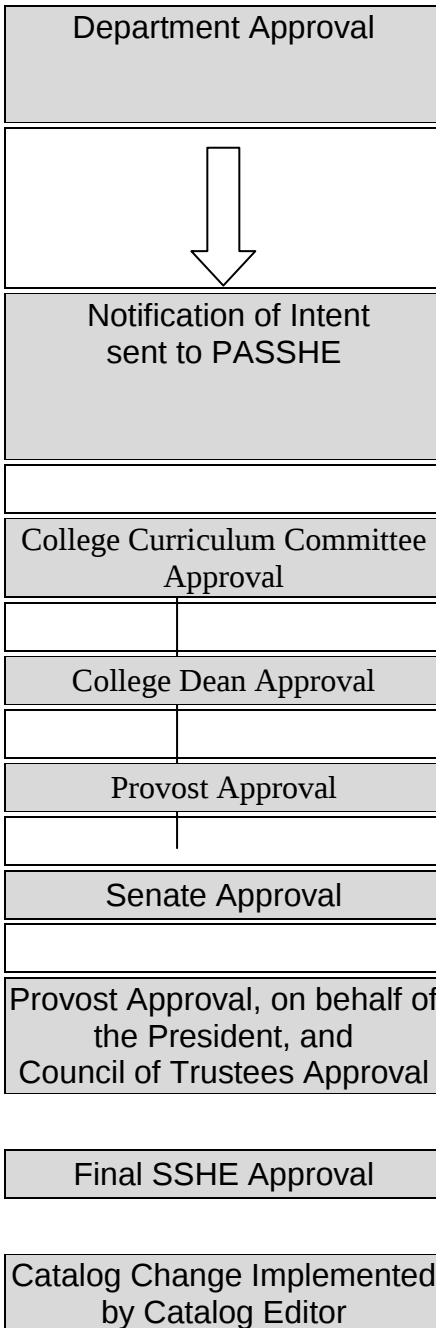
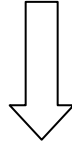
D. Course Revisions (including Prerequisite Changes where course content is impacted, Dual-Level and Distance

<i>Education Approval)</i>	17
Course Revision to Meet Liberal Studies Criteria	17
Course Revision to Meet Honors College Criteria	18
Course Revision that Includes the Use of Distance Education	18
Course Revision to Establish Dual-Level Course	20
Format for Course Revisions	20
Procedures for Approval of Course Revision	21

a. **Correcting Flow Chart**

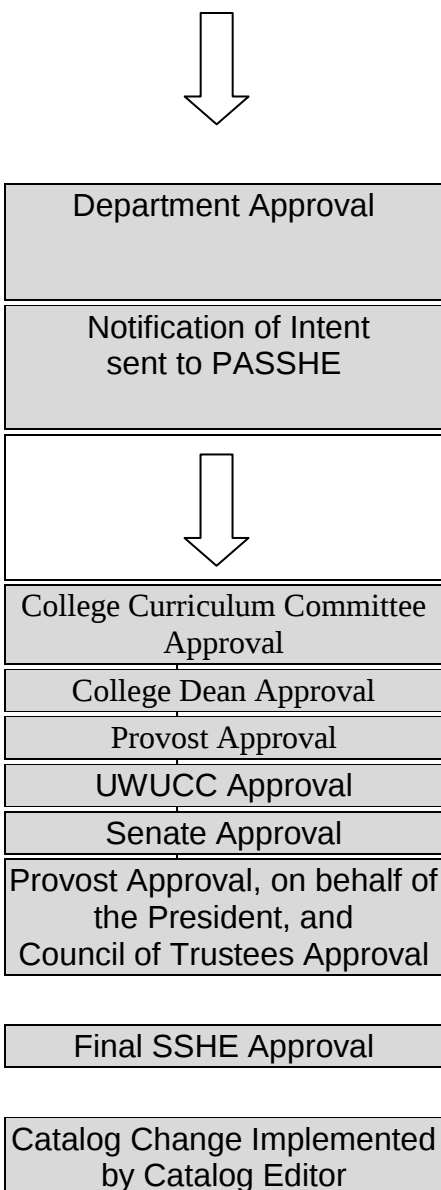
Current Chart:

Procedures for Approval of a New Program



Proposed Chart:

Procedures for Approval of a New Program



Rationale: In the 2005 and 2008 editions of the Handbook, the UWUCC approval was accidentally omitted from the flow chart for the approval process for a new program.

d. **Addition of a paragraph about Program Catalog Description Revisions**

Current:

**Program Revisions
(Tracks, Minors, or Majors)**

When programs are revised by the addition or deletion of credits or courses, these changes must be forwarded to the UWUCC. The process for making revisions in majors, tracks within majors, or minors is identical.

If the program revision involves a change of program title, degree designation, or certification, it may need to be approved by the Chancellor of the State System of Higher Education. Refer to Section B of the *SSHE Administrative Procedures for Board of Governors' Policy 1985-01: Requirements for Initiation or Change of Credit-Based Academic Programs*, page 79. Departments contemplating program revisions should consult with their Dean to determine the extent of SSHE involvement required in the approval process.

If a program revision involves a change in the Liberal Studies component of the program, the proposal must be reviewed by the Liberal Studies Committee before being examined by the UWUCC.

Sometimes departments will submit a new course for approval and subsequently require their students to take this course. Unless the department also proposes a revision of their degree program to include the new course as a requirement, they may not require students to take it. Therefore, if you want to propose a new course and require that students take the course, you must submit a new course proposal and a program revision.

Please note:

The UWUCC believes that any degree program is stronger if it includes an opportunity for students to select freely at least some courses that reflect their own intellectual interests. Proposers of program revisions in which the combined number of free electives and unspecified Liberal Studies electives does not allow such student choice, or allows only a very limited opportunity for it, should be prepared to supply justification.

**Program Deletions
(Tracks, Minors, or Majors)**

To request the deletion/termination of any program, see **page 13** and the System Directive, Academic Program Moratorium and Termination, on **page 90**.

Rationale: Currently, the Program Revision section provides no information about revision of the paragraphs of a program description. Additionally, in the 2008 revision, there was a page inserted near the beginning of the handbook that altered page references within the handbook. These will all be corrected on the electronic version of the handbook.

Proposed:

**Program Revisions
(Tracks, Minors, or Majors)**

When programs are revised by the addition or deletion of credits or courses, these changes must be forwarded to the UWUCC. The process for making revisions in majors, tracks within majors, or minors is identical.

If the program revision involves a change of program title, degree designation, or certification, it may need to be approved by the Chancellor of the State System of Higher Education. Refer to Section B of the SSHE *Administrative Procedures for Board of Governors' Policy 1985-01: Requirements for Initiation or Change of Credit-Based Academic Programs*, page 79. Departments contemplating program revisions should consult with their Dean to determine the extent of SSHE involvement required in the approval process.

If a program revision involves a change in the Liberal Studies component of the program, the proposal must be reviewed by the Liberal Studies Committee before being examined by the UWUCC.

Sometimes departments will submit a new course for approval and subsequently require their students to take this course. Unless the department also proposes a revision of their degree program to include the new course as a requirement, they may not require students to take it. Therefore, if you want to propose a new course and require that students take the course, you must submit a new course proposal and a program revision.

Please note:

The UWUCC believes that any degree program is stronger if it includes an opportunity for students to select freely at least some courses that reflect their own intellectual interests. Proposers of program revisions in which the combined number of free electives and unspecified Liberal Studies electives does not allow such student choice, or allows only a very limited opportunity for it, should be prepared to supply justification.

Program Catalog Description Revisions

Include any revisions of the catalog description paragraphs as part of your revision proposal by including the old and the new descriptions with appropriate labels and

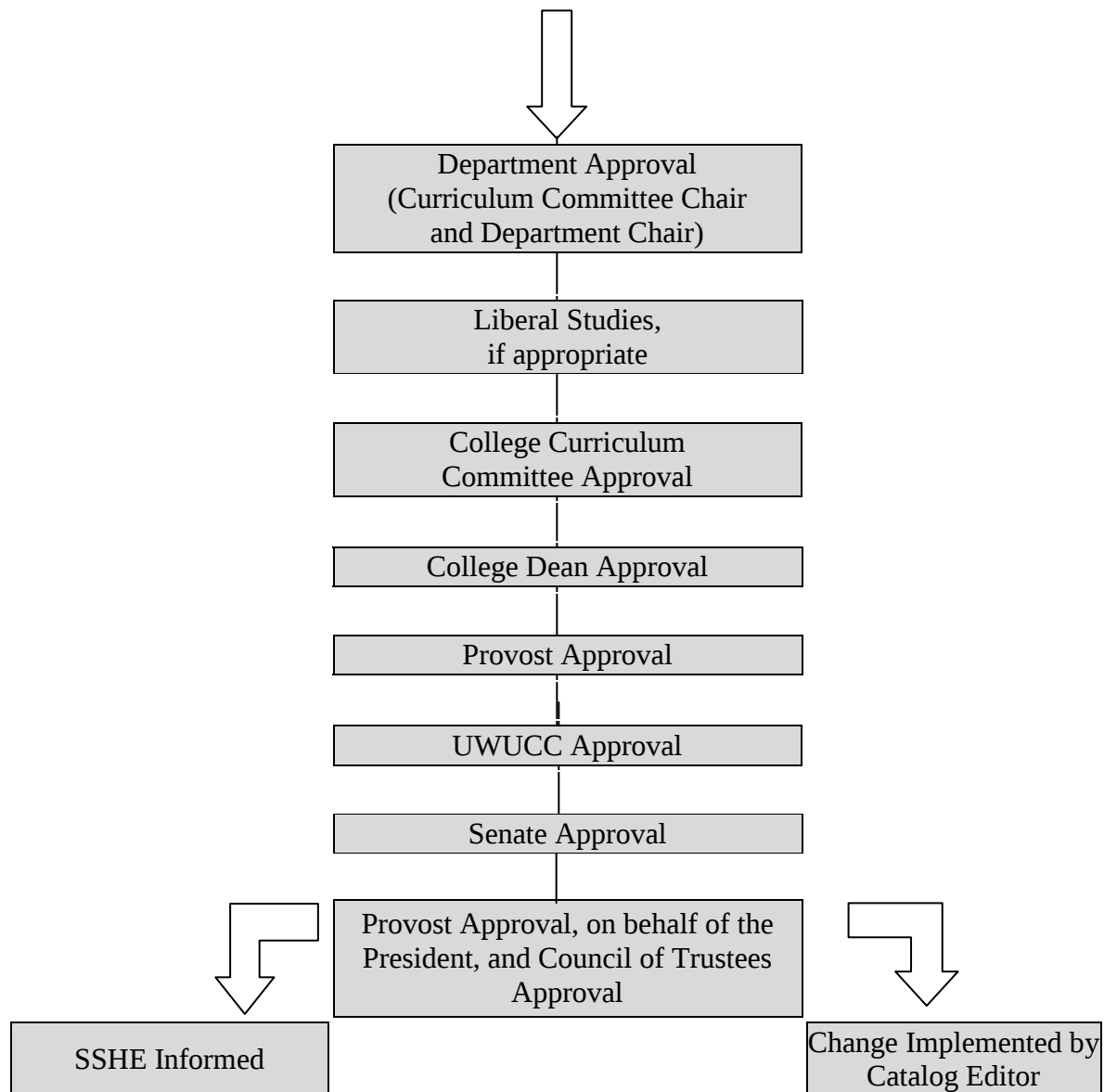
checking Catalog Program Description on the cover sheet. If only the paragraphs of your catalog description need revising, use the format for a course catalog description change, but check Catalog Program Description change on the cover sheet and include the degree/program name on the cover sheet.

Program Deletions (Tracks, Minors, or Majors)

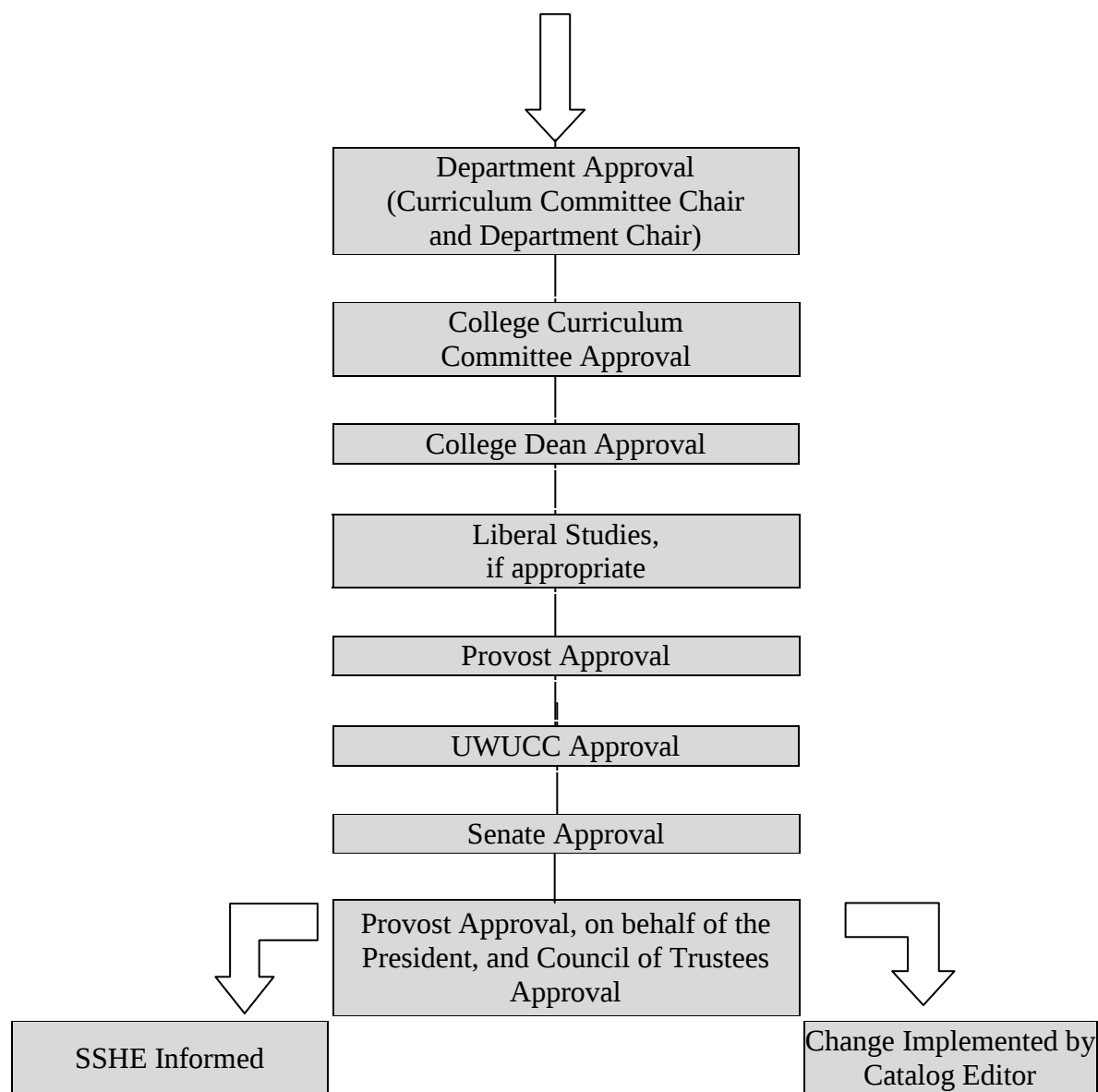
To request the deletion/termination of any program, see **page 14** and the System Directive, Academic Program Moratorium and Termination, on **page 92**.

e. Correction of Flow Chart

Current: **Procedures for Approval of Program Revision**



Proposed: **Procedures for Approval of Program Revision**



Rationale: In the 2005 and 2008 Editions of the Handbook, the Liberal Studies approval was accidentally placed before the College Committee and College Dean approvals instead of after.

3 Department of Developmental Studies—Course Revision**APPROVED****Current Catalog Description:****DVST 095 Introduction to College Math II****3c-0l-3cr**

Prerequisite: May not be taken after successfully completing any course offered by the Mathematics Department, without written approval of the Department of Developmental Studies director

Introduces beginning algebraic concepts, including signed numbers; rules and properties of equations; exponents; polynomials; factoring; algebraic fractions; graphs and linear equations, inequalities, and radical expressions. Carries institutional, nondegree credit. Attendance is required.

Proposed Catalog Description:**DVST 095 Introduction to College Math II****3c-0l-3cr**

Prerequisite: May not be taken after successfully completing any course offered by the Mathematics Department, without written approval of the Department of Developmental Studies chairperson

Designed for students who need to develop the basic mathematical skills that are essential to success in more advanced college level work. Content material includes computational skills of whole numbers, fractions, percents, data analysis, graphs, statistics, properties and operations on real numbers, simplifying algebraic expressions, and solving equations and inequalities. Carries institutional, nondegree credit.

Rationale: The course outline, objectives, and catalog description have been updated and revised to reflect current practices.

4 Department of Journalism—Program Revision**APPROVED****Current Program:****Proposed Program:****Bachelor of Arts—Journalism****Bachelor of Arts—Journalism**

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

53-55

Mathematics: 3cr

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

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

53-55

Mathematics: 3cr

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

College:

0-6

College:

Foreign Language Intermediate Level (1)

0-6

Major:	30	Major:	30
Required Courses:		Required Courses:	
JRNL 102 Basic Journalistic Skills*	3cr	JRNL 102 Basic Journalistic Skills (2)	3cr
JRNL 105 Journalism and the Mass Media*	3cr	JRNL 105 Journalism and the Mass Media (2)	3cr
JRNL 220 Writing for the Print Media*	3cr	JRNL 220 Writing for the Print Media (2)	3cr
JRNL 328 News Reporting*	3cr	JRNL 328 News Reporting (2)	3cr
Controlled Electives:		Controlled Electives:	
Other JRNL courses (as listed in this catalog) (2)	18cr	Other JRNL courses (as listed in this catalog) (3)	18cr
Other Requirements:	0	Other Requirements:	0
Department recommends a planned program of dual major, minor(s), or electives (3, 4)		Department recommends a planned program of dual major, minor(s), or electives (4, 5)	
Free Electives:	29-37	Free Electives:	29-37
Total Degree Requirements:	124	Total Degree Requirements:	120
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.		(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.	
(2) Max of 6cr of internship applied to major.		(2) A grade of C or better required for graduation with a degree in Journalism.	
(3) Students may take no more than 15cr outside the College of Humanities and Social Sciences without prior approval of advisor.		(3) Max of 6cr of internship applied to major.	
(4) Majors in the public relations sequence should make every effort to schedule BTST 321, MKTG 320, and MKTG 433.		(4) Students may take no more than 15cr outside the College of Humanities and Social Sciences without prior approval of advisor.	
*A grade of C or better required for graduation with a degree in Journalism.		(5) Majors in the public relations sequence should make every effort to schedule BTST 321, MKTG 320, and MKTG 433.	

Rationale: The current side is what Senate approved April 20th, but there were several errors in the text: the statement about Foreign Languages was accidentally omitted, the total credits was incorrectly listed as 124, additionally the catalog editor requested that the * footnote be changed to a numbered footnote to match the traditional catalog layout.

5 Department of Professional Studies in Education—New Course

APPROVED

MIDL 310 Instructional Theory and Planning for the Middle-Level **3c-01-3cr**

Prerequisite: Admission into Teacher Education (Step 1); Middle-Level major
Competencies specific to the art and science of teaching adolescents will be introduced with a focus on academic, social, and emotional developmental characteristics of young adolescents as they transition to the middle school. Familiarizes students with the fundamentals of middle-level learning and teaching theory and correspondingly appropriate models of teaching. Planning for instruction will be evidenced through the development of lesson and unit plans which reflect utility in inclusive and diverse settings.

Rationale: This course is required in the newly formed Middle-Level Curriculum. It is focused on the PDE guideline involving instructional theory and planning techniques and strategies for the middle-level (grades 4-8). It is part of a cadre of courses offered for Middle-Level major students during their Professional Core of classes.

APPENDIX B
University-Wide Graduate Curriculum Committee
Co-Chairs Piper and Baumer

FOR INFORMATION

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

COUN 624: Assessment Procedures for School Counselors

FOR ACTION:

Name of Program: Master of Education elective

Sponsoring Department: Special Education and Clinical Services

Catalog Start Term: Spring, 2011

New Course:

APPROVED

EDEX 621: Models of Teaching for Gifted Learners

3c-01-3cr

This course is designed to provide graduate students with an understanding of the unique teaching models best suited for gifted students, and to build upon their knowledge of instructional strategies. The course also explores a framework for facilitating gifted students' individualized efforts, teaching the key steps of the exploratory process, and identifying the optimal options for self-reflective and summative evaluations.

Rationale: This course is being proposed as an eventual component of a COR of courses on giftedness and can also stand alone. Pennsylvania does not certify teachers in Teaching of Gifted and Talented students, however, special skills are necessary to effectively provide students who are gifted the instruction considered to be best practice. This is a unique student population with Individual Education Plans that include specially designed instruction to meet specific needs, and currently there are no courses addressing these models of teaching in detail.

Research Committee (Senator Sciulli)

The committee met on May 4, 2010.

The committee reviewed 20 Small Grant proposals. Of the reviewed proposals, 13 were awarded \$17,184.00 in Small Grants to the following individuals:

- Abbas Ali
- Framarz Byramjee
- Jason Chimonides
- Sarah Jackson
- Linda Jennings
- Werner Lippert
- Beth Mabry
- Pankaj
- Ronald See
- Melissa Swauger
- John Taylor
- Joan Van Dyke
- Michael Williamson

University Development and Finance Committee (Senator Domaracki)

The committee will meet on Tuesday, September 28 at 3:30 pm in the University Towers Conference Room.

Student Affairs Committee (Senator Rieg)

The committee will meet on Tuesday, September 21 at 3:30 pm in the HUB Conemaugh Room.

Academic Committee (Senator Dugan)

The committee will meet on Tuesday, September 21 at 3:30 pm in HUB Monongahela Room.

Awards Committee (Senator Ritchey)

No Report

Noncredit Committee

No Report

Library and Educational Services Committee (Senator Jozefowicz)

The committee will meet on Tuesday, September 28 at 3:40 pm.

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Reilly)

No Report.

Presidential Athletic Advisory Committee (Senator Domaracki)

No Report.

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The committee will meet next on Wednesday September 15 in Oak Room West at 3:00 pm

University Budget Advisory Committee (Senator Radell)

Major Expenditure and Revenue Components, Indiana University of Pennsylvania, Trends, 2002/03 to 2008/09

(Compiled from auditors' and IPEDS reports)

(Millions of Dollars)

Years	Tuition & Fee Revenue	Appropriations	Expenditure on Instruction	Expenditure on Academic Support	Expenditure on Institutional Support
2002/03	78.625	57.349	79.265	20.952	17.827
2003/04	83.661	55.877	78.297	20.022	19.246
2004/05	87.424	57.239	80.571	19.180	19.822
2005/06	91.095	61.233	81.875	19.400	20.963
2006/07	92.516	63.232	86.835	22.904	21.289
2007/08	96.402	64.825	88.093	21.367	26.895
2008/09	103.239	62.521	90.810	22.587	26.920

- Tuition & Fee revenue from June '03 – June'09 up 31%
- Appropriations from June '03 – June'09 up 9%
- Total Instructional Revenue (Tuition & Fees + Appropriations)
June '03 – June'09 up 21.9%
- Expenditure on Instruction from June '03 – June'09 up 14.6%
- Expenditure on Academic Support from June '03 – June'09 up 7.8%
- Expenditure on Instruction & Academic Support
from June '03 – June'09 up 13%
- Expenditure on Institutional Support (Administration)
from June '03 – June'09 up 51%

NEW BUSINESS

No new business

ADJOURNMENT

The meeting was adjourned at 4:37 PM.

Respectively Submitted

Edel Reilly, Senate Secretary