

The minutes of the December 7, 2010 meeting were revised and voted on at the April 19, 2011 Senate meeting. The changes are highlighted on page 15. The correct title of the proposed minor should be Child Development and Family Relations.

The minutes of the December 7, 2010 meeting were revised and voted on at the March 22, 2011 Senate meeting. The changes are highlighted on pages 20. EOPT 126 Electronics II and EOPT 150 Fundamentals of Photonics and Laser Safety had incorrect lab hours. The corrected hours can be found in this version.

**MINUTES OF THE
IUP UNIVERSITY SENATE**

December 7, 2010

Chairperson Broad called the December 7, 2010 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: Carse, Colen, Collins, Hall, Intemann, Johnson, LaPorte, Pike, Ritchey, Rittenberger, S. Sink, Tickell, Van Wieren

The following Senators were absent from the meeting: Allard, Appolonia, Baum, Camp, Contrucci, Cowles, Dils, Haija, Hulings, Jones, Muth, Pararai, Powers, Reich, Veilleux, Whiffen, Woodland

Agenda items for the December 7, 2010, meeting were **APPROVED**

REPORTS AND ANNOUNCEMENTS

President's Report

First an update on the budget, to clarify what was said about the model on next year's budget, it will be changed to include fundraising. With regards this year's budget, there is talk that it is balanced which means that income and expenditures are approximately equal. This balance has depended on drawing on funds (old money) to cover expenditures. This has been going on for a number of years and has to stop. We are currently working on a way to do this.

Provost's Report

Curriculum Revisions

In response to the Senate recommendations from the November 2, 2010 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:

- NURS 330 – Care of the Child
 - NURS 331 – Care of the Child Clinical
 - NURS 332 – Maternal-Neonatal Health
 - NURS 333 – Maternal-Neonatal Health Clinical
 - NURS 431 – Community Health Clinical
 - NURS 433 – Psychiatric/Mental Health Clinical
 - MUHI 222 – Music of the British Invasion
 - VOED 101 – Introduction to Career and Technical Education
 - VOED 102 – Instructional Planning in the Career and Technical Classroom
 - VOED 103 – Strategies for Teaching Career and Technical Education
 - VOED 201 – Making Accommodations for Students with Special Needs in Career and Technical Classroom
 - VOED 202 - Industry Linkages for Career and Technical Programs
 - VOED 203 - Incorporating Reading and Communications Strategies in the Career and Technical Classroom
 - VOED 301 - Integrating Math and Science in Career and Technical Education
 - VOED 302 - Career Education in the Career and Technical Classroom
 - VOED 403 - Assessment and Evaluation in Career and Technical Education
 - VOED 404 - Research in Career and Technical Education
 - VOED 405 - Professional Seminar in Career & Technical Education
- B. Program revisions from the Nursing and Allied Health department for the Bachelor of Science – Nursing program; and the Bachelor of Science – Nursing/Licensed Practical Nurse Track.
- C. Program revision from the Music department for the Bachelor of Arts – Music/Theory and Composition Track.
- D. Program revision from the Center for Career and Technical Personnel Preparation for the Bachelor of Science in Education – Vocational-Technical Education; and Certificate – Vocational-Technical Education

From the University-Wide Graduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
- PSYC 976 – Introduction to Supervision & Counseling
- B. Program revision from the Communications Media department for the Communications Media and Instructional Technology, Ph.D. Program

Chairperson's Report

Welcome to our first winter meeting of the year. We have a long, but probably easy, agenda today. Beyond the long list of curriculum proposals, we have our annual wish list of major capital projects, the things we dream are going to be funded because they desperately need to be done.

At the same time we are living in a climate where we receive bad news about the budget every day. I just learned yesterday of a now ten-million dollar shortfall that needs to be made up somehow. Of course, those are not hard figures; it could get better or it could get worse, depending on external factors, such as the Board of Governors waking up to reality or the state legislature deciding to fund higher education at a reasonable level. So on we go, not knowing who will have jobs, how many students will be crammed into classes, how much additional debt students will have to take on in order get a degree, ... and getting ready to celebrate the holidays.

On a more hopeful note, the Liberal Studies committee met last week with the Undergraduate Curriculum Committee, with the additional attendance of the Rules Committee, and, I think together they made some real progress toward ending the impasse that has kept us from moving ahead with changes to the program until now. Stay tuned for further developments.

Vice Chairperson's Report

I have a fairly short report this afternoon, and I think that we all hope today's meeting will be as well. We have had a few more members join SGA, and I attribute this to the presence we are making on campus. I plan to hold another membership drive when we return from break, and our Internal affairs Chairperson, Megan Lupole also plans to reach out to more minority and special interest groups on campus that have been under-represented in the past.

As far as business goes, Jen Krastin, our Public Relations Chair, is developing a "SGA Awareness Day" where we will serve hot chocolate in the oak grove, and talk to students about what issues they feel should be addressed on campus. I also met with the Provost before Thanksgiving break, and came to the conclusion that we would attempt to shift library hours for a trial period sometime during the spring semester, and see how it affects the attendance trends. I hope that students will take advantage of these later hours and show that their concerns were legitimate.

At our last meeting we developed a list of concerns that we plan to address throughout the spring semester. Some items on this list include: Making the self-care center in the Center for Health and Well Being accessible 24 hours a day during cold and flu season, holding a budget request seminar for other student organizations, and also addressing pedestrian traffic on campus. The SGA message board has been well received, and we also hope to expand this during the spring as yet another way for students to come in contact with us.

If there are any questions, I can answer them now. If not, I would like to turn the mic over to Ashley Spencer, GSA President.

Ashley Spencer, GSA President Report:

1. Reminder about our final meeting and potluck dinner will be this Thursday at 4:30 in the Conemaugh Room of the HUB
2. Continue to encourage Graduate Students to get involved and coordinators to send representatives so GSA can continue to represent the voice of the graduate student population.

3. Over the winter break we are asking members of GSA to look at ways that we can revise our current constitution so that the revising process can be completed in the spring semester and will encompass various students' ideas.
4. Tentative date for the spring semester Meet n' Greet is January 20 or 27.
5. I would like to thank everyone for your help and support throughout the fall semester especially as I have come to understand my role as GSA president. I hope that graduate student will continue to be excited about GSA and I hope that everyone has a safe and happy holiday season.

Rules Committee (Senator Kornis)

Next meeting will be held December 14 at 3:30 pm in Keith Room 7.

One quick announcement, before speaking from the Senate floor please wait until you have been given a microphone.

The Rules Committee have been reviewing the bylaws and we would like to draw your attention to 1 H:

- H. Procedures relating to 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 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 a Senator-at-Large, 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 Departmental Representative, the Committee may ask the department chair to conduct an election for the purpose of replacing the incumbent, such election to be completed as early as possible.
 2. In the case of Student Senators: the same procedure of inquiry as for Faculty Senators 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 Senate member.
 - b. For graduate Students, the Graduate Student Assembly may be asked to appoint or elect a new 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 and; in appropriate cases, the following action:
 - 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 Faculty-At-Large.
 5. In the case of the Alumni Representative, the Alumni Association shall be notified and may be asked to make a replacement.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

1 Distance Learning:

The following course was approved by UWUCC to be offered as a distance education course:

- MKTG 431 Business-to-Business Marketing

FOR ACTION:

2 Liberal Studies Actions:

APPROVED

- Approved the revision of CDFR 224 Marriage and Family Relations, which is a Liberal Studies Elective
- Approved PHYS 101 Energy and Our Environment as a Writing Intensive Course
- Approved ECED 250 Language Development as a Writing Intensive Course
- Approved ARED 317 Art in K-6 Programs, course revision and catalog description change, which is a Writing Intensive Course
- Approved ARED 318 Art in 7-12 Programs, course revision and catalog description change, which is a Writing Intensive Course

3 Department of Human Development and Environmental Studies – Course Revisions, Catalog Description Changes, Title Changes, Number Changes, and Program Revision

APPROVED

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

i Course Revision and Catalog Description Change:

Current Catalog Description:

CDFR 218 Child Development

3c-0l-3cr

Prerequisite: PSYC 101

Focuses on the normal development and behavior of children. A survey made of physical, emotional, social, and intellectual development of children from conception through early adolescence. Pertinent child development research analyzed.

Proposed Catalog Description:

CDFR 218 Child Development

3c-01-3cr

Prerequisite: Grade of C or better in PSYC 101

Provides students with a survey of basic theories and research findings in child development. Coverage includes consideration of theories and research findings on many stages of human development. Included among the topics covered in this course are physical, cognitive, and social/emotional development, and the development of self-understanding, language development, and moral development.

Rationale: The course description was expanded to better indicate what is taught in the course. The outcomes were modified slightly to be more measureable and straightforward, and then the outline was changed to align with the new outcomes. The bibliography was updated. These changes ensure the course meets requirements for NAEYC, NCFR, and PDE.

ii Course Revision and Catalog Description Change:

Current Catalog Description:

CDFR 224 Marriage and Family Relations

3c-01-3cr

Prerequisite: PSYC 101

Focuses on principles of human relations basic to marital decisions and adjustment. Explores influence of community and family experiences on personal development and adjustment.

Proposed Catalog Description:

CDFR 224 Marriage and Family Relations

3c-01-3cr

Prerequisite: PSYC 101

Provides a developmental and interactional approach to understanding family studies and to aid in understanding family life, with a primary emphasis on contemporary American families. Relevant theoretical perspectives of how families operate will be discussed. The following areas will be covered in this course: trends in family structures and functions in the U.S.; impact of media on marriage and family relationships; conducting research in family studies; diversity among U.S. families; gender roles in dating and marital relationships; communication and conflict resolution; human sexuality; dating and singlehood; combining work and family roles; parenting; effects of race and class on families; domestic violence; and divorce and remarriage.

Rationale: The course description was expanded to incorporate the specific issues and topics taught in the course. A seventh course outcome was added to reflect an emphasis on current theoretical approaches, as required to be a Certified Family Life Educator program. The course outline was expanded to incorporate all that is now covered in this course. The evaluation methods were modified to include an assignment for the text selected for the Liberal Studies requirement and the

bibliography was updated.

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

Current Catalog Description:

CDFR 310 Advanced Child Development **3c-01-3cr**

Prerequisite: Grade of C or better in CDFR 218

A study of trends and research in the field of child development based on a review of major theorists and current literature.

Proposed Catalog Description:

CDFR 310 Child Observation and Assessment **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 218 and enrolled in minor or major or permission of instructor.

Study of two important aspects of child development as a course of study: observational assessment and theory. Observational assessment methods will be taught and mastered by the students. Relevant theories of child development will be discussed. Students will integrate their observational assessment experience with the child development theories via a case study project.

Rationale: Objectives were reworded to be more appropriate for a 300 level course. A sixth and seventh outcome was added to reflect the National Association for the Education of Young Children's (NAEYC) Standards and the State of Pennsylvania's Early Learning Standards. The course outline was added to indicate what was taught in the course. The bibliography was added to reflect research and publications.

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

Current Catalog Description:

CDFR 321 Preschool Education: Developmentally Appropriate Practices **3c-01-3cr**

Prerequisite: Grade of C or better in CDFR 218

An examination of the child development philosophy as the basis for the developmentally appropriate decisions and methods in preschool education programming. Emphasizes play as a developmental process and as the major aspect of the preschool curriculum. May not be interchanged with ELED 353.

Proposed Catalog Description:

CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices **3c-01-3cr**

Prerequisite: Grade of C or better in CDFR 218

Emphasizes play as a developmental process, the primary vehicle for early learning,

and as the major aspect of the preschool curriculum. Utilizes the child development philosophy as the basis for early learning environments. Provides students with knowledge to implement developmentally appropriate curriculum and methods for preschool education programming.

Rationale: The course title was revised to include the term "play," emphasizing the importance and focus on the role of play in children's development. The course description was expanded to identify the specific focus of the course and the emphasis on play as a developmental process and the use of developmentally appropriate practices in early care and education programs. The course outcomes were expanded from six to nine. The course outline was expanded to identify topics covered in the course. The evaluation methods were clarified to address assessment through both written examinations and graded assignments. The bibliography was updated to include current research and resources utilized in preparation of course materials.

v Course Revision and Catalog Description Change

Current Catalog Description:

CDFR 322 Early Care and Education **3c-0l-3cr**

Prerequisites: Grade of C or better in CDFR 218, 321

Current educational theories and research reviewed in terms of implications for the preschool and their effect on materials, equipment, and activity selection.

Proposed Catalog Description:

CDFR 322 Early Care and Education **3c-0l-3cr**

Prerequisites: Grade of C or better in CDFR 218 and previous 200 and 300 level CDFR courses

Designed to introduce students to the historical background of the fields of child care and early childhood education and current educational issues and theories impacting the field. The course includes curricula models, frameworks for curricula, research on the impact of early childhood experience, and diversity and inclusion issues.

Rationale: The course description was expanded to identify the specific focus of the course and the emphasis on curricula models, diversity and inclusion issues in the field of early care and education. The course outcomes were expanded from six to seven. The revised course outlines are more specific in the following areas: the focus of the course; current curricula models; and similarities/differences between these models; child development theories used as the basis for these curricula; and how the models incorporate special needs children and English language learners into the classroom. The evaluation methods were clarified, and the bibliography was updated.

vi Course Revision and Catalog Description Change

Current Catalog Description:

CDFR 410 Infant and Toddler Development **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 310, 321, and 322 and compliance with current agency regulations (e.g., current TB, physical exam, Child Abuse, and State Police Clearances)

A study of characteristic developmental changes of human infants and toddlers, from birth to approximately thirty-six months. Participation as teacher assistant in the infant/toddler child care center provides experience in developmentally appropriate guidance and programming for very young children and allows the student to participate in a university-supervised work experience.

Proposed Catalog Description:

CDFR 410 Infant and Toddler Development **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 218, 310, 315, and 321; compliance with current agency regulations; and enrolled in major or by permission of instructor
Study of characteristic developmental changes of human infants and toddlers from birth to approximately 36 months. Participation as teacher assistant in the infant/toddler childcare center provides experience in developmentally appropriate guidance and programming for very young children.

Rationale: The course description was modified to include children birth-36 months, extending the age range of coverage of the course by six months. The word planning was changed to programming because the students do not create lesson plans; they assist the teachers in implementing the current lesson plans thus assisting with the programming. Course outcomes were modified to better reflect content desired by the certification agencies. The course outline was rearranged and expanded to incorporate all that is covered in this course to meet the national standards and the State of Pennsylvania's Early Learning standards. The evaluation methods were modified to incorporate the change in the course outcomes and in the standards.

vii Course Revision, Course Number Change, and Catalog Description Change:

Current Catalog Description:

CDFR 463 Family and the Community **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 218, 224, 310, 321, and 322
A study of community agencies and problems that affect families and their contributions to community. An investigation of ways group dynamics, communication media, and other resources aid understanding of human behaviors. Field experience is an integral part of the course.

Proposed Catalog Description:

CDFR 411 Family and Community **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 218, 224, 310, 315, 323; compliance

with current agency regulation and enrolled in major/minor or permission of instructor
A study of community agencies and their service to families. Coverage includes: advocating for children and families; identifying community agencies that aid families in need; examining the professional code of ethics and ethical decision making; and recognizing signs of trouble within families and referring them appropriately. Community service and agency speakers will be integrated into coursework. Participation in a community service project is a mandatory part of the course. Completion of this course with a C grade or better is required for graduation.

Rationale: The course number was changed to aid in sequencing the courses in the major. The description was changed to better indicate what is taught in the course. The course outcomes were modified slightly to be more measurable and straightforward. The course outline was changed to align with the new outcomes, and the bibliography was updated. All changes reflect new research findings and ensure the course meets requirements for NAEYC, NCFR, and PDE.

viii Course Revision, Course Number Change, and Catalog Description Change

Current Catalog Description:

CDFR 325 Adolescence: Risk and Resiliency **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 218, CDFR majors/minors
Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

Proposed Catalog Description:

CDFR 425 Adolescence: Risk and Resiliency **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 218 and 224
Focuses on growth and development of pre-adolescents and adolescents; parenting of adolescents; and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

Rationale: The course number was revised to reflect a higher level course and also in anticipation of developing the course into dual level. The course has been taught as a senior level course integrating theories and concepts relating to children, youth and families introduced in earlier courses. The "majors only" or by permission restriction has been removed, to accommodate minors and other students interested in the course. There have been requests to develop the course as dual level to accommodate graduate students who are working or plan to work with adolescents. The course description was slightly revised to more accurately reflect course content. The evaluation methods

were clarified to address assessment through both written exams and graded assignments. The bibliography was updated to include current research and resources utilized in preparation of course materials.

ix Course Revision and Catalog Description Change

Current Catalog Description:

CDFR 426 Techniques of Parent Education **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 218, 321 or ELED 215

An examination of nature, extent, and significance of parent education.

Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

Proposed Catalog Description:

CDFR 426 Techniques of Parent Education **3c-01-3cr**

Prerequisites: Grade of C or better in 218, 224, 310, 315, 321, 322

Examination of the nature, extent, and significance of parent education and parent involvement. Students will become knowledgeable of the diverse and complex characteristics and needs of families. The course will enable students to identify the interrelationships of home, school and community agencies to enhance collaboration and cooperation. Students will identify methods, programs, and curricula to increase communication with parents and families.

Rationale: The course description was expanded to identify the specific focus of the course and topics covered in the course. The course outcomes were revised to reflect Pennsylvania Department of Education's PreK-4 competencies and the National Association for the Education of Young Children Standards. The course outline was revised and expanded to reflect course content. The evaluation methods were clarified to address assessment through both written examinations and graded assignments. The bibliography was updated to include current research and resources utilized in preparation of course materials.

x Course Revision and Catalog Description Change

Current Catalog Description:

CDFR 427 Administration of Child Development Centers **3c-01-3cr**

Prerequisites: CDFR 218 or equivalent, juniors or seniors only

Development of special knowledge and competencies needed by successful administrators of child care programs, including proposal writing, budgeting, management, staff selection and training, appropriate curriculum materials, philosophy, parent involvement, child advocacy, and program evaluation.

Proposed Catalog Description:

CDFR 427 Administration of Child Development Centers **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 218, 310, 315, 321, and 322
Development of special knowledge and competencies needed by successful administrators of child care programs, including proposal writing, budgeting and management, staff selection and training, appropriate curriculum material and philosophy, parent involvement, child advocacy, and program evaluation.

Rationale: The course prerequisites were changed to reflect the level of the course and the preparation needed to be successful in a senior level course. The course outcomes were expanded from four to six outcomes to accurately reflect course content and the focus of the course. The course outline was expanded to identify and elaborate on the topics covered in the course. The evaluation methods were clarified to address assessment through both written examinations and graded assignments. The bibliography was updated to include current research and resources utilized in preparation of course materials.

xi Course Revision and Catalog Description Change

Current Catalog Description:

CDFR 428 Family Dynamics **3c-01-3cr**

Prerequisite: Grade of C or better in CDFR 224 or equivalent
Emphasizes processes and models of family development topics. Focuses on approaches and dynamics of principles related to familial and marital adjustment and coping.

Proposed Catalog Description:

CDFR 428 Family Dynamics **3c-01-3cr**

Prerequisites: Grade of C or better in CDFR 224, 310, and 323 and enrolled in major or permission of instructor
Emphasizes processes and models of family development topics including an understanding of the development and maintenance of interpersonal relationships with an emphasis on how the theoretical frameworks of family studies can aid in this understanding. Focuses on approaches and dynamics of principles related to familial and marital adjustment and coping, with an emphasis on understanding the strengths and weaknesses of families and how family members relate to each other.

Rationale: Two course prerequisites were added. CDFR 310 was added because it focuses on learning to observe child behavior objectively and it expands on the theories of child development. Both of these are important for the “Application of theoretical frameworks to conceptual areas & family functioning” part of the course. CDFR 323 was added because it is the 300-level family course, and it will help prepare students for the information covered in this course. The course description was expanded to incorporate the specific issues and topics taught in the course. Course

outcomes were modified and added to reflect the national and state early learning standards. The course outline was expanded to incorporate all that is covered in this course. The evaluation methods were modified and the bibliography was updated.

xii Course Revision and Catalog Description Change

Current Catalog Description:

CDFR 429 Teaching in Child Development Centers **2c-4l-4cr**

Prerequisites: Grade of C or better in CDFR 218 or equivalent, CDFR 310, 321, and 322 and compliance with current agency regulations

Techniques in planning for and teaching preschool children. Participation as teacher-assistant provides experience in applying principles of child guidance and development needed by teachers in preschool centers or secondary school child development laboratories.

Proposed Catalog Description:

CDFR 429 Teaching in Child Development Centers **2c-4l-4cr**

Prerequisites: Grade of C or better in CDFR 218, 310, 315, 321, 322, 323, 410, 426; compliance with current agency regulations; and enrolled in major or by permission of instructor

Participation in a laboratory child development/early care and education center as a teacher's assistant. Applying principles and concepts of child development is the major focus of this course. Techniques of planning developmentally appropriate activities and utilizing positive guidance, with a group of diverse preschool children, are emphasized.

Rationale: Since, this course is a senior level course and usually taken during the student's last semester, the course prerequisites were revised to include all required 200, 300, and 400 level courses. The course description was expanded to identify the specific focus on the use of developmentally appropriate practices in early care and education programs, the use of positive guidance techniques, and working with diversity (e.g., children with special needs and English Language Learners). The course outcomes were revised to clarify the focus and content of the course. The course outline was expanded to identify topics covered in the course. The evaluation methods were clarified to address assessment through written exams, graded assignments and direct work with children in the classroom. The bibliography was updated to include current research and resources utilized in preparation of course materials.

xiii Course Revision and Catalog Description Change

Current Catalog Description:

CDFR 493 Internship

var-6-12cr

Prerequisites: Permission of department, college dean, and university internship coordinator; upper-level standing
Practical experience related to the student's major area of study. Objectives are developed individually in consultation with a university faculty member who supervises the internship. Log and major paper required. May be repeated up to a total of 12cr; however, these credits are not applicable toward the 120cr required for graduation if student receives 12cr in student teaching.

Proposed Catalog Description:

CDFR 493 Internship

0c-6 to 12l-6 to 12cr

Prerequisites: Permission of CDFS Program, HDES Department and college dean; earned at least 75 credits; minimum GPA of 2.5 in major; compliance with current agency regulations; and enrolled in major

Practical field experience related to the student's major area of study. Specific objectives are developed individually in consultation with the internship coordinator and/or university faculty member who supervises the internship. Logs and major paper required. May be taken for six to twelve credits.

Rationale: CDFR 493 was revised to formalize the requirements; to update the course to meet NAEYC standards, NCFR standards, and PDE Pre K Counts standards; and to be consistent with other CDFR courses.

b Program Catalog Description Revision, Revision of Minor, and Program Revision

APPROVED

Current Catalog Description:

Child and Family Studies Major

The Child and Family Studies program leads to a Bachelor of Science degree. Primary objectives of the program are to prepare professionals to administer and/or work in programs that entail aspects of child development and family relations, to teach at the adult level, or to administer human service agencies at federal, state, or local levels.

The program also provides preparation for students who want to pursue graduate study in child development or family studies.

Current IUP students who wish to major or minor in Child and Family Studies must have a cumulative GPA of 2.3, after 45 credits, to be accepted formally by the department. Students transferring into IUP with fewer than 45 credits must have a GPA of 2.3 upon completion of 45 credits total (transfer plus IUP credits). Students transferring into IUP with more than 45 credits must have a GPA of 2.3 upon completion of their first semester.

Proposed Catalog Description:

Child Development and Family Relations Major

The Child Development and Family Relations program leads to a Bachelor of Science degree. Primary objectives of the program are to prepare professionals to work in a variety of programs with children, youth and families; to work in or supervise programs that entail all aspects of child development, early care and education, and family relations; to teach at the adult level; or work in or supervise human service agencies at federal, state, or local levels. The program also provides preparation for students who want to pursue graduate study in child development, family studies and/or related areas.

IUP students who major or minor in Child Development and Family Relations must earn a “C” or better in all CDFR courses and CDFR prerequisites to graduate from the CDFR program within the Department of Human Development and Environmental Studies. Students that earn a “D” in a required course will be permitted to retake the course concurrently with a higher-level course with permission of the CDFR faculty.

The Child Development and Family Relations minor, consisting of 18 credits, is designed for students who desire to work in programs that entail all aspects of child development and family relationships and administration in human service agencies at federal, state, and local levels but who have their major coursework in a related field. The Child Development and Family Relations minor is appropriate for all majors who wish to pursue careers working with children and families. The minor includes two required courses and any combination of four additional courses, including at least one 400-level course, with a CDFR prefix from the list provided.

Current Minor:

Minor–Child and Family Studies

18

Required Courses:

CDFR 218	Child Development	3cr
CDFR 224	Marriage and Family Relations	3cr

Select four of the following courses, meeting prerequisites:

CDFR 310	Advanced Child Development	3cr
CDFR 321	Preschool Education: Developmentally Appropriate Practices	3cr
CDFR 322	Early Care and Education	3cr
CDFR 323	Family Issues	3cr
CDFR 325	Adolescence: Risk and Resiliency	3cr
CDFR 426	Techniques of Parent Education	3cr
CDFR 427	Administration of Child Development Centers	3cr
CDFR 463	Family and the Community	3cr

Proposed Minor:

Minor– Child Development and Family Relations

18

Required Courses:

CDFR 218	Child Development	3cr
CDFR 224	Marriage and Family Relations	3cr

Select four of the following courses, (at least one must be at the 400 level), meeting prerequisites:

CDFR 310	Child Observation and Assessment	3cr
CDFR 315	Introduction to Early Intervention	3 cr
CDFR 321	Preschool Education: Play and Developmentally Appropriate Practices	3cr
CDFR 322	Early Care and Education	3cr
CDFR 323	Family Issues	3cr
CDFR 411	Family and Community	3cr
CDFR 425	Adolescence: Risk and Resiliency	3cr
CDFR 426	Techniques of Parent Education	3cr
CDFR 427	Administration of Child Development Centers	3cr

Rationale: CDFR 325 is being changed to CDFR 425. In addition, CDFR 315 Introduction to Early Intervention is being added to the CDFR curriculum, with these changes, the CDFR minor offers a choice of nine courses; five of the courses are 300-level courses and four are 400-level courses. The revised minor requires a student to take at least one CDFR class at the 400-level.

Current Program:

Bachelor of Science – Child and Family Studies Program

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: 3cr
Social Science: ANTH 110, PSYC 101, SOC 151
Liberal Studies Elective: 6cr, CNSV 315, no courses with CDFR prefix

Major:

Required Courses:

CDFR 218	Child Development	3cr
CDFR 224	Marriage and Family Relations	3cr
CDFR 310	Advanced Child Development	3cr
CDFR 321	Preschool Education: Developmentally Appropriate Practices	3cr
CDFR 322	Early Care and Education	3cr
CDFR 323	Family Issues	3cr
CDFR 410	Infant and Toddler Development	3cr
CDFR 426	Techniques of Parent Education	3cr
CDFR 428	Family Dynamics	3cr
CDFR 429	Teaching in Child Development Centers	4cr
CDFR 463	Family and the Community	3cr

Other Requirements:

Outside Courses:

NURS 202	Foundations of Child Health <i>or</i>	3cr
BIOL 155	Human Physiology and Anatomy	
FDNT 145	Introduction to Nutrition	4cr

Free Electives: (1) 28-29

Total Degree Requirements: 120

(1) Minors are encouraged in Psychology, Sociology, Educational Psychology, or Deaf Education. Internships and/or the NCFR Family Life Education Certification Program also encouraged.

Proposed Program:

Bachelor of Science – Child Development and Family Relations Program

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 51
Mathematics: 3cr
Social Science: ANTH 110 or any non-western social science course, PSYC 101, SOC 151
Liberal Studies Elective: 6cr, CNSV 315 and FDNT 145, no courses with CDFR prefix

Major:

Required Courses:

CDFR 218	Child Development	3cr
CDFR 224	Marriage and Family Relations	3cr
CDFR 310	Child Observation and Assessment	3cr
CDFR 315	Introduction to Early Intervention	3cr
CDFR 321	Preschool Education: Play and Developmentally Appropriate Practices	3cr
CDFR 322	Early Care and Education	3cr
CDFR 323	Family Issues	3cr
CDFR 410	Infant and Toddler Development	3cr
CDFR 411	Family and Community	3cr
CDFR 425	Adolescence: Risk and Resiliency	3cr
CDFR 426	Techniques of Parent Education	3cr
CDFR 427	Administration of Child Development Centers	3cr
CDFR 428	Family Dynamics	3cr
CDFR 429	Teaching in Child Development Centers	4cr

Other Requirements:

Outside Courses:

NURS 202	Foundations of Child Health <i>or</i>	3cr
BIOL 155	Human Physiology & Anatomy	

Free Electives: (1) 22-23

Total Degree Requirements: 120

(1) Students are encouraged to declare a minor, complete an internship, or fulfill the requirements for NCFR’s Certification for Family Life Educators

Rationale: Regarding the name change: Currently, the program name is Child and Family Studies (CFS) and the course prefix is Child Development and Family Relations (CDFR) to maintain four letters. Given this, we have decided to use Child Development and Family Relations (CDFR) as the program title. The incorporation of the word “development” is supported by the National Association for the Education of Young Children (NAEYC) and the National Council on Family Relations (NCFR).

Regarding the change in the Liberal Studies Requirements: We will now accept any non-western Social Science course to accommodate students who have already completed this requirement before declaring our major. Also, we have moved FDNT 145 from within the major requirements and are now requiring it as a liberal studies elective. We made this decision because we increased the number of courses required under the major and still wanted to allow for a minor and/or internship but think the course content of FDNT 145 is valuable for our majors.

Regarding adding three courses to the major and removing FDNT 145 as a major requirement (and reducing the free electives by 6 credits): These changes give CDFR majors the opportunity to take 22-23 elective hours, enough to complete a minor and/or an internship and/or NCFR's CFLE certificate. The information covered in these required courses is necessary information for all CDFR majors. CDFR 315 Introduction to Early Intervention was designed to align with current Pennsylvania Department of Education's Pre-K guidelines.

The CDFR Curriculum Committee is proposing to drop the 2.3 GPA requirement to gain admittance to our academic program. The requirement will be changed to "IUP students who major or minor in Child Development and Family Relations must earn a "C" or better in all CDFR courses and CDFR prerequisites to graduate from the CDFR program within the Department of Human Development and Environmental Studies."

4 Departments of Professional Studies in Education and Special Education and Clinical Services – Catalog Description Changes

APPROVED

a Current Catalog Description:

ECED 250 Language Development

3c-01-3cr

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

Acquaints students with the process of children's language acquisition and development through expressive skills and language comprehension. Observation, documentation, and assessment of language development across the areas of listening, speaking, writing, drawing, and reading will be explored from both a theoretical and practical perspective.

Proposed Catalog Description:

ECED 250 Language Development

3c-01-3cr

Prerequisite: ECSP major

Acquaints students with the process of children's language acquisition and development through expressive skills and language comprehension. Observation, documentation, and assessment of language development across the areas of listening, speaking, writing, drawing, and reading will be explored from both a theoretical and practical perspective.

b Current Catalog Description:

ECED 221 Literature for the Young Child and Adolescent

3c-01-3cr

Prerequisite: ECED/EDEX major, admission to Teacher Education Step 1

Provides a survey of literature for children from preschool to adolescence. Selection and

evaluation criteria for various genres, including visual and literary elements, are the foundation of this course. Emphasis will also be placed on multicultural literature and literature for diverse learners. The course will stress motivational approaches for encouraging children's engagement with and response to literature.

Proposed Catalog Description:

ECED 221 Literature for the Young Child and Adolescent **3c-01-3cr**

Prerequisite: ECSP major

Provides a survey of literature for children from preschool to adolescence. Selection and evaluation criteria for various genres, including visual and literary elements, are the foundation of this course. Emphasis will also be placed on multicultural literature and literature for diverse learners. The course will stress motivational approaches for encouraging children's engagement with and response to literature.

c Current Catalog Description:

ECSP 340 Introduction to Classroom and Behavior Management **3c-01-3cr**

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

Presents an overview of classroom organization and management, and systematic behavior change techniques required for effective teaching and enhanced student learning for all children in Pre-K through Grades 4 and students identified with special needs or at-risk through Grade 8. The research-based classroom management and behavioral techniques can be used to create a positive learning environment for all students in an inclusive setting.

Proposed Catalog Description: **3c-01-3cr**

ECSP 340 Introduction to Classroom and Behavior Management

Prerequisite: ECSP major

Presents an overview of classroom organization and management, and systematic behavior change techniques required for effective teaching and enhanced student learning for all children in Pre-K through Grades 4 and students identified with special needs or at-risk through Grade 8. The research-based classroom management and behavioral techniques can be used to create a positive learning environment for all students in an inclusive setting.

Rationale: Based on experience from our current programs, it is anticipated that all ECSP majors will not be ready for Admission to Teacher Education Step 1 by Semester 4. To accommodate this bi-modal distribution we have developed a sequence that allows semester four (4) and semester five (5) to be interchangeable. The ECSP departments need the flexibility to offer the courses in this manner so students can complete the program within four years.

5 Department of Mathematics – New Course

APPROVED

MATH 450 Topics in Applied Computational Mathematics

3c-0l-3cr

Prerequisites: MATH 171, 225, and COSC/MATH 250 or permission of instructor

Focuses on using computational methods to solve applied mathematics problems. Content will vary from year to year. Students will gain experience in solving practical problems, using various mathematical software packages, giving oral presentations, preparing technical reports, reading field-related journals and integrating scientific visualization.

Rationale: This course synthesizes content from several core applied mathematics courses. These individual courses have narrow, in-depth focus and do not have the breadth of content to allow inclusion of significant real world problems which typically span several mathematical areas. This course is designed for junior/senior Applied Mathematics students to strengthen their ability to work as mathematicians in business and industry.

6 Department of Political Science – New Course

APPROVED

PLSC 465 Intelligence Process and Policy

3c-0l-3cr

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.

Rationale: The course is designed as an elective for all political science majors but especially as one of the available electives for the International Security Track in the revised International Studies Program. The material offered in this course is presented specifically for the function of “intelligence” (as understood by most lay persons and practitioners) and is too broad and deep to incorporate within another offered course. The topic is distinct from PLSC 283 American Foreign Policy in that it is focused on all intelligence, not just foreign policy, and from PLSC 388 Political-Military Strategy in that it is not limited to military intelligence. The policy considerations of the latter part of the course are particular to intelligence and not generalizable across other functional areas.

7 Department of Military Science – New Courses

APPROVED

MLSC 191, 192, 291, 292, 391, 392, 491, 492 Army ROTC Physical Fitness Development I-VIII

0c-3l-1cr

Prerequisite: MLSC students only

Principles of individual and group physical fitness through the planning and execution of fitness training for all participating students. Primarily hands-on, performance oriented training. Students are challenged with scheduling and executing PRT programs that ensure their future soldiers and units are prepared to successfully perform their wartime mission. This curriculum will instill effective leadership that is essential to the success of future military leaders.

Rationale: Physical fitness training is a required component of Army ROTC for students who wish to complete the program and become Army officers. These students are not currently

awarded academic credit for their participation. The proposed series of one-credit courses provides credit to students who dedicate 3 hours weekly from 6 a.m. to 7 a.m. to physical fitness training. (Physical fitness training is not required for students who are taking Army ROTC as an elective, so adding the credit to existing classes was not a sound option.)

8 Department of Physics – New Courses

APPROVED

a EOPT 126 Electronics II for Electro-Optics

2c-3l-3cr

Prerequisite: EOPT 125 or permission of instructor

Introduces the student to a variety of digital and advanced analog circuits and components commonly used in electro-optic systems. Students will learn basic working principles of circuits utilizing operational amplifiers, gates, and flip-flops and will apply this knowledge toward constructing and trouble-shooting these circuits.

Rationale: The course will be mandatory for electro-optics degree candidates. Students from other departments may also enroll in the course if prerequisites are met and transportation issues resolved. Currently Electro-Optics students only enroll in one electronics course dealing with analog electronics. Five years of experience with the program has revealed that students leaving the program are woefully deficient in electronics, which constitutes half of the job description for many electro-optics graduates. To remedy this, we have tried to add some digital electronics and analog electronics topics to other courses, resulting in less coverage of course topics. Most electro-optics programs require 2-3 electronics courses, including a full course in digital electronics. A second course is absolutely necessary in order to provide our graduates with skills necessary in the electro-optics workplace.

b EOPT 150 Fundamentals of Photonics and Laser Safety

2c-3l-3cr

Prerequisite: PHYS 100 or Placement Test

Introduces the field of photonics. Designed to acquaint the student with the various concepts associated with the nature of light and lasers. Explores the nature of light and lasers using hands-on explorations, problem solving techniques, and practical current applications. Topics covered include: nature and property of light, optical handling and positioning, basic geometrical optics, basic physical optics and principles of lasers.

Rationale: This course is a comprehensive study of photonics specifically designed for the Electro-Optics students who are looking for technician jobs. The course will be added to the list of courses leading to the AAS-Electro-Optics degree.

9 Department of Sociology – Course Revisions

APPROVED

a Current Catalog Description:

SOC 357 Sociology of Aging

3c-0l-3cr

Prerequisite: SOC 151

An introduction to various problems faced in the process of growing older. Attitudes of society toward elderly and social and cultural impact of an aging U.S. population

examined.

Proposed Catalog Description:

SOC 357 Sociology of Aging

3c-01-3cr

Prerequisite: SOC 151

An introduction to various problems faced in the process of growing older. Attitudes of society toward elderly and social and cultural impact of an aging U.S. population examined.

b Current Catalog Description:

SOC 336 Sociology of Family

3c-01-3cr

Prerequisite: SOC 151

A sociological study of the family from various theoretical viewpoints. Special emphasis is on the contemporary American family. A variety of topics are covered, such as mate selection, power relationships and roles in the family, parent-child interaction, marital satisfaction, divorce, and others.

Proposed Catalog Description:

SOC 336 Sociology of Family

3c-01-3cr

Prerequisite: SOC 151

A sociological study of the family from various theoretical viewpoints. Special emphasis is on the contemporary American family. A variety of topics are covered, such as mate selection, power relationships and roles in the family, parent-child interaction, marital satisfaction, divorce, and others.

Rationale: These courses were revised to establish a new syllabus of record. The catalog descriptions are not changing.

10 Department of Marketing – Course Revision

APPROVED

Current Catalog Description:

MKTG 320 Principles of Marketing

3c-01-3cr

Prerequisite: ECON 122

A study of those activities necessary to the design, pricing, promotion, and distribution of goods and services for use by organizations and ultimate consumers.

Proposed Catalog Description:

MKTG 320 Principles of Marketing

3c-01-3cr

Prerequisite: ECON 122

A study of those activities necessary to the design, pricing, promotion, and distribution of goods and services for use by organizations and ultimate consumers.

Rationale: MKTG 320 Principles of Marketing is part of the Business Core and required of all Majors in the Eberly College of Business and IT. Course objectives numbers 1 and 2 specifically address the Assurance of Learning (AOL) Outcomes required by AACSB (our accrediting body) at the college level for this business core course. Since the existing syllabus of record cannot be located by the IUP Library staff, the content modules and bibliography have been updated and made current. The catalog description is not changing.

11 Department of Finance and Legal Studies – Course Revision

APPROVED

Current Catalog Description:

FIN 310 Fundamentals of Finance

3c-0l-3cr

Prerequisites for Business majors: ACCT 202, MATH 214

Prerequisites for non-Business majors: ACCT 202, MATH 214 or 217 (MATH 214 recommended)

The study of valuation models, financial statement analysis and forecasting, capital budgeting methods, and working capital management. Also includes an introduction to risk and return, capital markets and institutions, and security valuation.

Proposed Catalog Description:

FIN 310 Fundamentals of Finance

3c-0l-3cr

Prerequisites for Business majors: ACCT 202, MATH 214

Prerequisites for non-Business majors: ACCT 202, MATH 214 or 217 (MATH 214 recommended)

The study of valuation models, financial statement analysis and forecasting, capital budgeting methods, and working capital management. Also includes an introduction to risk and return, capital markets and institutions, and security valuation.

Rationale: The change in the course objectives is to recognize the current environment in business and the use of data bases and software techniques. These changes are required by our accrediting body (AACSB). The catalog description is not changing.

12 Departments of English and Theater and Dance – Catalog Description Change and Prefix Addition

APPROVED

Current Catalog Description:

THTR 347 Playwriting

3c-0l-3cr

Prerequisite: THTR 111 or instructor permission

A practical exploration of the craft and process of playwriting. Focuses primarily on the practical, “hands-on” experiences approximating the “developmental process” currently in use in the American theater. The student is guided from the initial concept through synopsis, outlines, working drafts, and completion of an original one-act play and a “staged reading” of this project.

Proposed Catalog Descriptions:

THTR 347 Playwriting

3c-0l-3cr

Prerequisite: THTR 110 or instructor permission

A practical exploration of the craft and process of playwriting. Focuses primarily on the practical, “hands-on” experiences approximating the “developmental process” currently in use in the American theater. The student is guided from the initial concept through synopsis, outlines, working drafts, and completion of an original one-act play and a “staged reading” of this project. Note: Cross-listed as ENGL 347. Either of these courses may be substituted for each other and may be used interchangeably for D or F repeats, but may not be counted for duplicate credit.

ENGL 347 Playwriting

3c-0l-3cr

Prerequisite: THTR 110 or instructor permission

A practical exploration of the craft and process of playwriting. Focuses primarily on the practical, “hands-on” experiences approximating the “developmental process” currently in use in the American theater. The student is guided from the initial concept through synopsis, outlines, working drafts, and completion of an original one-act play and a “staged reading” of this project. Note: Cross-listed as THTR 347. Either of these courses may be substituted for each other and may be used interchangeably for D or F repeats, but may not be counted for duplicate credit.

Rationale: Many English majors and minors express an interest in playwriting - indeed, quite a few of our majors choose to double major in English and Theatre specifically so they can learn the craft. However, this is not an option that is viable for all. Additionally, the new BA English degree allows for English majors to declare a "track" in Writing, including creative writing. For those emphasizing creative writing, there is no course available to them in English that would allow them to learn the craft of writing plays while forwarding their studies in the English major, despite the fact that dramatic literature is one of the major genres of English literature. However, despite these significant links to English, writing plays is a craft with a specific history in and a deep relationship to the craft of theatre more generally. Thus, the course will continue to be taught only by Theatre faculty and will retain the existing course prerequisites.

13 Department of English – Program Revisions and Program Catalog Description Change

APPROVED

a Program Revisions:

i Current Program:

Bachelor of Arts-English/Film Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 36

Required Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 203, 313, 328 3cr
 Capstone course: ENGL 484 3cr

One Film Studies required course: ENGL 208 3cr

Controlled Electives: (2, 3)
 Four Film Studies courses chosen from: 12cr
 ENGL 332, 350, 440, 450, 460, 463

Two courses with ENGL prefix except ENGL 100, 101, 121, and 202 6cr

Free Electives: 25-31

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill track requirements.

Proposed Program:

Bachelor of Arts-English/Film Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 36

Required Core Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 203, 313, 328 3cr
 Capstone course: ENGL 484 3cr

One Film Studies required course: ENGL 208 3cr

Controlled Electives: (2, 3)
 Four Film Studies courses chosen from: 12cr
 ENGL 332, 350, 440, 450, 460, 463

Two courses with ENGL prefix except ENGL 100, 101, 121, 122, and 202 6cr

Free Electives: 25-31

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill track requirements.

ii Current Program:

Bachelor of Arts-English/Language Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 36
Required Core Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 313, 328 3cr
 Capstone course: ENGL 484 3cr

One Language Studies required course: ENGL 203 3cr
Controlled Electives: (2, 3)
 Four Language Studies courses from the following: 12cr
 ENGL 313, 321, 328, 330, 333, 336, 426

Two courses with ENGL prefix except ENGL 100, 101, 121, and 202 6cr

Free Electives: 25- 31

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill track requirements.

Proposed Program:

Bachelor of Arts-English/Language Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 36
Required Core Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 313, 328 3cr
 Capstone course: ENGL 484 3cr

One Language Studies required course: ENGL 203 3cr
Controlled Electives: (2, 3)
 Four Language Studies courses chosen from ENGL 313, 321, 328, 330, 333, 336, 426 12cr

Two courses with ENGL prefix except ENGL 100, 101, 121, 122, and 202 6cr

Free Electives: 25- 31

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill track requirements.

Rationale: Adding ENGL 122 Introduction to English Studies, which serves as the liberal studies English literature requirement for majors, to the list of courses exempt from major elective options merely corrects an oversight since it, like ENGL 121 Humanities Literature, should not count toward the major. Without that addition, students might graduate with only 33 credits in the major rather than the 36 that we want to require. This addition is the only change in the Film Studies and Language Studies Tracks.

iii Current Program:

Bachelor of Arts-English/Literary, Textual, and Cultural Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 36
Required Core Courses:
 Two literary survey courses from the following: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 203, 313, 328 3cr
 Capstone course: ENGL 484 3cr

One Literary, Textual, and Cultural Studies required course: 3cr
 ENGL 308

Controlled Electives: (2, 3)
 Four Literary, Textual, and Cultural Studies courses chosen 12cr
 from ENGL 210, 211, 212, 213, 225, 226, 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319, 335, 337, 338, 340, 341, 342, 343, 344, 348, 349, 350, 361, 354, 385, 386, 387, 396, 398, 430, 432, 434, 436, 437, 461, 462, 463, 466

Two courses with ENGL prefix except ENGL 100, 101, 121, and 202 6cr

Free Electives: 25-31

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill track requirements.

Proposed Program:

Bachelor of Arts-English/Literary, Textual, and Cultural Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 36
Required Core Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 203, 313, 328 3cr
 Capstone course: ENGL 484 3cr

One Literary, Textual, and Cultural Studies required course: ENGL 308 3cr

Controlled Electives: (2,3)
 Four Literary, Textual, and Cultural Studies courses chosen 12cr
 from ENGL 210, 211, 212, 213, 225, 226, 265, 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319, 335, 337, 338, 340, 341, 342, 343, 344, 348, 349, 350, 361, 354, 385, 386, 387, 396, 398, 430, 432, 434, 436, 437, 450, 461, 462, 463, 466

Two courses with ENGL prefix except ENGL 100, 101, 121, 122, and 202 6cr

Free Electives: 25-31

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill track requirements.

Rationale: ENGL 122 has been added to the list of courses exempt from major electives. We designed ENGL 265 Law and Literature after creating this track; it fits just as well in Literary, Textual, and Cultural Studies as it does in the English Pre-Law Studies Track. Since the track encourages students to pursue the study of theory, adding ENGL 450 Film Theory gives more options for doing so; in addition, the course should encourage students to realize the considerable overlap between film and literary theories.

iv Current Program:

Proposed Program:

Bachelor of Arts-English/Writing Studies Track

Bachelor of Arts-English/Writing Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: fulfilled by ENGL 122
Liberal Studies Electives: 9cr, no courses with ENGL prefix

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: fulfilled by ENGL 122
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 36
Required Core Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 203, 313, 328 3cr
 Capstone course: ENGL 484 3cr

Major: 36
Required Core Courses:
 Two courses chosen from literary survey courses: 6cr
 ENGL 210, 211, 212, 213, 226
 One writing course chosen from ENGL 220, 221, 222 3cr
 One language course chosen from ENGL 203, 313, 328 3cr
 Capstone course: ENGL 484 3cr

Controlled Electives: (2)
 Two courses chosen from Craft and Genre: 6cr
 ENGL 220, 221, 222, 325, 326, 327, 422
 One course chosen from Forms and Theories: 3cr
 ENGL 308, 335, 340, 341, 342
 Two courses chosen from Studio/Portfolio/Career Preparation: ENGL 320, 420, 483, 493 6cr
 Two courses with ENGL prefix except ENGL 100, 101, 121, and 202 6cr

Controlled Electives: (2)
 Two courses chosen from Craft and Genre: 6cr
 ENGL 220, 221, 222, 321, 325, 326, 327, 422, ENGL/THTR 347
 One course chosen from Forms and Theories: 3cr
 ENGL 308, 335, 340, 341, 342, 343, 450
 Two courses chosen from Studio/Portfolio/Career Preparation: ENGL 320, 420, 483, 493 6cr
 Two courses with ENGL prefix except ENGL 100, 101, 121, 122, and 202 6cr

Free Electives: 25-31

Free Electives: 25-31

Total Degree Requirements: 120

Total Degree Requirements: 120

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

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

Rationale: ENGL 122 has been added to the list of courses exempt from major electives. We designed ENGL 321 Persuasive Speech and Writing after creating the Writing Studies Track; it fits just as well in this track as it does in the Language Studies Track. ENGL/THTR 347 Playwriting is being crosslisted and thus also offers a good option for fulfilling 3 credits of Craft and Genre requirements. With that option for playwriting, adding ENGL 343 Drama as an option for fulfilling the Forms and Theories course allows students to gain experience in both creating and formally studying the genre. Adding ENGL 450 Film Theory to the options for fulfilling Forms and Theories requirements gives students more possibilities for a theory course.

v Current Program:

Proposed Program:

Bachelor of Arts-English/Pre-Law Track

Bachelor of Arts-English/Pre-Law Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 53
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

Liberal Studies: As outlined in Liberal Studies section 53
with the following specifications:
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: 0-6
Foreign Language Intermediate Level (1)

College: 0-6
Foreign Language Intermediate Level (1)

Major: 36
Required Courses:
Two courses chosen from literary survey courses: 6cr
ENGL 210, 211, 212, 213, 226
One writing course chosen from ENGL 220, 221, 222 3cr
One language course chosen from ENGL 203, 313, 328 3cr
Capstone course: ENGL 484 3cr

Major: 36
Required Courses:
Two courses chosen from literary survey courses: 6cr
ENGL 210, 211, 212, 213, 226
One writing course chosen from ENGL 220, 221, 222 3cr
One language course chosen from ENGL 203, 313, 328 3cr
Capstone course: ENGL 484 3cr

One English Studies/Pre-Law required course: ENGL 265 3cr

One English Studies/Pre-Law required course: ENGL 265 3cr

Controlled Electives in English Studies/Pre-Law: (2, 3) 18cr
Two courses focusing on persuasion:
ENGL 313
Either ENGL 321 or 310
One writing course chosen from ENGL 220, 221, 222, 325, 326, 327, 422
One course focusing on language, cultural power, and interpretation, chosen from ENGL 308, 336, 344, 348, 350, 385, 396, 466
Two courses with ENGL prefix except ENGL 100, 101, 121, or 202

Controlled Electives in English Studies/Pre-Law: (2, 3) 18cr
Two courses focusing on persuasion chosen from ENGL 313, ENGL 321, and ENGL 310
One writing course chosen from ENGL 220, 221, 222, 325, 326, 327, 422
One course focusing on language, cultural power, and interpretation, chosen from ENGL 225, 308, 336, 344, 348, 350, 385, 396, 450, 466
Two courses with ENGL prefix except ENGL 100, 101, 121, 122, or 202

Other Requirements: Pre-Law Interdisciplinary Track 3-21
Seven courses, including at least one from each of six areas:
Business: ACCT 201, ACCT 202, BLAW 235
Criminology: CRIM 210, 215, 255
Economics: ECON 121, 122, 332
History: HIST 320, 321, 346
Philosophy: PHIL 101, 110, 222, 450
Political Science: PLSC 358, 359, 361

Other Requirements: Pre-Law Interdisciplinary Track 3-21
Seven courses, including at least one from each of six areas:
Business: ACCT 201, ACCT 202, BLAW 235
Criminology: CRIM 210, 215, 255
Economics: ECON 121, 122, 332
History: HIST 320, 321, 346
Philosophy: PHIL 101, 110, 222, 450
Political Science: PLSC 358, 359, 361

Free Electives: 4-28

Free Electives: 4-28

Total Degree Requirements: 120

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill track requirements.

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill track requirements.

Rationale: ENGL 122 has been added to the list of courses exempt from major electives. In implementing the newly revised Track, we have come to realize that requiring ENGL 313 is too restrictive since we cannot offer it every semester. Requiring a simple choice of two of the three courses in persuasion achieves the same pedagogical goals. Adding ENGL 225 Introduction to

Literature by Women to the list of options merely corrects our error of omission when we designed the track and intended it as an option for the required course focusing on connections among language, cultural power, and interpretation. Adding ENGL 450 Film Theory to the same list indicates that, like ENGL 308 Critical Theory (which is already an option), that category is intended to give students options for more advanced study of theories, regardless of the medium.

b Program Catalog Description Change:

Current Catalog Description:

English/Pre-Law Track

Successful lawyers possess excellent skills in writing and speaking and can analyze a problem and explain its solution in clear, logical terms. Pre-Law English prepares the student especially well in these areas and provides the skills and knowledge needed to do well in the law school admissions examination.

Proposed Catalog Description:

English/Pre-Law Track

The English Studies/Pre-Law Track enables students to design a course of study in the history and practice of persuasive communication, interpretation, and the cultural power of literary representation. A student who completes the Pre-Law Track will be able to identify, evaluate, and apply varied forms of analysis and argumentation; read, write, speak, and think in thoughtful, informed, persuasive fashion; understand and distinguish the culturally and historically specific relationships among language, cultural power, and interpretation, both in terms of persuasive writing and speech and the literary representations of minorities. The track should also enable students to do well on law school admissions essays and examinations in law school.

Rationale: This revision to the catalog description was intended to have been included with our recent revisions. This omission is being corrected now.

14 Department of Geography and Regional Planning – New Courses, Course Changes, Program Catalog Description Revisions, and Program Revisions

APPROVED

a New Courses:

i Proposed Catalog Description:

RGPL 410 Community Participation and Civic Engagement Seminar 3c-0l-3cr
Prerequisite: RGPL 350

Introduces recent participatory planning and civic renewal initiatives within “communities of place” in the United States. Particular attention is directed toward understanding how planners, citizens, community based organizations, and local institutions engage in the public work of civic creativity, asset mobilization, and community development. Participatory planning techniques and community facilitation

tools are discussed and demonstrated. Civic associations in Indiana County and Southwest Pennsylvania are highlighted as cases.

Rationale: This course emphasizes the human, relational, and collaborative dimensions of planning practice. The addition of this topic was recommended by a planning consultant as the only significant gap in our core curriculum.

ii Proposed Catalog Description:

RGPL 426 Environmental Land Use Planning **3c-01-3cr**

Prerequisites: RGPL 350 Recommended

Examines principles, techniques, and applications for the environmental land-use planning process. Focuses on surface water and deals with topics such as land-use, stream monitoring, stream conservation and restoration, and watershed management. Students who complete course will be exposed to environmental planning legislation and policy, best management practices, and applied techniques.

Rationale: This course will be a requirement for the Regional Planning/Environmental Planner Track and will be recommended for students in the Regional Planning/Land Use Planning and GIS Track. It is also suitable for the Geography/GIS and Cartographer Track.

b Course Changes:

i Course Prefix and Catalog Description Change:

Current Catalog Descriptions:

GEOG 352 Planning Methods **3c-01-3cr**

Prerequisite: RGPL 350 or instructor permission

Research, analytical design, and plan-making techniques in urban and regional planning. Examines basic items necessary to prepare urban and regional comprehensive plans. (Also offered as RGPL 352; may not be taken for duplicate credit.)

RGPL 352 Planning Methods **3c-01-3cr**

Research, analytical design, and plan-making techniques in urban and regional planning. Examines basic items necessary to prepare urban and regional comprehensive plans. (Also offered as GEOG 352; may not be taken for duplicate credit.)

Proposed Catalog Description:

RGPL 352 Planning Methods **3c-01-3cr**

Prerequisite or Corequisite: RGPL 350

Research, analytical design, and plan-making techniques in urban and regional

planning. Examines basic items necessary to prepare urban and regional comprehensive plans.

Rationale: The department's external consultant for the Regional Planning program felt that the program contains too many crosslisted courses (causing confusion for students and evaluators), and that the Planning Methods course is one that definitely should be listed as a Regional Planning course only. The current last line of the catalog description will need to be dropped because the course will no longer be crosslisted and RGPL 350 Introduction to Planning can now be a prerequisite/corequisite.

ii Course Title Change and Catalog Description Change:

Current Catalog Description:

RGPL 412 Research Seminar **3c-0l-3cr**

Prerequisite: RGPL 468

This senior seminar and workshop constitute a capstone course that focuses on recent research in the major field. Students carry out a research project on a topic of local or regional importance. (Also offered as GEOG 412; may not be taken for duplicate credit)

Proposed Catalog Description:

RGPL 412 Community Planning Practicum **3c-0l-3cr**

Prerequisite: RGPL 468

This senior seminar and workshop constitute a capstone course that focuses on recent research in the major field. Students carry out an applied research project on a topic of local or regional importance. (Also offered as GEOG 412; may not be taken for duplicate credit)

Rationale: The course description already requires an applied research project, but the name change highlights this. The title change brings the course more closely in line with standards for accreditation.

iii Course Title Changes:

Current Titles:

Proposed Titles:

RGPL 453 Planning Design I
RGPL 454 Planning Design II

RGPL 453 Planning Design Studio I
RGPL 454 Planning Design Studio II

Rationale: The titles of the courses are being changed on advice from our external accreditation consultant for the Regional Planning program. She observed that students were being exposed to "studio" activities (collaborative techniques to solve design problems) in the courses, but that the course names did not indicate that the courses were studios. Such a designation is important for our accreditation efforts.

c Program Catalog Description Changes:

i Current Catalog Description:

Geography-Geographic Information Systems and Cartographer Track
Regional Planning-Land Use Planning and Geographic Information Systems Track

The Land Use Planning and Geographic Information Systems programs prepare students for employment as Land Use Analysts, County or City Planners, Geographic Information Specialists, Facilities Managers, Cartographers, and Remote Sensing Specialists. Coursework includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical perspectives. Students in planning graduate with a working knowledge of subdivision, land use, and zoning regulation. They are familiar with strategies of economic development and both the theory and ethics of planning. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Such skills could be and are used in coursework for the analysis of wildlife habitat, facilities management, land use planning and site design, transportation systems design, and maintenance.

Proposed Catalog Descriptions:

Geography-Geographic Information Systems and Cartographer Track

The Geographic Information Systems and Cartographer Track prepares students for employment as Geographic Information Specialists, Facilities Managers, Cartographers, and Remote Sensing Specialists. Coursework includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical perspectives. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Such skills could be and are used in coursework for the analysis of wildlife habitat, facilities management, land use planning and site design, transportation systems design and maintenance.

Regional Planning-Land Use Planning and Geographic Information Systems Track

The Land Use Planning and Geographic Information Systems Track prepares students for employment as professional planners adept at applying advanced techniques to the development of livable communities. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Their coursework would also equip them for facilities planning and management, remote sensing applications in planning, and site location analysis. Coursework includes methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives. Students in planning graduate with a working knowledge of subdivision, land use and zoning regulation. They are familiar with strategies of economic development. They understand both the theory and ethics of planning. Students completing this track should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of

land use, siting, and transportation problems.

ii Current Catalog Description:

Geography-Environmental Geographer Track
Regional Planning-Environmental Planner Track

The Environmental Track is designed to prepare majors in geography or regional planning for careers in environmental fields or graduate study that leads to a variety of environmental positions. Students who elect this track acquire knowledge of the physical and human processes that shape the environment, strategies for analyzing environmental issues, and concepts that underlie strategies for ameliorating environmental problems. Students in planning graduate with a working knowledge of subdivision, land use, and zoning regulation. They are familiar with strategies of flood plain and wetland regulation, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. The skills acquired in this track enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, watershed planning, or deforestation.

Proposed Catalog Descriptions:

Geography-Environmental Geographer Track

The Environmental Geographer Track is designed to prepare majors in geography for careers in environmental fields or graduate study that leads to a variety of environmental careers. Students who elect this track acquire knowledge of the physical and human processes that shape the environment, strategies for analyzing environmental issues, and concepts that underlie strategies for ameliorating environmental problems. They understand the definition and delineation of flood plains and wetlands; the definition, delineation, and threats to biomes. The skills acquired in this track enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, watershed management, or deforestation.

Regional Planning-Environmental Planner Track

The Environmental Track is designed to prepare majors in regional planning for careers as environmental planners or further graduate studies. Students who select this track learn about aspects of the natural environment, methods to preserve and conserve resources, and how to plan communities where humans both benefit from the natural environment and have minimal impact upon it. They are knowledgeable about environmental regulation and policy. They understand community strategies for ameliorating environmental problems and have both a theoretical and working knowledge of subdivision, land use, and zoning regulation. They are familiar with the regulation and management of flood plains and wetlands, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. Students completing this track should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of

environmental issues such as waste water treatment, water pollution, acid rain, watershed planning, carbon footprints, deforestation, and natural resource extraction.

Rationale: The department’s external consultant for the Regional Planning program felt that a greater distinction needed to be made between the planning and geography programs. A step in this direction is to make clear how our tracks differ.

d Program Revisions:

i Current Program:

**Bachelor of Science-Regional Planning/
Environmental Planner Track**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Mathematics: MATH 217 recommended
Liberal Studies Electives: 9cr, BTED/COSC/IMFG 101 recommended, no course with RGPL prefix

College: 0-6
Foreign Language Intermediate Level (1)

Major: 48
Required Courses in Planning:
RGPL 213 Cartography I 3cr
RGPL 316 Introduction to Geographic Information Systems 3cr
RGPL 332 Urban Geography 3cr
RGPL 350 Introduction to Planning 3cr
RGPL 352 Planning Methods 3cr
RGPL 412 Research Seminar 3cr

RGPL 453 Planning Design I 3cr
RGPL 454 Planning Design II 3cr
RGPL 458 Land Use Law 3cr
RGPL 464 Land Use Policy 3cr
RGPL 468 Planning Theory 3cr
RGPL 493 Internship 3cr
Track Courses: Four courses from the following:
GEOG 335 Geography of Energy 3cr
GEOG 341 Climatology 3cr
GEOG 342 Physiography 3cr
GEOG 343 Geography of Fresh Water Resources 3cr
GEOG 440 Conservation: Environmental Analysis 3cr
RGPL 314 Map and Photo Interpretation 3cr
RGPL 345 Biogeography for Environmental Managers 3cr
RGPL 415 Remote Sensing 3cr

Free Electives: 13-19

Total Degree Requirements: 120

Proposed Program:

**Bachelor of Science- Regional Planning/
Environmental Planner Track**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 53
Mathematics: MATH 217 recommended
Natural Science: BIOL 103-104 recommended
Liberal Studies Electives: 9cr, BTED/COSC/IMFG 101 recommended, no course with RGPL prefix

College: 0-6
Foreign Language Intermediate Level (1)

Major: 54
Required Courses in Planning:
RGPL 213 Cartography I 3cr
RGPL 316 Introduction to Geographic Information Systems 3cr
RGPL 332 Urban Geography 3cr
RGPL 350 Introduction to Planning 3cr
RGPL 352 Planning Methods 3cr
RGPL 410 Community Participation and Civic Engagement Seminar 3cr
RGPL 412 Community Planning Practicum 3cr
RGPL 426 Environmental Land Use Planning 3cr
RGPL 453 Planning Design Studio I 3cr
RGPL 454 Planning Design Studio II 3cr
RGPL 458 Land Use Law 3cr
RGPL 464 Land Use Policy 3cr
RGPL 468 Planning Theory 3cr
RGPL 493 Internship 3cr
Track Courses: Four courses from the following:
GEOG 335 Geography of Energy 3cr
RGPL 314 Map and Photo Interpretation 3cr
RGPL 341 Climatology 3cr
RGPL 342 Physiography 3cr
RGPL 343 Geography of Fresh Water Resources 3cr
RGPL 345 Biogeography for Environmental Managers 3cr
RGPL 415 Remote Sensing 3cr
RGPL 440 Conservation: Environmental Analysis 3cr

Free Electives: PLSC 376 Public Sector Budgeting and Financial Management strongly recommended 7-13
BIOL 114 recommended

Total Degree Requirements: (2) 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) As they pass through the program students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.

ii Current Program:

**Bachelor of Science-Regional Planning/
Land Use Planning and GIS Track**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 53
Mathematics: MATH 217 recommended
Liberal Studies Electives: 9cr, BTED/COSC/IMFG 101 recommended, no course with RGPL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 48

Required Courses in Planning:

RGPL 213 Cartography I 3cr
 RGPL 316 Introduction to GIS 3cr

RGPL332 Urban Geography 3cr
 RGPL 350 Introduction to Planning 3cr
 RGPL 352 Planning Methods 3cr
 RGPL 412 Research Seminar 3cr

RGPL 453 Planning Design I 3cr
 RGPL 454 Planning Design II 3cr
 RGPL 458 Land Use Law 3cr
 RGPL 464 Land Use Policy 3cr
 RGPL 468 Planning Theory 3cr
 RGPL 493 Internship 3cr

Track Courses:

RGPL 313 Cartography II 3cr
 RGPL 314 Map and Photograph Interpretation 3cr
 RGPL 415 Remote Sensing 3cr

RGPL 417 Technical Issues in GIS 3cr

Free Electives: 13-19

Total Degree Requirements: 120

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

Proposed Program:

**Bachelor of Science-Regional Planning/
Land Use Planning and GIS Track**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 53
Mathematics: MATH 217 recommended
Liberal Studies Electives: 9cr, BTED/COSC/IMFG 101 recommended, no courses with RGPL prefix

College: 0-6
 Foreign Language Intermediate Level (1)

Major: 51

Required Courses in Planning:

RGPL 213 Cartography I 3cr
 RGPL 316 Introduction to Geographic Information Systems 3cr

RGPL 332 Urban Geography 3cr
 RGPL 350 Introduction to Planning 3cr
 RGPL 352 Planning Methods 3cr
 RGPL 410 Community Participation and Civic Engagement Seminar 3cr

RGPL 412 Community Planning Practicum 3cr

RGPL 453 Planning Design Studio I 3cr

RGPL 454 Planning Design Studio II 3cr

RGPL 458 Land Use Law 3cr

RGPL 464 Land Use Policy 3cr

RGPL 468 Planning Theory 3cr

RGPL 493 Internship 3cr

Track Courses: Four courses from the following:

GEOG 334 Political Geography 3cr

PLSC 376 Public Sector Budgeting and Financial Management 3cr

RGPL 313 Cartography II 3cr

RGPL 314 Map and Photograph Interpretation 3cr

RGPL 415 Remote Sensing 3cr

RGPL 417 Technical Issues in GIS 3cr

Free Electives: 10-16

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives
- (2) As they pass through the program students will be expected to develop and maintain a portfolio of planning course work as a requirement for graduation.

Rationale: The department’s external consultant for the Regional Planning program recommended some curricular changes to both focus the program and to bring it into compliance with accreditation standards.

**e Footnote Revision for Bachelor of Science in Education-Social Studies Education/
Geography Track:**

APPROVED

Current Footnote:

Proposed Footnote:

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and geography courses). To be licensed to teach Geography Education majors must apply for Social Studies Education certification.

University-Wide Graduate Curriculum Committee (Senator Piper)

FOR INFORMATION

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

MKTG 539: Internet Marketing

FIN 630: Financial Management

NURS 725: Teaching Strategies for Nursing Curricula

FOR CORRECTION

APPROVED

The BIOL 574 new dual listed course proposal contained a typo related to the course/lab hours. The senate agenda item as listed was 2c-0l-3sh . The correct listing is to be 2c-3l-3cr.

FOR ACTION

1 Variability in Program Delivery

APPROVED

College: Eberly College of Business and Information Technology

Program: Master of Business Administration, Executive Track—Hybrid/Blended option

Summary:

The Master of Business Administration, Executive Track program is designed to serve the needs of experienced managers from industrial, financial, nonprofit, and small business, as well as the public sector, and allows them to earn an MBA degree while continuing their working career. A Saturdays-only class format allows participants to complete a general MBA in four trimesters (1.5 years). In addition to providing the same value, rigor, and quality as the traditional MBA, Executive Track, the Hybrid/Blended option provides additional flexibility to working professionals. The faculty members will meet the students for seven of the 14 Saturdays in a semester, and the remaining seven weeks would feature one online module per Saturday. Specifically, weeks 1, 3, 5, 8, 10, 12, and 14 of a semester will be in class and weeks 2, 4, 6, 7, 9, 11, and 13 would be on-line. In any given semester, three courses are taught concurrently, and all three faculty members will meet the students in class on the same seven weeks as identified above. The remaining seven modules are placed online; the students can work on them at their convenience. This may include watching lectures and other videos, reading papers/articles/cases, completing assignments, etc. All three faculty members will be available for asynchronous communication during the week and for synchronous communication at pre-specified times during the weekends.

Rationale:

The Eberly College of Business and Information Technology has been successfully offering its MBA Program for more than two decades and the Executive track of the MBA program (EMBA) since the early 1990s. In the Monroeville EMBA location, IUP has graduated over a dozen cohorts of 15 to 35 students each. While in the Johnstown EMBA location, IUP has graduated six cohorts with an average class size of about 20. The Monroeville location has yielded a cohort every year since 2000. However, in Johnstown, the last cohort was in 2004. The EMBA program is delivered on 45 Saturdays a year over 18 months with students taking nine credits per semester--7.5 hours of actual class time every Saturday between 8 a.m. and 5 p.m. More recently, a cohort of students completed the IUP MBA program at Butler. This MBA program was delivered on two weekday evenings for 45 weeks a year for six trimesters including summer (two calendar years). All these cohorts were comprised exclusively of working professionals. IUP's MBA program has also been one of the most successful U.S.-based business programs in India. Since 2005, more than 300 MBA students have graduated in the India MBA program based at our educational partner's site in Bangalore, the "Silicon Valley" of India. This location has over 90% full-time students. However, IUP and our partner, Peoples Education Society (PES), have been approached numerous times by multinational corporations as well as by Indian businesses about a cohort-based delivery to professionals in their business or to professionals in a consortium of related businesses. The Eberly College has also delivered a popular non-degree continuing education program where basic business content in several areas of business are covered in a total of 70 contact hours by mostly faculty that teach in the MBA program. The audiences over the last eight years have included professionals from healthcare organizations, manufacturing consortia in Indiana as well as adjacent counties, and a medley of participants from a variety of industries. This program has been very well

received by participants. In addition, the program whets the appetite for a full-fledged MBA among these professionals.

All of these groups of students, who are working professionals, have repeatedly expressed the difficulty of committing almost every Saturday or two week-day evenings for two years. The working professionals in these programs are dedicated students and do not shy away from serious graduate-level work. However, the need to travel for work and the need to work late in the evenings and on some Saturdays have made it difficult for a number of students to pursue the EMBA program the way it is being offered now. The feedback from graduates has been unanimous that the schedule of meeting every Saturday for 9 hours (with breaks) was extremely onerous. Many potential EMBA candidates have indicated that they would consider our EMBA program if it continues to provide the same value, rigor, and quality but in addition, provides some flexibility. In essence, the EMBA program will survive and flourish if the delivery mode is changed to a carefully planned 14-week hybrid mode--seven weeks of traditional face-to-face content interspersed with seven weeks of high-quality online content with synchronous and asynchronous communication between students and faculty.

It is also important to note that there is intense competition in the Western Pennsylvania region's MBA market. There are more than a dozen MBA programs including that of a) world-class universities such as CMU, Penn State, Pitt, etc. b) AACSB-accredited comparable business schools at Duquesne, Robert Morris, Clarion, Shippensburg, etc. and c) many business schools that are not accredited by AACSB such as Waynesburg, Geneva College, Saint Francis, etc. The IUP MBA program needs to constantly innovate to stay competitive in this very crowded MBA market.

CATALOG DESCRIPTION—To be added at the end of the MBA section

Master of Business Administration, Executive Track (MBA)—Hybrid/Blended option

The Master of Business Administration, Executive Track program is designed to serve the needs of experienced managers from industrial, financial, nonprofit, and small business, as well as the public sector, and allows them to earn an MBA degree while continuing their working career. A Saturdays-only class format allows participants to complete a general MBA in four trimesters (1.5 years) or a specialized MBA in five trimesters (two years) at a convenient time and location. A lock-step format, in which members of each class begin the program at the same time, take all the required courses together, and typically complete the program as a group, facilitates the formation of long-term study groups, extends a peer group or cohort experience to the participants, and creates a long-lasting network which develops both business and social contacts. Limited class size with careful selection of participants insures a wide variety of professional backgrounds. Such a learning forum provides exposure to peers from all organizational settings in a cohesive, networking environment.

In addition to providing the same value, rigor, and quality as the traditional MBA, Executive Track, the Hybrid/Blended option provides additional flexibility to working

professionals. The faculty members will meet the students for seven of the 14 Saturdays in a semester. Specifically, weeks 1, 3, 5, 8, 10, 12, and 14 of a semester will be in class and weeks 2, 4, 6, 7, 9, 11, and 13 would be on-line. In any given semester, three courses are taught concurrently, and all three faculty members will meet the students in class on the same seven weeks as identified above. The remaining seven modules are placed online; the students can work on them at their convenience. This may include watching lectures and other videos, reading papers/articles/cases, completing assignments, etc. All three faculty members will be available for asynchronous communication during the week and for synchronous communication at pre-specified times during the weekends.

2 Minor Program Revision

APPROVED

College: Eberly College of Business and Information Technology

Program: Master of Business Administration

Summary:

The importance of a robust and well-documented assessment of learning (AoL) process has recently received heightened importance in the AACSB accreditation process. Visiting review teams expect the business schools to have: a) appropriate definition of learning goals at the MBA level and b) the measurement schema for these learning goals. The Eberly Graduate Curriculum Committee has worked closely with the Eberly Strategic Planning Council comprised of 24 faculty members, the Council of Chairs of the six departments in Eberly, on the learning goals/objectives and the measurement schema that are appropriate for the students graduating with an MBA from IUP. These goals and objectives have been approved by the Eberly Graduate Curriculum Committee.

Subsequently, the Eberly Graduate Curriculum Committee and the Department Graduate Committees of the Eberly Departments have identified and approved the appropriate core MBA courses in which each of the objectives must be measured. The committees took appropriate care in identifying the ideal courses in which each objective must be measured and also in not over-burdening any particular course in measuring these MBA program objectives. In some cases, the learning objectives in the core courses were already part of the course objectives of that course but the wording had to be marginally tweaked in the course objectives.

Rationale:

A strong AoL model and process not only meet AACSB accreditation guidelines but also (and more importantly) help meet a faculty-developed and faculty-approved set of goals and objectives that are benchmarked with leading MBA programs in the country.

Catalog Description:

There are **NO** changes required in the catalog.

The following table shows the changes and/or additions in learning objectives of core MBA courses.

Old Objectives	New Objectives
<p>ACCT 607 – Management Accounting</p> <ul style="list-style-type: none">• Describe the changing role of management accountants in the decision making process• Generate accounting information and demonstrate its application in a cost management system• Identify the basic cost concepts and apply them to the decision making process• Describe the budgetary process and distinguish between the different budgetary types and performance reports• Describe the types of product costing systems and demonstrate their application within different business environments• Utilize analytical techniques to measure and evaluate performance at various activity levels• Understand the ethical responsibilities of the management accountant	<p>ACCT 607 – Management Accounting</p> <ul style="list-style-type: none">• Describe the changing role of management accountants in the decision making process• Generate accounting information and demonstrate its application in a cost management system• Identify the basic cost concepts and apply them to the decision making process• Describe the budgetary process and distinguish between the different budgetary types and performance reports• Describe the types of product costing systems and demonstrate their application within different business environments• Utilize analytical techniques to measure and evaluate performance at various activity levels• Analyze Corporate Social responsibility and Ethics issues confronting organizations and recommend ethically responsible actions.
<p>BLAW 633 – Case Problems in Business Law</p> <ul style="list-style-type: none">• Students will learn about the existing framework of primary and secondary sources of law and basic legal research thereof• Students will learn how to analyze and evaluate legal issues confronting businesses by reviewing relevant court decisions• Students will learn about current legal issues involving ethics, cyberlaw, and international law throughout the course.	<p>BLAW 633 – Case Problems in Business Law</p> <ul style="list-style-type: none">• Students will learn about the existing framework of primary and secondary sources of law and basic legal research thereof• Students will learn how to analyze and evaluate legal issues confronting businesses by reviewing relevant court decisions• Students will study many business law topics and in the process understand the “rule of law” and how that law is important for decision makers.• Students will learn about current legal issues involving ethics, cyberlaw, and

BTST 670 – Organizational Communication

Students completing this course will be able to:

- Discuss the foundation, history and significance of corporate communications
- Evaluate the changing role of organizational communications
- Communicate effectively in a variety of environments
- Develop interpersonal communication skills through application of principles for effective listening, nonverbal communication, and team building concepts
- Appreciate the impact, contributions, and challenges of technology on communications

FIN 630 – Financial Management

- Analyze and forecast financial statements, and understand their uses in making financial decisions
- Apply valuation concepts to a wide range of assets, including securities, loans, productive assets, and valuation of companies
- Identify the characteristics of various securities and understand how their markets function
- Understand the role of financial institutions, monetary policy, and interest rates in well functioning markets
- Become familiar with the techniques of managing long term and short term assets and liabilities
- Use data from online sites such as EDGAR and SEC financial reporting database, and other sources of financial information to aid in financial decision making

international law throughout the course.

BTST 670 – Organizational Communication

Students completing this course will be able to:

- Discuss the foundation, history and significance of corporate communications
- Evaluate the changing role of organizational communications
- **Develop and analyze interpersonal, intra corporate, and inter corporate communication criteria at all levels**
- Communicate effectively in a variety of environments
- Develop interpersonal communication skills through application of principles for effective listening, nonverbal communication, and team building concepts
- Appreciate the impact, contributions, and challenges of technology on communications

FIN 630 – Financial Management

- Analyze and forecast financial statements, and understand their uses in making financial decisions
- Apply valuation concepts to a wide range of assets, including securities, loans, productive assets, and valuation of companies
- Identify the characteristics of various securities and understand how their markets function
- Understand the role of financial institutions, monetary policy, and interest rates in well functioning markets
- Become familiar with the techniques of managing long term and short term assets and liabilities
- Use data from online sites such as EDGAR and SEC financial reporting database, and other sources of financial information to aid in financial decision making
- Apply appropriate analytical techniques

- Apply appropriate analytical techniques to a given business problem, generate and compare alternatives and develop a solution from the managerial point of view
- Comprehend, analyze and evaluate the application of various business software including spreadsheets, databases ERP, for solving organizational problems

IFMG 640 – Management Information Systems

The primary objective of this course is to integrate MIS theory with standard managerial practice, and expose the student to the contemporary IS practice and news/literature. This integration will describe the importance of information as business assets and the role of MIS within the business organization and result in three approaches that include foundations, technology, and managerial considerations. At the end of this course the students will be able to:

- Describe the role of Information Technology (IT) in supporting the functional areas, public services, and specific industries
- Describe various information systems and their evolution, and categorize specific systems such as comparing client/server architecture, and mainframe based legacy systems, and P2P architecture, and comment on their differences
- Understand the concepts of the Internet and the Web, their importance, and their capabilities
- Discuss electronic commerce, its scope, benefits, limitations, and types
- Identify functional Management

to a given business problem, generate and compare alternatives and develop a solution from the managerial point of view

- Comprehend, analyze and evaluate the application of various business software including spreadsheets, databases ERP, for solving organizational problems
- **Learn to make managerial decisions pertaining to all aspects of the supply chain and supporting activities after critically analyzing various options in functional areas**

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- Discuss electronic commerce, its scope, benefits, limitations, and types
- Identify functional Management Information Systems (MIS) and understand the relationship between functional areas and business processes

Information Systems (MIS) and understand the relationship between functional areas and business processes to the value chain model

- Understand the need of integrated software that supports supply chain management, customer relationship management, and data mining activities
- Identify issues related to the use of interorganizational and global information systems
- Explain the importance of data management: including warehousing, analyzing, mining, and visualization
- Understand the decision support and intelligence systems as well as using IT for strategic advantage
- Understand the process of IT acquisition or development
- Recognize the difficulties in managing information resources and security
- Understand some of the major impacts of IT on individuals, organizations, and society

MGMT 613 – Organizational Analysis

Consistent with the Eberly College of Business and Information Technology Learning Goals, it is expected that ECOBIT MBA graduate course participants are to:

- Be able to demonstrate comprehension and application of leadership and team building skills
- Comprehend the theories and frameworks pertaining to leadership and teamwork
- Demonstrate team building skills in a team project setting; and
- Evaluate different leadership theories and apply appropriate leadership style to a particular

to the value chain model

- Understand the need of integrated software that supports supply chain management, customer relationship management, and data mining activities
- Identify issues related to the use of interorganizational and global information systems
- Explain the importance of data management: including warehousing, analyzing, mining, and visualization
- Understand the decision support and intelligence systems as well as using IT for strategic advantage
- Understand the process of IT acquisition or development
- Recognize the difficulties in managing information resources and security
- Understand some of the major impacts of IT on individuals, organizations, and society
- **Understand and apply strategic and tactical management of IT/IS in an organizational setting**
- **Learn to make managerial decisions pertaining to all aspects of the supply chain and supporting activities after critically analyzing various options in functional areas**

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Students completing this course will also be

situation

MGMT 637 – Operations Management

The course is designed for both MBA and EMBA students to obtain a comprehensive understanding of the operations function in businesses. Upon successful completion of this course, students will be able to:

- Comprehend the wide range of operations management decisions in both service providing and goods producing businesses and the interrelationship between operations and other functions of a business
- Understand the strategic importance of operations in different businesses
- Evaluate the design aspects of operations in an organization
- Apply the knowledge of operations while managing pertinent organizational resources
- Discuss the impact of global, political, ethical, environmental and legal issues on operations management decisions

MGMT 695 – Business Policy

This course has multiple objectives which include the following:

- Demonstrate team building skills in a team project setting

able to:

- **Isolate various approaches to the study of organizations and discuss an open systems approach to organizations**
- **Examine the role of ethics in the managing of organizations by professional managers**
- **Discuss various designs for structuring organizations; and**
- **Evaluate models of planning, decision making and strategy, to assist an organization in accomplishing its goals**

MGMT 637 – Operations Management

The course is designed for both MBA and EMBA students to obtain a comprehensive understanding of the operations function in businesses. Upon successful completion of this course, students will be able to:

- **Demonstrate the understanding of core knowledge in the operations/supply chain function**
- **Analyze relevant business situations and make managerial decisions pertaining to operations/supply chain management**
- Comprehend the wide range of operations management decisions in both service providing and goods producing businesses and the interrelationship between operations and other functions of a business
- Understand the strategic importance of operations in different businesses
- Evaluate the design aspects of operations in an organization
- Apply the knowledge of operations while managing pertinent organizational resources
- Discuss the impact of global, political, ethical, environmental and legal issues on operations management decisions

MGMT 695 – Business Policy

This course has multiple objectives which include the following:

- **Analyze and synthesize knowledge acquired in the core functional areas to**

- Provide the student with an appreciation for the strategic perspective and its complexity
- Develop recognition and understanding of:
 - Situations where strategy can be a comprehensive element of competitive advantage
 - Strategic implications of decisions made by top managers, and
 - Tactical implications of decisions made by both top managers and mid level managers

MGMT/MKTG 650 – International Business

The objective of this course is to inculcate an international business perspective among business students. In particular, students will:

- Identify issues and problems encountered in managing multinational operations
- Focus upon the management problems stemming from the movement of goods, human resources, technology, finance, or ownership across international boundaries
- Obtain an understanding of the concepts and theories in the field of international business
- Learn the organizational and macro environmental level issues facing the global enterprises
- Acquire knowledge of numerous approaches taken by global corporations in managing multinational operations

generate alternative solutions to business issues and opportunities facing organizations

- **Demonstrate professional oral and writing skills**
- Demonstrate team building skills in a team project setting
- Provide the student with an appreciation for the strategic perspective and its complexity
- Develop recognition and understanding of:
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 - Strategic implications of decisions made by top managers, and
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- Learn the organizational and macro environmental level issues facing the global enterprises
- Acquire knowledge of numerous approaches taken by global corporations in managing multinational operations
- Become familiar with the current business thinking and challenges on a global scale
- **Understand the global and cross cultural issues on organizational level**

- Become familiar with the current business thinking and challenges on a global scale

MKTG 603 – Marketing Management

Students will be able to:

- Understand how to develop a shared vision throughout the organization about the market and how it is likely to change in the future
- Identify opportunities for delivering superior value to customers
- Position the organization and its brands in the market place to obtain the best match between distinctive competencies and value opportunities
- Create value for the organization through innovation product and service design and development
- Deliver value for the organization through the design of industry appropriate value chain and pricing strategies
- Communicate value for the organization by recognizing the potential benefits of partnering with customers, suppliers, distribution channel members, internal functions, and even competitors by using and integrating various traditional and new media

QBUS 601 – Data Analysis and Decision Making

decisions of global operations

- **Analyze corporate social responsibility and/or ethics issues confronting domestic and international organizations and recommend ethically responsible actions**

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- Deliver value for the organization through the design of industry appropriate value chain and pricing strategies
- Communicate value for the organization by recognizing the potential benefits of partnering with customers, suppliers, distribution channel members, internal functions, and even competitors by using and integrating various traditional and new media
- **Analyze corporate social responsibility and/or ethics issues confronting domestic and international organizations and recommend ethically responsible actions**
- **Learn to make managerial decisions pertaining to all aspects of the supply chain and supporting activities after critically analyzing various options in the areas of operations management, marketing, accounting, finance and management information systems**

QBUS 601 – Data Analysis and Decision Making

The primary objective is to help students determine and then apply various statistical and quantitative methods to solving decision making problems in the business environment. At the end of the session the student should be able to:

- Describe the statistical process involved in carrying out an analysis of a given data set and building an appropriate mathematical model for the analysis
- Recognize the importance of selecting an appropriate model for making predictions using regression and time series methods
- Apply a variety of techniques (decision analysis, linear programming, and simulation) to improve decision making
- Gain experience using statistical packages to perform analysis of business data
- Distinguish between probabilistic and deterministic systems through modeling and simulation

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- Gain experience using statistical packages to perform analysis of business data
- Distinguish between probabilistic and deterministic systems through modeling and simulation
- **Comprehend appropriate statistical and management science techniques for evaluating decision alternatives using statistical packages and manual techniques**

3 NEW Certificate of Recognition

APPROVED

Title: Certificate of Recognition in Gifted Education

Sponsoring Departments: Department of Educational and School Psychology and Department of Special Education and Clinical Services

Catalog Start Term: Fall 2011

Brief Description and Rationale:

This proposed twelve credit Certificate of Recognition in Gifted Education is intended for certified teachers who are currently teaching, or would like to teach, gifted learners K-12. It would also be appropriate for other educators such as administrators, social workers, school psychologists, or parents who hold at least a bachelors degree. The courses will provide graduate students in education or the social sciences with the opportunity to learn more about gifted individuals and can serve as potential electives for graduate students in the School Psychology Specialist program.

The program is interdisciplinary, with two courses offered in the Department of Educational and School Psychology and two in the Department of Special Education and Clinical Services. Course topics and content evolved out of standards for teacher training developed by two national organizations focusing on gifted education, the National Association for Gifted Children and the Council for Exceptional Children, and the NCATE Gifted Education Graduate Programs Task Force. In a spring 2007 article describing these standards and their implications, Van Tassel-Baska and Johnson note, "...NCATE standards in gifted education may now be used for institutional and program reviews and must be used by spring of 2008 (p. 191)."

This COR is a logical outgrowth of the work done in gifted education at IUP over the last eight years including a gifted course development grant with the United States Department of Defense, a \$168,000 grant project with the Pennsylvania Department of Education, four on-site day long programs for gifted students and their parents, over fifty in-service and conference presentations in gifted education across the state, and a campus center serving gifted students, their families, and their schools.

Catalog Description:

This COR in Gifted Education is intended to improve the knowledge base of those teaching and supporting gifted learners. Four courses (12 graduate credits taken in any order) provide a foundation in identification, program development, assessment, and social/cultural factors related to the education of gifted students. Applicants must have already earned a bachelors degree and meet all other IUP criteria for COR admission.

Program Objectives:

After completing the Certificate of Recognition Program in Gifted Education, the student will have studied:

- Historical foundations of gifted and talented education
- Laws and policies related to gifted and talented education
- The impact of the dominant culture on shaping schools and the individuals who study and work in them
- Affective characteristics of individuals with gifts and talents in intellectual, academic, creative, leadership, and artistic domains
- A variety of methods for identifying and assessing students with extraordinary potential
- Family systems and the role of families in supporting development and educational progress for students with gifts and talents
- Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction
- Acceleration, enrichment, and counseling with a continuum of service options for individuals with gifts and talents
- Strategies for crisis prevention and intervention
- Procedures for communication with school personnel about the characteristics and

- needs of individuals with gifts and talents
- Effective communication with families of individuals with gifts and talents from diverse backgrounds
- Theoretical models, program prototypes, and educational principles that offer appropriate foundations for the development of differentiated programming for gifted students
- Various teaching styles and instructional strategies to help gifted students meet their individual needs
- Effective use of such techniques as grouping for appropriate instruction and individualized planning to assist gifted students in realizing their unique potentials
- Integration perspectives of diverse groups into planning instruction for individuals with gifts and talents

Program Requirements:

All students will be required to successfully complete a total of twelve credits of course work. The students will complete the following courses:

- EDEX 409/509 Instructional Strategies for Gifted Learners
- EDSP 423/523 Educational Programming for Gifted Learners
- EDEX 621 Models of Teaching for Gifted Learners
- EDSP 624 Social, Emotional & Cultural Factors in the Education of Gifted Learners

Admission Prerequisites:

Students admitted to graduate or teacher education programs in the IUP College of Education and Educational Technology would have no additional admission requirements to meet in order to take any or all of the courses in the COR. Students in other IUP graduate programs would also be eligible. However, a discussion with the program advisor prior to registration regarding the educational emphasis of the COR is recommended for these students. Special status, non-degree applicants, who are already certified teachers, would be eligible after meeting only the criteria for admission to the Graduate School in this category. Uncertified, special status, non-degree applicants already holding a bachelors degree could be admitted to the COR at the discretion of the program advisor providing that they met the criteria for admission to the Graduate School in this category.

- 4 Name of New Program:** M.S. in Strategic Studies in Weapons of Mass Destruction

APPROVED

Sponsoring Department: College of Health and Human Services

Catalog Start Term: Fall 2011

Summary & Rationale:

The purpose of the M.S. program in Strategic Studies in WMD is to prepare researchers,

practitioners, law enforcement personnel, and future leaders with the knowledge and skills to work in a variety of positions in the fields of national security and Strategic Studies in WMD. Graduates will be equipped to meet many needs in these areas and will make valuable contributions in their chosen fields of employment. The SWMD program advances the mission of the State System of Higher Education (SSHE) in that it meets a relatively new and “specialized...educational need,” while providing (in the form of employment) public services to the state. Moreover, consistent with SSHE’s first mission statement, the SWMD program will strengthen Pennsylvania by increasing the range of graduate programs “consistent with student aspirations and regional, state, national, and international needs.” IUP is dedicated to expanding knowledge and meeting national and international needs. The SWMD program fulfills these objectives, while maintaining IUP’s commitment at the graduate level to encourage “intellectual excellence, research and scholarship; to [provide] in-depth study in each student’s special field; and to [stimulate] continued cultural and intellectual growth for faculty and students.” The objectives, listed below, exemplify the specific ways in which the SWMD program is aligned with the goals of the Pennsylvania State System of Higher Education (PASSHE) and IUP.

Graduates will be able to:

- Identify, prioritize, and assure the protection of assets that are the most critical in terms of loss of life and property, public health, governance, economic vitality, national security, public confidence, and quality of life in accordance with Critical Asset Vulnerability and Risk Assessment – Performance-Based Evaluation Methodologies (CAVRA-PBEM), descriptions of which are included in Appendix A.
- Prevent, delay, and efficiently and effectively react to attacks on critical assets and infrastructures in accordance with CAVRA-PBEM.
- Explicate possible motivations behind and contributing factors to political violence and terrorist activities and incorporate this knowledge into prevention and intervention strategies.
- Address challenges and issues that emerge in the field of Strategic Studies in WMD through research, communication, structural design, policy creation, implementation, and evaluation.
- Design physical and/or cyber protection systems that will minimize identified vulnerabilities of a variety of critical assets.
- Work with public and private stakeholders, federal departments and agencies, state and municipal governments, professional organizations, and other people and institutions to protect critical assets by providing and sharing information, promoting awareness, and by creating, implementing, and carrying out the necessary policies, strategies, and projects.

The program is designed to meet the changing educational needs that are dictated by contemporary social, legal, political, and economic issues. America’s critical assets and infrastructures are becoming increasingly complex and interdependent. In addition, threats to our assets and infrastructures seem to be more substantial now than ever before and the ramifications of an attack more severe and widespread. It is clearly a serious and

challenging issue to insure that our nation's critical assets and infrastructures are protected. As the attacks of September 2001 demonstrate, these threats are real!!

Student demand for this new program is demonstrated/documentated in the fact that to date the FBI has invested \$1,341,779.59 in the program and we have \$495,284.73 in proposed contracts. The FBI will become the contracting entity for this program.

The M.S. in Strategic Studies in Weapons of Mass Destruction is supported by the Interim Dean of the College of Health and Human Services, Dr. Mary Swinker. In accordance with curriculum development guidelines for a new graduate degree program, a Notification of Intent to Develop a New Major was prepared and submitted for review in July 2005. Approval to develop a preliminary proposal was given by the PASSHE system on July 19, 2005.

Catalog Description:

Master of Science (M.S.) in Strategic Studies in Weapons of Mass Destruction (SWMD)

The College of Health and Human Services offers a Master of Science degree in Strategic Studies in WMD. This degree is designed for those individuals who already have a bachelor's degree and have experience in the criminal justice field. The M.S. in Strategic Studies in WMD is a 30-credit program designed to prepare graduate students for careers in areas such as emergency management, national security, disaster preparedness, security engineering, etc. The program provides students with structured opportunities to learn about a wide variety of areas associated with Strategic Studies in WMD.

Admission Requirements

The Master of Science Program in Strategic Studies in WMD (SWMD) offers full or part time study. In addition to meeting the requirements for the School of Graduate Studies and Research and the College of Health and Human Services, students in the SWMD program will be required to possess the following prerequisite academic and/or professional preparation:

- Completion of undergraduate degree with a G.P.A. of 2.6 or higher (3.0 recommended)
- Completion of the following courses or approved course substitutions:
 - 6 credits of mathematics (statistics recommended)
 - 3 credits of English composition
 - 6 credits of science and/or engineering (physics recommended)

If the SWMD program graduate committee believes that an applicant is lacking necessary skills in one of the above-referenced areas, it may require him/her to enroll in the appropriate undergraduate course(s) to acquire these skills/this knowledge.

Master of Science (M.S.) in Strategic Studies in WMD

A	Core/Required Courses	15 cr.
	SWMD 600 Theoretical Perspectives and Threat Assessment in Strategic Studies in WMD	3 cr.
	SWMD 605 Research Methodology in Strategic Studies in WMD	3 cr.
	SWMD 610 Legal Issues in Strategic Studies in WMD and Terrorism	3 cr.
	SWMD 618 Design and Evaluation of Critical Asset Protection Systems	3 cr.
	SWMD 791 Synthesis Project in Strategic Studies in WMD	3 cr.
B	Electives (must be approved by advisor)	15 cr.
	SWMD 612 Advanced Biological Terrorism for Law Enforcement	3 cr.
	SWMD 614 Advanced Chemical Terrorism for Law Enforcement	3 cr.
	SWMD 681 Special Topics in Strategic Studies in WMD	3 cr.
	SWMD 698 Directed Readings in Strategic Studies in WMD	3 cr.
	Other approved electives	3-6 cr.
	Total Credit Hours	30 cr.

Program Objectives:

After completing the M.S. in Strategic Studies in WMD students will be able to:

- Identify, prioritize, and assure the protection of assets that are the most critical in terms of loss of life and property, public health, governance, economic vitality, national security, public confidence, and quality of life in accordance with Critical Asset Vulnerability and Risk Assessment – Performance-Based Evaluation Methodologies (CAVRA-PBEM)
- Prevent, delay, and efficiently and effectively react to attacks on critical assets and infrastructures in accordance with CAVRA-PBEM
- Explicate possible motivations behind and contributing factors to political violence and terrorist activities and incorporate this knowledge into prevention and intervention strategies.
- Address challenges and issues that emerge in the field of Strategic Studies in WMD through research, communication, structural design, policy creation, implementation, and evaluation.
- Design physical and/or cyber protection systems that will minimize identified vulnerabilities of a variety of critical assets.
- Work with public and private stakeholders, federal departments and agencies, state and municipal governments, professional organizations, and other people and institutions to protect critical assets by providing and sharing information, promoting awareness, and by creating, implementing, and carrying out the necessary policies, strategies, and projects.

New Courses:

SWMD 600: Theoretical Perspectives and Threat Assessment in Strategic Studies in WMD **3c-01-3cr**

Course Description:

This course examines the nature, trends, context, causes, and responses to terrorism and other related threats to critical assets and infrastructures. This examination incorporates a variety of perspectives including criminological, political, psychological, and sociological. Theoretical causes of critical asset destruction are linked to proposed policy recommendations.

Rationale:

To identify and overcome threats to our critical assets, it is necessary to understand why they occur. That is, knowledge of what motivates people and organizations to attack critical assets is a necessary condition for developing effective preventative and intervention strategies. Given the wide range of critical assets, it is impossible to predict and react to all possible threats. Similarly, given the nature of the offenders (avoid high security areas, modify tactics to exploit vulnerabilities), it is necessary to address root causes of the criminal behavior. Theories of what motivates offenders to destroy critical assets provide a systematic framework that facilitates the application of appropriate methodological strategies and the implementation of well thought-out policies and strategies. Conversely, the failure to identify the causes of critical asset destruction has implications that are enormous in breadth and scope, including: detrimental effects to public health and safety; loss of governance and economic vitality; threats to national security and public morale; and destruction of property and loss of life.

SWMD 605: Research Methodology in Strategic Studies in WMD **3c-01-3cr**

Course Description:

This course examines the methods and techniques of research in Strategic Studies in WMD. The course will offer an in-depth examination of the role of research in the analysis, interpretation, and clarification of problems in Strategic Studies in WMD. The focus is on understanding and critiquing research methodologies and applying this knowledge to existing problems in security and Strategic Studies in WMD.

Rationale:

The systematic study of the protection of critical assets is a new endeavor. Although there are a number of instructional mechanisms in place for special areas of asset protection (e.g., how to enhance airport security, how to build a fire-resistant structure, etc.), these tools are reactive, not widely applicable, and only as good as technology and imagination will allow. Students of Strategic Studies in WMD must understand how to conduct research in this area that is based on a consistent framework and process. Knowing how to conduct research will facilitate their ability to synthesize knowledge from various sources about a topic and then systematically gather and analyze data. Based on this knowledge, graduates

will be more capable of making intelligent and insightful policy recommendations and suggestions for future research.

SWMD 610: Legal Issues in Strategic Studies in WMD & Terrorism **3c-01-3cr**

Course Description:

This course examines the legal basis for measures taken in the interest of national security and the protection of critical assets and infrastructures. A balanced approach will be taken to analyze legal and ethical issues associated with preventing, investigating, prosecuting, and otherwise responding to threats to our nation's critical assets. These issues are wide in breadth and depth and will focus on a number of specific topics. Contemporary statutes and cases will be included throughout the course.

Rationale:

Over the past several decades, terrorism has seemingly increased—the behavior of terrorists, militia groups, and related offenders has grown more destructive and more sophisticated. The threat of terrorist or similar attacks in the U.S. and around the world has drastically altered the means and the scope for identifying, preventing, investigating, prosecuting, and trying these crimes. Additionally, the rapid advances in technology (e.g., computers, intelligence, biological and chemical warfare) have facilitated more effective responses to terrorism, while at the same time creating opportunities for criminal activity. In attempting to avoid the drastic consequences of terrorism and related crimes, the landscape of U.S. and international law has been forever changed.

Formal responses to terrorism and related crimes raise numerous issues that cut across a number of thematic areas (e.g., law of the sea, nuclear terrorism, immigration, constitutional rights, civil liberties, cyber-crime, the law of war, human rights, and proper jurisdiction). The vast number and type of targets and the wide variety of forms that criminal behavior may take make legal issues associated with Strategic Studies in WMD largely new territory. These issues are complex and often reflect conflicts between legal and ethical prescriptions and ideals.

Future practitioners in any area of security or Strategic Studies in WMD must be familiar with the major legal and ethical issues associated with their fields. The relationship between law and policy is inextricable. Thus, anyone working toward identifying, preventing, or responding to threats to national security will be affected by the legal and ethical issues in the field. Many criminal justice and government agents will be required to comply with the legal mandates relevant to their job responsibilities.

SWMD 612: Advanced Bioterrorism for Law Enforcement **3c-01-3cr**

Course Description:

This course will address the microbial agents thought to comprise significant potential as weapons. Topics are organized according to biological classification (bacteria, viruses, biotoxins) as well as pathogens in special settings such as the food supply. Content will include biological properties, transmission and epidemiology, pathogenic mechanisms,

diagnosis, control and management. Antimicrobial therapy and vaccines will also be covered.

Rationale:

The course is designed to raise awareness of biothreats and the dual use nature of legitimate bioscience facilities, procedures, equipment, and biological agents. Methods for securing biological material, including physical security as it applies to bioscience facilities, will also be presented. Topics are taught through lectures, structured discussions, and hands-on activities. Each of these aspects is designed to reinforce participants' understanding of the learning objectives.

SWMD 614: Advanced Chemical Terrorism for Law Enforcement 3c-01-3cr

Course Description:

This course will address a variety of toxic syndromes likely to be encountered following exposures to Toxic Industrial Chemicals (TICs) and Toxic Industrial Material (TIMs) and other chemical agents of opportunity. In recent years, there has been growing concern that many of the most likely threats of chemical terrorism involve so-called "agents of opportunity." Both common and unusual industrial agents may pose a considerable threat as potential terrorist weapons. While an understanding of the traditional military chemical weapons (e.g. nerve agents) remains essential, an appreciation of the myriad of other potential toxic chemicals readily available in our society is crucial if we are to optimally prepare, identify and defend against chemical threats. This course will utilize a symptom-based clinical approach to describe the medical impact of various chemical poisons. The course will provide a framework to enhance recognition of the common health effects of apparently disparate chemical toxins, describe the risk, and introduce clinical and public health management strategies.

Rationale:

This course is designed to raise awareness of chemical threats and the dual use nature of legitimate facilities, equipment, and chemical agents. Methods for securing chemicals, including physical security as it applies to laboratories and industrial facilities, will also be presented. Topics are taught through lectures, case studies, structured discussions, and hands-on activities. Each of these aspects is designed to reinforce participants' understanding of the learning objectives.

SWMD 618: Design and Evaluation of Critical Asset Protection Systems 3c-01-3cr

Course Description:

This course provides an in-depth examination of Critical Asset Vulnerability and Risk Assessment – Performance-Based Evaluation Methodologies (CAVRA-PBEM) and how they are applied to protection systems. It is designed to educate students about the process of identifying potential vulnerabilities in protection systems, quantitatively assessing their risk of failure and then minimizing this risk, and quantitatively re-assessing the remaining risk. This process is widely applicable to any number of potential threats. The focus of this course is on the protection system itself, and the design of a number of different types of

protection systems will be discussed (e.g., alarms, interior intrusion sensors, access control, etc.).

Rationale:

Physical and information protection systems are implemented to prevent attacks on critical assets and infrastructures. The design of an effective protection system requires a complete understanding of the problem. Prior to the implementation of a protection system, appropriate methods must be employed to evaluate its vulnerabilities and the possibility of its failure. Critical Asset Vulnerability and Risk Assessment – Performance-Based Evaluation Methodologies (CAVRA-PBEM), which are the foundation for this course, are quantitative vulnerability and risk assessment approaches that predict protection system effectiveness. No protection system can be designed to be completely secure, and knowing a system’s vulnerabilities and the likelihood that the system will fail are essential to providing effective protection for critical assets. Importantly, these methodologies are applicable to many potential targets.

Legal issues, liability, business or agency goals and considerations, and operational constraints are critical to the successful implementation of a protection system, and they are incorporated into this course. These considerations, however, are external to the protection system, itself—they are part of the environment in which the system will operate. This course will focus on the design and implementation of the system.

SWMD 698: Directed Readings in Strategic Studies in WMD

3c-01-3cr

Course Description:

This is a seminar-based course conducted with faculty supervision and participation. Students will read at least six major works on the topic of the course and discuss them in class.

Rationale:

The discipline of Strategic Studies in WMD has a number of sub-disciplines and issues associated with it. Because degree programs are structured in such a way that students only take a limited number of courses, there is much information to which they remain minimally or completely unexposed.

This course is designed so that students may explore a subject matter that is part of the curriculum in more depth or learn material that is not integrated into the curriculum. This course will also provide a structured forum in which students and faculty may come together to discuss important issues related to Strategic Studies in WMD.

SWMD 791: Synthesis Project in Strategic Studies in WMD

3c-01-3cr

Course Description:

This course will provide each student with an opportunity to write a substantial research paper that is a synthesis of theory, research, and policy in Strategic Studies in WMD. This course will be taken during the student’s final semester in the program, unless exceptional

circumstances exist. The development of a substantial paper and oral presentation will be the required end products of this course.

Rationale:

This course is cumulative in nature as it requires students to synthesize the knowledge acquired throughout the program including theory, methods, and policy. The final product of the course is an extensive research paper and oral presentation in which students will bring together the skills they have learned to critically analyze an issue related to Strategic Studies in WMD. Students will be required to demonstrate the critical thinking and problem-solving skills needed to be successful in their chosen career paths.

Awards Committee (Senator Wisnieski)

Application forms for the awards have been distributed.

Noncredit Committee (Senator Kuipers)

The committee met with Dr. Slater, English Department.

Library and Educational Services Committee (Senator Jozefowicz)

The committee will meet Tuesday Dec 14th at 3:40 in Stabley 201.

Research Committee (Senator Bonach)

The committee met on November 9th 2010.

The committee reviewed 15 Small Grant proposals. Of the reviewed proposals, 10 were awarded for a total amount of \$10,378.00.

The next USRC committee meeting will be on December 14th 2010 at 3:15 pm in 301 Stright Hall.

- Ali, Parveen
- Doe, Henry Wong
- Kemp, Richard
- Knoch, Megan
- Lord, Thomas
- McCormick Richburg, Cynthia
- Pavloski, Raymond
- Pistole, David
- Runge, Timothy
- Shellenbarger, Teresa

Student Affairs Committee (Senator Kennedy)

I would like to share the following items:

- Campus Security
- Library Hours
- Textbook Availability
- The Missing Student Residential Notification Policy

First, Lt. Sam Clutter, Director of University Safety, provided an overview of campus safety issues on Oct. 12. At the conclusion of the meeting, the committee expressed a concern over the recent reduction in security personnel. This sentiment was shared with President Werner during the Nov. 2 President's Forum. Vice-president Wooten responded that two positions were recently approved. The committee lauds this decision and continues to encourage the administration to provide the necessary resources to the men and women who oversee our community's safety.

Second, a representative from the Graduate Student Assembly expressed the members' desire to return to a 2 AM closing at the main library. (Currently, the library closes at 12 midnight from Monday through Thursday and will close at 2 AM during the final-exam week.) On Nov. 9, Dr. Gonzales, Dr. McDevitt, and Ms. Cornman from the library shared with the committee the rationales behind the change. The reasons were: lack of student use and lack of financial resources. The committee suggested conducting a survey to gauge the need to open the library till 2 AM or later. To follow up, Terry Appolonia, Dean of Students, will convene an ad hoc group to explore a way to provide students a comfortable late night study environment.

Third, on Nov. 9, Tim Sharbaugh, Co-op Store Director, shared with the committee the issue of textbook availability. For the fall 2010 semester, about 96% of the textbooks were available when the semester commenced. To minimize lack of textbook situations, Tim suggested faculty order the textbooks by the designated deadline. For an out-of-stock textbook, it will typically take 2 days to receive it.

Finally, here is a brief history about the implemented Missing Student Residential Notification Policy:

In accordance with the Higher Education Opportunity Act, IUP is required to develop a protocol to address situations when students, who reside on campus, are presumed to be missing after a 24 hour period. Because this effort would be occurring over the summer and would be published in the University's Safety and Security Brochure prior to the start of the Fall semester, Senator Luckey contacted the following Senate leaders to appraise them of the summer work:

- a. Senate Chair, Peter Broad, on June 6, 2010;
- b. Senate Rules Committee Chair, Michael Korns, on June 7, 2010; and
- c. Senate Student Affairs Committee Chair, Sue Rieg, on June 9, 2010.

Senator Broad and Senator Korns advised Senator Luckey to present the information to the Senate Student Affairs Committee at its first meeting in September. Senator Luckey presented to

the Senate Student Affairs Committee, at its September 21st meeting, the "Missing Residential Student Notification Policy," published in the University's Safety and Security Brochure and available at www.iup.edu/police. Members of the Student Affairs Committee agreed to discuss this, in more depth, at one of their future Committee meetings.

Upon encouragement from the Senate Student Affairs Committee, Dr. Luckey has asked Lt. Sam Clutter to post the Missing Student Residential Notification Policy so that it is visible on IUP Daily and he send an e-mail to univ-student-all regarding the policy including where anyone can review the policy and to whom to address questions.

IUP Safety and Security Brochure 2010-2011

Missing Residential Student Notification Policy

PURPOSE:

The purpose of this policy is to respond to missing residential student alerts in a timely manner.

SCOPE:

While the scope of policy and procedures is directed primarily to the Student Affairs Division and IUP Police Department, all members of the university community, students, faculty, staff, and administrators, are encouraged to report to University Police when they believe that a student is missing.

OBJECTIVE:

The objectives of the Residential Missing Student Policy include the following:

- Clearly define the reporting protocol when a residential student is presumed missing
- Announce reporting requirements
- Establish procedures for implementing the policy

POLICY:

As required by the Higher Education Opportunity Act, and consistent with IUP's commitment to student safety, this policy establishes notification procedures in the event that a residential student is presumed missing.

DEFINITIONS:

- A. Residential Student: a person who resides in on-campus housing, has a signed housing contract, and is currently enrolled at the university.
- B. Missing: a residential student is presumed missing if s/he is unaccounted for longer than 24 hours.
- C. University Members: all IUP faculty, staff, clerical personnel, administrators, and students.
- D. Authorized Campus Officials: President, all Vice Presidents, and/or their designees.

RESPONSIBILITIES:

- A. The IUP Police Department will:
 - Provide notification of this policy in the Annual Safety and Security Brochure;

- Inform through e-mail residential students at the start of every academic semester of the option of registering through URSA, a confidential contact person, to be notified if a student is presumed missing;
 - Publish this policy university-wide through the Annual Safety and Security Brochure;
 - Investigate when a residential student is reported missing, including coordinating with Student Affairs Division personnel; and
 - Initiate emergency contact procedures, including notifying designated confidential contact persons, custodial parents, legal guardians, university officials, and appropriate law enforcement agencies.
- B. The Office of Housing and Residence Life will assist in the communication about and investigation of a student presumed missing by notifying University Police of a missing student and taking action to locate the student.
- C. Residential students are responsible for ensuring that their contact information is current and accurate.

PROCEDURES:

- A. University Police will:
- Inform residential students at the start of each academic semester via e-mail of the option of registering a confidential contact person, through URSA, to be contacted by the university 24 hours after the time the student is determined to be missing.
 - Inform residential students under the age of 18 and not emancipated that University Police are required to notify custodial parents or legal guardians within 24 hours after the time a student is determined to be missing.
 - Inform appropriate law enforcement agencies within 24 hours after the time that the student is determined missing.
 - Inform university employees, who receive a report that a student is missing, or has independent information that a student is missing, that they should immediately report the information or evidence to the IUP Police Department.
 - Upon receipt of a report of a presumed missing person, notify the Office of Housing and Residence Life, whose staff will determine whether the missing person is a Residential Student.
 - If the student is determined to be missing, contact the relevant outside law enforcement authorities and provide the relevant information.
 - Notify and request assistance of all pertinent law enforcement agencies, including, if known, those operating in the student's normal routes of travel or hometown
 - Notify all law enforcement agencies involved of status reports during the course of the investigation.
 - Encourage the person making the report to report the missing person to local police.
 - Follow General Order governing investigating missing/endangered persons.
- B. IUP Office of Housing and Residence Life staff will:
- Conduct a preliminary investigation in order to verify the situation and to determine the circumstances which exist relating to the reported missing residential student, including:
 - attempting to contact the student via phone, text message, e-mail;

- visiting the residential student's room to verify whereabouts and/or wellness, and, in some cases, delivering a message to contact a parent or family member who is searching for them;
- conducting a health and safety check of the room, if no one answers at the student's residence;
- gathering information from roommates, suitemates, hallmates, friends, neighbors, etc.;
- checking card access system logs;
- checking dining usage records;
- coordinating with the Crisis Assessment and Response Team to determine
 - class attendance
 - participation in university activities, organizations, services (health, counseling, disabled student services)
- Report findings to University Police for appropriate continued follow-up, as specified in 7.A.

RECISSION:

This policy shall not be rescinded or modified except by action of the IUP President.

PUBLICATION STATEMENTS AND DISTRIBUTION:

The IUP Office of University Safety will publish and transmit this policy to all members of the university community through the Annual Safety and Security Brochure.

Development and Finance Committee (Senator Domaracki)

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

- Active Capital project website
- Facilities Management Project Updates

Proposed Five Year Priority Spending Plan – The Proposed Five Year Priority Spending Plan was reviewed and discussed. A motion was made by Wick to accept the plan and was seconded by Farnsworth. The motion passed unanimously. The Proposed Five Year Priority Spending Plan is brought to Senate For Action.

FOR ACTION

**Proposed Five-Year Priority Spending Plan
For
Commonwealth Capital Budget Projects**

The following is the proposed five-year priority order of Commonwealth Capital Projects for IUP:

Proposed 2011-2012

Renovation by Replacement of Keith & Leonard Halls – Construction

Renovation by Replacement of Weyandt & Walsh Halls – Design

Proposed 2012-2013

Renovation by Replacement of Keith & Leonard Halls - OF&E

Proposed 2013-2014

Renovation by Replacement of Weyandt & Walsh Halls - Construction

Proposed 2014-2015

Renovation by Replacement of Weyandt & Walsh Halls – OF&E

Proposed 2015-2016

Renovation and Expansion of Stapleton and Stabley Libraries

APPROVED BY DEVELOPMENT AND FINANCE COMMITTEE ON
NOVEMBER 9, 2010

Academic Affairs Committee (Senator Dugan)

FOR ACTION

Classification of Students

To be classified as full-time for the fall, spring, or summer semester, undergraduate students must be currently enrolled in at least 12 credits. Full-time classification for students enrolled in instructional periods that do not conform to the regularly scheduled academic sessions will be based upon the number of enrolled credits during that period of enrollment (e.g., one credit in one week of instruction would equal the minimum full-time certification standard).

For purposes of designating students by class, the following credit classification ranges are used:

Freshmen 28 credits or fewer

Sophomores 29-56 credits

Juniors 57-90 credits

Seniors 91 credits or more

Class designations are based on credits earned rather than credits attempted. Persons holding a degree and working for a second baccalaureate degree may be classified as seniors.

APPROVED

Classification of Students

To be classified as full-time for the fall, spring, or summer semester, undergraduate students must be currently enrolled in at least 12 credits. Full-time classification for students enrolled in instructional periods that do not conform to the regularly scheduled academic sessions will be based upon the number of enrolled credits during that period of enrollment (e.g., one credit in one week of instruction would equal the minimum full-time certification standard).

For purposes of designating students by class, the following credit classification ranges are used:

Freshman Fewer than 30 credits

Sophomore 30 – 59 credits

Junior 60 - 89 credits

Senior 90 credits or more

Class designations are based on credits earned rather than credits attempted. Persons holding a degree and working for a second baccalaureate degree may be classified as seniors.

Rationale: Projected to take effect in Fall 2011, this change makes the ranges for class standing more equitable as well as more consistent with the ranges used by PASSHE and other universities.

FOR ACTION

RETURNED TO THE COMMITTEE

Double Major

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.

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.

FOR ACTION

APPROVED

Emeritus status for the following retired faculty:

1. Barkley Butler, Biology
2. Vicki Damiani, Educational and School Psychology
3. Harvey Holtz, Sociology
4. Diane Klein, Special Education
5. Jodell Kuzneski, Nursing
6. Edward Levinson, Educational and School Psychology
7. R. Paul McCauley, Criminology
8. Judith Radell, Music
9. Terry Ray, Finance and Legal Studies

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Reilly)

1. Discussion on the proposal to restructure UPC. Following discussion points were presented by Dr. Werner, Interim President.
 - a. **Change the name of UPC to University Planning and Budget Council, UPBC**

This change makes clear that the scope of the Council's work includes providing advice regarding budget matters, both operating and capital. Plans not linked to budgets are not really plans.

b. **Make the recently formed University Budget Advisory Committee a committee of UPBC.**

The work of the UBAC needs to be integrated into the overall planning process.

c. **Create a Capital Budget and Facilities Planning Committee as a committee of UPBC.**

The university lacks a mechanism for seeking broad-based advice on the planning and prioritizing of capital projects and facility improvements, including reviewing the funding of such projects.

d. **Create an Enrollment Planning Committee as part of UPBC.**

The university's Enrollment Management Committee works to achieve the university's enrollment targets. However, the university lacks a process for broad discussion of what enrollment targets should be: total enrollment, graduate enrollment, new freshmen, by campus; etc. The Enrollment Planning Committee would be responsible for recommending various enrollment goals.

e. **Create ad hoc committees as needed.**

Some matters that need university-wide consideration occur from time to time but do not warrant a standing committee. For example, PASSHE is in redesigning the performance funding process. The new process will require each university to select some of the variables on which it wishes to be evaluated. An ad hoc committee of UPBC would be an appropriate vehicle advising the administration on this matter.

Relationship between UPBC and University Senate

The University Senate is the primary mechanism for shared governance at IUP and is responsible for the review and approval of all curricular matters and certain policy matters. Its work is primarily transactional: approving new academic programs; approving modifications to programs; approving the addition or deletion of courses; approving or modifying academic policies; allocating research funds; approving or modifying policies related to student affairs.

The purpose of UPBC is to seek university-wide engagement in planning and budgeting. It would have no role in curricular matters. Although it might, for example, recommend that the university expand its work at the doctoral level and that recommendation might lead to curricular proposals that would then be considered by the Senate. Accordingly, the work of UPBC would coordinate with and not replace or interfere with that of the University Senate.

2. An update was given on Performance Funding 2009/2010

3. An update was given on the budget 2010/2011

Presidential Athletic Advisory Council (Senator Hinrichsen)

No Report

Academic Computing Policy Advisory Committee (Senator McGowan)

The committee will meet on Wednesday, December 15 at 3:00 pm in Stouffer 138.
The committee continues to monitor D2L discussion.

University Budget Advisory Committee (Senator Radell)

No Report

NEW BUSINESS

none

ADJOURNMENT

The meeting was adjourned at 4:42 PM.

Respectively Submitted

Edel Reilly, Senate Secretary