

**MINUTES OF THE
IUP UNIVERSITY SENATE**

Nov 8, 2011

Chairperson LaPorte called the November 8, 2011 meeting of the University Senate to order at 3:32 p.m., in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Ali, Boser, Domaracki, Fries, Kupers, Luckey, Mack, Moore, M. Powers, H. Powers, Riveria, Sink, Wick, Wierran

The following senators were absent from the meeting: Alman, Camp, Collins, Deckert, Franklin-Rahkonen, Geletka, Gillham, Gonzales, Johnson, Kennedy, Lemasters, Mensch, Muth, Pittman, Ruffing, Spielman,

The minutes for the October 13, 2011, meeting were **APPROVED**.

Agenda items for the November 11, 2011, meeting were **APPROVED**

REPORTS AND ANNOUNCEMENTS

President's Report

The Council of Trustees from each of the 14 institutions meet twice a year rotating throughout all the campuses. In October IUP hosted the fall meeting. The university was given an opportunity to showcase what happens here. On the first evening there was reception at the University Museum followed by dinner and a performance by the Fine Arts Department. The next day there were presentations by faculty and students. It was very well received.

IUP was represented on two panels that met before the State Senate Appropriations Committee. This is where PASHEE has to show what they do for the commonwealth. The two panels were academics and economic development of the community.

One of the long term goals of the university is to produce successful graduates. Recently 6 young alumni, one from each college, were recognized.

The budget is still up in the air and not something we should be overly worried about at this stage.

Provost's Report

I wish to take a few minutes to report on the progress made on the review of academic programs that have been proposed for moratorium/elimination in the Academic Affairs Workforce Plan. All of the affected departments and their college curriculum committees have provided responses for each program and have forwarded those responses to the appropriate university-wide

curriculum committee for further deliberation. The Council of Deans have also reviewed all of the depart and colleges responses and after further deliberations have recommended to me that seven programs on the list be removed from further consideration for moratorium. I have accepted those recommendations and I wish to announce that the following seven programs are no longer being considered for moratorium:

College of Fine Arts

- M.A. Music Education (Place in extended review status until December 2012 to allow for curriculum revisions and development of a recruitment plan)
- M.A. Music Performance (Place in extended review status until December 2012 to allow for curriculum revisions and development of a recruitment plan)

College of Humanities and Social Sciences

- M.A. English Generalist (place in extended review status until December 2012 to allow for program revisions and development of a recruitment plan)
- B.A. Geography/Economics (Place in extended review status until June 2012 to permit consolidation into one program)
- B.A. Religious Studies (Remove from list based on curriculum revision plans; reevaluate enrollments in 2014)

College of Health and Human Services

- B.S. Clinical Lab Sciences (Remove from list and extend review to December 2013)

College of Natural Sciences and Mathematics

- M.Ed. Elementary and Middle School Mathematics (Remove from list and extend review to December 2013 to allow a new recruitment plan to be successfully implemented)

Finally, I want to emphasize that no final decisions have been made with regard to the remaining programs on the moratorium list. Those programs will be reviewed by the appropriate university-wide curriculum committee and those committee's recommendations will be forward to the University Senate for further consultation. Only then will a final decision be made on the future of each program.

Curriculum Revisions

In response to the Senate recommendations from the October 11, 2011 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - FSMR 280 - Introduction to Apparel Buying
 - FSMR 380 - Applications in Apparel Buying
- B. New Track from the Department of Professional Studies in Education and the Department of Special Education and Clinical Services - Bachelor of Science in Education–Early Childhood Education/ Special Education Urban Track
- C. Program revision from the Journalism department for the Minor in Journalism.

- D. Program revision from the Health and Physical Education department for the Bachelor of Science – Athletic Training

From the University-Wide Graduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
- ELMA 561 - Discrete Mathematics for Elementary/Middle Level Teachers
 - MKTG 533 Advertising
 - MKTG 543 New Product Design and Branding
 - MKTG 544 Green Marketing
 - MKTG 545 Social Media Marketing
 - MKTG 546 Marketing Ethics
- B. Program revision from the Sociology department for the Master of Arts in Sociology

Chairperson's Report

I don't have much to report today. The biggest issue on the horizon is moratorium/elimination of programs. Not surprisingly there is a PASSHE System Directive that spells out how this is accomplished. That directive empowers the president to place a program in moratorium/elimination "...following the institution's usual methods of consultation with the faculty". I am pleased to report that this administration is doing more than paying lip-service to that consultative requirement and is utilizing the normal curricular mechanisms that involve this senate and its subcommittees. If I were wearing a hat right now I'd be doffing it to the administration for doing the right thing. I want to recognize in particular Provost Intemann in this regard for setting the right course.

Two weeks ago I attended a combined meeting between the Rules Committee and the University Wide Graduate Committee during which this issue was discussed. There was a lot of head scratching about how to proceed. This is uncharted territory. Although the steps to take as articulated in the system directive are not terribly complicated, the devil is in the details. So how to judge a program's academic integrity, appropriateness to mission, need, etc. is something the Graduate and Undergraduate committees will have to grapple with. I have every confidence in the leadership as well as the members of those committees and know that they will accomplish this difficult task.

My only suggestion, and it is only a suggestion, is that the committees consider inviting the departments/programs involved to the meeting and solicit their direct input. This is often done when programs are being initially proposed to those committees so it does not represent a significant departure from normal operating procedures. Some departments have already put together presentations to the Provost making their case. If this body is going to make recommendations regarding which programs should be eliminated or put in moratorium then the case should be made by programs to our standing committees who will then make their decisions and bring them to us for deliberation, discussion and ultimately a vote. The president's final decision about the fate of programs can then be guided by this careful review process.

Parliamentarian's Report

Parliamentarian Smith-Sherwood shared with the assembly the following information as "Robert's Rules Tip of the Month:"

floor - Where a pending motion is said to be; that which a recognized speaker is said to have

table - Upon which a motion may lie; from which a motion may be taken

main motion - "a motion whose introduction brings business before the assembly" (126)

subsidiary motion - "assist[s] the assembly in treating or disposing of a main motion" (126)

Two *subsidiary motions* related to the concept of *table*:

Lay on the Table (often inappropriately termed 'tabling a motion') - "there is a reason for the assembly to lay the main motion aside temporarily without setting a time for resuming its consideration, but with the provision that it can be taken up again whenever a majority so decides" (127)

Take from the Table - "it is desired to resume consideration of a main motion which lies on the table" (132)

A third, related *subsidiary motion*:

Postpone to a Certain Time - "the assembly might prefer to consider the main motion later in the same meeting or at another meeting" (127)

Quoted excerpts from Robert's Rules of Order Newly Revised: In Brief (2004)

Vice chairperson's Report

While it is not even Thanksgiving, we are already deep in the process of scheduling for the winter and spring sessions. Winter session classes continue to grow in number, much to the delight of students campus-wide. Especially with an extended winter break, there is no better time to either get ahead or lighten your load during the fall or spring. The continual shift from a rigid fall-spring model to a fluid year-round approach with winter and numerous summer options benefits both the students and the university, and IUP leadership should be commended for their commitment to the changing face of education.

However, change does not always come easily, and a number of problems still remain. A good friend of mine was told the wrong alternate pin, a 4-digit number required to register, by her advisor and although she contacted this advisor immediately - her advisor took a week to get back to her. By that point, her classes were filled. Now this is not something we are comfortable talking about, but as someone who has had a number of different majors at this University, and along with them a number of different advisors, it is clear that the difference between a good advisor and a poor one can be dramatic. Something

needs to be done to ensure that advising at IUP goes beyond the same expectations as instruction and research. It is just as essential to the success of our students.

I will also say again that there needs to be either more flexibility or more coordination in what courses are required for certain majors and minors. If, for example, the Nursing department requires all sophomores to take a certain Nutrition class, but the Nutrition department only has the resources to offer one section at one specific time, telling students “Sorry, you’ll have to take this over winter” is not an appropriate solution. For some, it is not even a financially viable option, but what choice do these students have? If more sections cannot be offered due to personnel or financial restraints in these cross-departmental required courses, more options need to be given to the students. While I said students appreciate the ability to take classes during summer and winter sessions, IUP should not be structured in a way that requires them to do so in order to graduate on time.

Lastly, and this is from a Republican mind you, anti-homosexual remarks in the classroom are an embarrassment to this University and to all of us as a people. As students, we come to this university to seek enlightenment. To instead receive small-minded prejudice could not be more of a disappointment.

We as a university need to challenge ourselves to be better. Right now we face the reality that resources are tighter than ever. Expectations have been bleak for over a year. However, necessity breeds innovation, and we, as a university must not settle for what we have now, not accept the status quo of sometimes lackluster advising, unforgiving scheduling restrictions, and unfriendly classroom environments. We must instead strive for greatness. Otherwise, “beyond expectations” is nothing more than a punchline. Are there any questions?

Rules Committee (Senator Korns)

Bylaw IV.F

It has been observed that sometimes policies that are recommended by Senate committees do not have suggested implementation dates. I wanted to remind committee chairs and members that Senate Bylaws IV.F states that “All policy recommendations of committees to the University Senate shall be accompanied by suggested implementation dates.” Later in the agenda, you’ll find that the University Wide Graduate Committee has given us an excellent example of compliance with this bylaw today’s meeting, where there is a change in the course deactivation policy recommended with a suggestion implementation date. I’d like to thank the committee for this and remind other committee members and chairs of the need to include this in their policy recommendations.

Digital Senate Meeting Minutes

Several meetings ago I reported that meeting minutes from all prior Senate meetings were scanned and would be posted on the Senate website. I’m happy to report to you today that that posting has occurred and that Senate meeting minutes from 1966 to the present are now available to anyone in the University with a simple click or two. Several parties have already taken advantage of this for searching for Senate records and we plan to communicate this to the University at large. We see it as being very useful for such things as researching dates when courses were revised, programs approved, policies implemented, and attendance records at Senate meetings. Once again I’d like to thank Senator Harrison Wick from the IUP Libraries for

allowing us access to the files, and Senator Scott Moore, the Senate webmaster for posting them on the website.

Next Rules Committee Meeting

The next meeting of the Senate Rules Committee is next Tuesday, November 15th at 3:30 pm in Room 6, Keith Hall.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

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

- **HRIM 281 Wedding Event Management in the Hospitality Industry**
- **ENGL 348 African American Literature**
- **HPED 441 Psychosocial Implications for Health and Physical Education**
- **ACCT 304 Intermediate Accounting I**
- **ACCT 305 Intermediate Accounting II**
- **GRMN 372 Childhood Enchantment: The Fairy Tale in German Culture and Literature**
- **GEOG 104 World Geography: Global Context**

1 Department of English – Correction

APPROVED

Current Program:

Proposed Program:

Bachelor of Arts–English/Writing Studies Track	Bachelor of Arts–English/Writing Studies Track
Controlled Electives: Two courses from Studio/Portfolio/Career Preparation: ENGL 320, 420, 483, 493 6cr	Controlled Electives: Two courses from Studio/Portfolio/Career Preparation: ENGL 360, 420, 483, 493 6cr

Rationale: Last year, at the December 7, 2010 Senate meeting, there was a typo in the Writing Studies Track under the Controlled Electives section for Studio/Portfolio/Career Preparation: ENGL 320 was the first course listed, but there is no course with that number. The correct number of the course should have been 360.

2 Liberal Studies and University-Wide Curriculum Committee – Writing Intensive Instructor Approvals

APPROVED

- a** Type I Writing status, Professor Commitment, for Dr. Dighton Fiddner, Political Science Department.

- b Type I Writing status, Professor Commitment, for Dr. Hans Pedersen, Philosophy Department.

3 Department of Special Education and Clinical Services – New Track, Course Revision, and Catalog Description Change **APPROVED**

a New Track

Catalog Description:

Dual Certification – Special Education Grades 7-12 for Secondary Education Majors

Students majoring in a Secondary Education field may complete academic requirements for certification in Special Education Grades 7-12 by completing the following requirements. Students are advised that completion of requirements for a second certification may take up to three additional semesters.

Dual Certification – Special Education Grades 7-12 for Secondary Education Majors (1, 2, 3) 25

EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 221	Methods of Teaching Mathematics to Secondary Students with Disabilities	2cr
EDEX 222	Secondary Reading Methods for Learners with Disabilities	2cr
EDEX 340	Behavior Management in Special Education	3cr
After Step 1		
EDEX 435	Methods and Curriculum: Severe and Profound	3cr
EDEX 440	Ethical and Professional Behaviors for Secondary Teachers	1cr
EDEX 458	Transition for Youth with Disabilities	3cr
EDEX 469	Education of Persons with Emotional Disabilities/Behavioral Disabilities/Learning Disabilities/Traumatic Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities/Physical Disabilities/Multiple Disabilities	3cr
EDUC 342	Pre-student Teaching Clinical Experience II (4)	2cr

- (1) In addition to these 25crs, students should also take EDEX 323 English Language Learners with Special Needs, a 2cr course in the student's major program.
- (2) Students are asked to declare their intent to add a second certification upon matriculation so that they may substitute EDEX 103 for COMM 103 for specific technology content.
- (3) The addition of EDEX 103 and 323 to the list identified above will bring the Special Education credit total to 29.

- (4) EDUC 342 would be taken twice in two different summers - once at Pace and once at IUP. Arrangements could also be made to use other ESY programs such as Sunrise School, Milestones, and/or a number of other programs near and far. In fact, a lot of this program could be easily integrated into the candidate's major program.

Rationale: The proposed track is a response to the Pennsylvania Department of Education's mandate for realignment of certification as well as to respond to the demands of school districts for special educators and to meet the demands for highly qualified teachers under the No Child Left Behind legislation and PDE requirements for Highly Qualified content area certifications.

The Pennsylvania Department of Education (PDE) has changed the certification process for special education teachers. The change is twofold. First, the Special Education certificate will no longer be issued as a K-12 certification. PDE has split the Special Education certification into two distinct certificates – Pre-K through Grade 8 and Grades 7 through 12. Second, Special Education is no longer to be issued as a stand-alone certification. The Special Education certification must be an add-on certificate to a primary certification in early childhood, middle level, reading specialist, or a secondary content area.

In response to this change, a Special Education Grades 7-12 Certification is proposed to be paired with any Secondary Education certification program. Upon completion of the Special Education Grades 7-12 Certification, the successful candidate will be certified to teach students with all disabilities in grades 7-12. The proposed certification is composed of 25 credits that, when combined with credits from the student's primary certification area (see Footnote 4), total to 29 credits. Courses in the Special Education Grades 7-12 Certification can be interwoven into a student's program of studies and supplemented with summer program coursework. Requirements for completion of the 400 level courses within the certification are the same as those required for Admission to Step 1 of Teacher Certification.

b Course Revision and Catalog Description Change:

APPROVED

Current Catalog Description:

EDEX 222 Methods of Teaching Reading to Persons with Disabilities

3c-0l-3cr

Prerequisite: Sophomore status or above

Focuses on basic concepts of developmental reading instruction and systematic coverage of methods of teaching reading from readiness stages through eighth grade. Reviews research in the field, including current issues, trends, practices, and services. Additionally, issues and practices related to students who are English language learners are examined.

Throughout the course, a variety of instructional approaches (e.g. cooperative learning, simulations, role playing, co-teaching, and whole group instruction) are used to facilitate the acquisition of new skills. Students also become familiar with software useful for reading instruction.

Proposed Catalog Description:

EDEX 222 Secondary Reading Methods for Learners with Disabilities 2c-0l-2cr

Prerequisites: EDEX 111, 3.0 GPA, secondary education major

Provides intensive methods for secondary learners with disabilities in literacy (reading, writing, and listening). Focuses on basic concepts of remedial literacy instruction and specially designed instruction for secondary-aged students with diverse needs. Reviews research in the field, including current issues, trends, practices, and services. Organized around critical areas of literacy instruction and study skills. Examines issues and practices related to students who are English language learners. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate the acquisition of new skills.

Rationale: The Pennsylvania Department of Education (PDE) has changed the certification process for special education teachers. This course, as it currently exists, will be replaced by the reading and literacy courses offered in the ECSP program. The course revision is necessary to address the needs of teaching students in the secondary level, grades 7 through 12. Secondary literacy areas require the use of text-based literacy and writing-to-learn skills to access information and demonstrate proficiency. This course is designed to provide the skills and pedagogy to assess and identify specific deficits and to apply appropriate strategies and interventions in integrated language arts literacy for secondary-age students with disabilities. This course will be offered as part of the 7 through 12 add-on certificate.

4 Department of Foreign Languages – New Course, Course Revisions

APPROVED

a New Course:

GRMN 372 Childhood Enchantment: The Fairy Tale in German Culture and Literature

3c-0l-3cr

Prerequisites: GRMN 252, or permission of instructor

Analyzes the role fairy tales have played in German culture and literature over time. Emphasizes the complex reflection of socio-political processes and realities in folk tales and literary fairy tales (“Kunstmärchen”), as well as the use of fairy tale motifs in other literary genres, film, the arts, music, advertising, and everyday life. Topics to be discussed may include but are not limited to: gender roles, family relationships, the motif of the quest, the depiction of heroes and heroines, the conflict between good and evil, crime and punishment, the idea of justice, altruism versus egotism, the fairy tale and politics, etc. This class is taught in German.

b Course Revisions:

APPROVED

i Current Catalog Description:

CHIN 101 Elementary Chinese I

3c-0l-3cr

For beginning students. Introduces the Chinese language, with attention focused on the four basic skills: reading, writing, speaking, and listening. Students learn pronunciation (including the four tones), fundamental grammatical patterns, and how to write approximately 250 characters. Also imparts knowledge of Chinese culture. Attendance and language lab practice are required.

Proposed Catalog Description:

CHIN 101 Elementary Chinese I

4c-0l-4cr

For beginning students. Introduces the Chinese language, with attention focused on the three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. Students learn pronunciation, fundamental grammatical patterns, and how to write approximately 250 characters. Also imparts knowledge of Chinese culture and society. Attendance is required. Students may not register for or take a D/F repeat in CHIN 101 when credit has already been received for a higher-numbered CHIN course.

Rationale: CHIN 101 will shift from being a three-credit course to a four-credit course so that it will follow the same structure as for the instruction of Spanish at IUP. In the strongest Chinese language programs in the United States, classes meet either four or five times per week. Changing to a four-credit class will allow the department to conform to such a model, enabling students to progress faster in their Chinese. It will also make it possible for those students taking the language to fulfill a language requirement to do so in three semesters instead of four, a schedule preferred by students. Language requirements have changed since the original catalog description and more advanced offerings of Chinese are now available so that students can continue studying the language. The proposed Syllabus of Record reflects the latest pedagogical advances in the teaching of Chinese as a second language. Revisions to the catalog description are being made to reflect the addition of a credit and the updated pedagogy.

ii Current Catalog Description:

APPROVED

CHIN 102 Chinese II

3c-0l-3cr

Prerequisite: CHIN 101

A continuation of CHIN 101, this course continues the student's acquisition of Chinese, with attention focused on the four basic skills: reading, writing, speaking, and listening. Also imparts knowledge of Chinese culture. Primary emphasis is on the further development of oral communication and writing skills. Attendance and language lab practice are required.

Proposed Catalog Description:

CHIN 102 Elementary Chinese II

4c-0l-4cr

Prerequisites: CHIN 101

A continuation of Elementary Chinese I, focusing on the three modes of communication—interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing - to build proficiency in using the Chinese language in real-life situations. Also imparts knowledge of Chinese culture and society. Attendance is required. Students may not register for or take a D/F repeat in CHIN 102 when credit has already been received for a higher-numbered CHIN course.

Rationale: CHIN 102 will shift from being a three-credit course to a four-credit course so that it will follow the same structure as for the instruction of Spanish at IUP. In the strongest Chinese language programs in the United States, classes meet either four or five times per week. CHIN 102 should fulfill the same Liberal Studies elective requirements as do other foreign languages taught by IUP faculty. CHIN 102 should count as a Liberal Studies non-Western course, just as do such CRLG classes as Arabic, Hindi, Japanese, and Korean.

iii Current Catalog Description:

APPROVED

CHIN 201 Intermediate Chinese III

3c-0l-3cr

Prerequisite: CHIN 102

An intermediate course for students who have already studied Chinese. A continuation of mastery of the four basic skills: reading, writing, speaking, and listening. Also imparts knowledge of Chinese culture. Attendance and language lab practice are required.

Proposed Catalog Description:

CHIN 201 Intermediate Chinese

4c-0l-4cr

Prerequisites: CHIN 102

A continuation of previous work on the three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing so that students can function in everyday situations. Also imparts knowledge of Chinese culture and society. Liberal Studies credit is given. Attendance is required. Students may not register for or take a D/F repeat in CHIN 201 when credit has already been received for a higher-numbered CHIN course.

Rationale: CHIN 201 will shift from being a three-credit course to a four-credit course so that it will follow the same structure as for the instruction of Spanish at IUP. In the strongest Chinese language programs in the United States, classes meet either four or five times per week. With these revisions, Chinese should now be listed in the CHSS “College Foreign Language Requirements” (catalog page 94). CHIN 201 should fulfill the same Liberal Studies elective requirements as do other foreign languages taught by

IUP faculty. CHIN 201 should count as a Liberal Studies non-Western course, just as do such CRLG classes as Arabic, Hindi, Japanese, and Korean.

Phased Implementation of the 4 credit Chinese: The 3-credit Chinese courses are generally offered so that 101 and 201 are offered in the fall, and 102 and 202 are offered in the spring. Students who started in 3-credit courses could by this plan finish the four 3-credit courses, and students starting the 4-credit CHIN 101 in fall 2012 can finish the three 4-credit courses. Fall 2012: 4-credit CHIN 101 and 3-credit 201
Spring 2013: 4-credit CHIN 102 and 3-credit 202
Fall 2013: 4-credit CHIN 101 and 4-credit 201
Spring 2014: 4-credit CHIN 102

5 College of Humanities and Social Sciences – Program Revision

APPROVED

Current Catalog Description:

Asian Studies Program

The Committee of Asian Studies offers a major and a minor to provide students with the opportunity to increase their knowledge of the world's largest, most populous, and most diverse continent. The program emphasizes an interdisciplinary approach and requires students to complement their Asian Studies degree with a minor or second major, preferably in such fields as Anthropology, Economics, Fine Arts, Geography, History, International Business, International Studies, Journalism, Political Science, and Religious Studies. Students enrolled in the Asian Studies major or minor will find that the course offerings furnish excellent preparation for careers in business, government, journalism, and teaching.

To complete the Asian Studies major, a student must take a minimum of 33 credits in courses dealing with Asia and 15-21 credits in a minor of the student's choice (with a second major also fulfilling the latter requirement). All Asian Studies majors must take ASIA 200 and must demonstrate at least an intermediate-level proficiency of an Asian Language, doing so either by passing the intermediate sequence of one of the Asian languages offered at IUP or by demonstrating that they have acquired the equivalent proficiency level elsewhere. The remaining courses to be taken fall into two groups: "Category A: Exclusively Asia-Focused" and "Category B: Substantially Asia-Focused." At least 21 credits must come from Category A; no more than 3 credits may come from Category B.

To minor in Asian Studies, students must complete a minimum of 18 credits, no more than 6 of which may have the prefix of their major. ASIA 200 is required of all Asian Studies minors. At least 12 credits must come from Category A: Exclusively Asia-Focused. Three credits of an Asian language course may apply to the Category A requirement. No more than 3 credits from Category B: Substantially Asia-Focused may be applied to the minor.

Proposed Catalog Description:**Committee of Asian Studies**

The Committee of Asian Studies offers a major and a minor to provide students with the opportunity to increase their knowledge of the world's largest, most populous, and most diverse continent. The program emphasizes an interdisciplinary approach and requires students to complement their Asian Studies degree with a minor or second major, preferably in such fields as Anthropology, Economics, Fine Arts, Geography, History, International Business, International Studies, Journalism, Political Science, and Religious Studies. Students enrolled in the Asian Studies major or minor will find that the course offerings furnish excellent preparation for careers in business, government, journalism, and teaching.

To complete the Asian Studies major, a student must take a minimum of 33 credits in courses dealing with Asia and 15-18 credits in a minor of the student's choice (with a second major also fulfilling the latter requirement). All Asian Studies majors must take ASIA 200 and must demonstrate at least an intermediate level proficiency of an Asian Language, doing so either by passing the intermediate sequence of one of the Asian languages offered at IUP or by demonstrating that they have acquired the equivalent proficiency level elsewhere. There are two categories of courses: Category A: Exclusively Asia-Focused and Category B: Substantially Asia-Focused. At least 23 credits must come from Category A; no more than 3 credits may come from Category B.

To minor in Asian Studies, students must complete a minimum of 18 credits, at least 12 of which must be outside of their major. ASIA 200 is required of all Asian Studies minors. At least 12 credits must come from Category A (Exclusively Asia-Focused). Three credits of an Asian language course may apply to the Category A requirement. No more than 3 credits from Category B (Substantially Asia-Focused) may be applied to the minor

Current Program:**Bachelor of Arts—Asian Studies**

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

Mathematics: 3cr

Liberal Studies Electives: 3cr

Major:**Required Course:**

3cr

ASIA 200 Introduction to Asian Studies

Controlled Electives: (1)

30cr

One of the following sequences of intermediate Asian languages: (2)

0-6cr

CHIN 201/202 Intermediate Chinese

CRLG 201/251 Arabic III, IV

CRLG 205/255 Hindi III, IV

CRLG 208/258 Japanese III, IV

CRLG 209/259 Korean II,IV

Proposed Program:**Bachelor of Arts—Asian Studies**

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

43

Mathematics: 3cr

Liberal Studies Electives: 3cr

33 **Major:**

33

Required Course:

3cr

ASIA 200 Introduction to Asian Studies

Controlled Electives: (1)

30cr

Intermediate language (2)

0-4cr

One of the following:

CHIN 201 Intermediate Chinese III

4cr

CRLG 251 Arabic IV

3cr

CRLG 255 Hindi IV

3cr

CRLG 258 Japanese IV

3cr

CRLG 259 Korean IV

3cr

CRLG 214/264 Hebrew III,IV

CRLG 264 Hebrew IV

3cr

Category A: Exclusively Asia-Focused (3, 4) 21-30cr
At least 18cr earned through the following courses:

ANTH/SOC272	Cultural Area Studies: China	3cr
ANTH/SOC273	Cultural Area Studies: Southeast Asia	3cr
ARHI 224	Introduction to Asian Art	3cr
ARHI 423	Art of Japan	3cr
ARHI 424	Art of India and Southeast Asia	3cr
ARHI 425	Arts of China	3cr
GEOG 256	Geography of East Asia	3cr
GEOG 257	Geography of South and Southeast Asia	3cr
HIST 206	History of East Asia	3cr
HIST 330	History of the Islamic Civilization	3cr
HIST 331	Modern Middle East	3cr
HIST 332	History of Early China	3cr
HIST 334	History of Modern China	3cr
HIST 337	History of Modern Japan	3cr
PLSC 383	Political Systems: Asia	3cr
PLSC 384	Political Systems: Middle East	3cr
RLST 220	Buddhist Thought and Practice	3cr
RLST 311	Eastern Philosophy	3cr
RLST 370	Religions of China and Japan	3cr
RLST 373	Advanced Studies in Buddhism	3cr
RLST 375	Religions of India	3cr
RLST 380	Islam	3cr

Category B: Substantially Asia-Focused (3,4,5) 0-6cr
No more than 3cr earned through the following courses:

BTST 342	Intercultural Business Communication	3cr
ECON 339	Economic Development I	3cr
ECON 350	Comparative Economic Systems	3cr
ENGL/FNGL 396	The Literature of Emerging Nations	3cr
GEOG 104	Geography of the Non-Western World	3cr
GEOG 254	Geography of Russia and the Soviet Sphere	3cr
MGMT 459	Seminar in International Management	3cr
PLSC 101	World Politics	3cr
PLSC 285	Comparative Government II: Non-Western Political Systems	3cr
RLST 110	World Religions	3cr

Minor: 15-21
(may also be fulfilled by the completion of a second major)

Free Electives: 18-24

Total Degree Requirements: 120

Category A: Exclusively Asia-Focused (3, 4) 23-30cr
At least 23cr earned through the following courses:

ANTH/SOC 272	Cultural Area Studies: China	3cr
ANTH/SOC 273	Cultural Area Studies: Southeast Asia	3cr
ARHI 224	Introduction to Asian Art	3cr
ARHI 423	Art of Japan	3cr
ARHI 424	Art of India and Southeast Asia	3cr
ARHI 425	Arts of China	3cr
GEOG 256	Geography of East Asia	3cr
GEOG 257	Geography of South and Southeast Asia	3cr
HIST 206	History of East Asia	3cr
HIST 330	History of the Islamic Civilization	3cr
HIST 331	Modern Middle East	3cr
HIST 332	History of Early China	3cr
HIST 334	History of Modern China	3cr
HIST 337	History of Modern Japan	3cr
PLSC 383	Political Systems: Asia	3cr
PLSC 384	Political Systems: Middle East	3cr
RLST 220	Buddhist Thought and Practice	3cr
RLST 311	Eastern Philosophy	3cr
RLST 370	Religions of China and Japan	3cr
RLST 373	Advanced Studies in Buddhism	3cr
RLST 375	Religions of India	3cr
RLST 380	Islam	3cr

Category B: Substantially Asia-Focused (3,4,5) 0-3cr
No more than three credits earned through the following courses:

BTST 342	Intercultural Business Communication	3cr
ECON 339	Economic Development I	3cr
ECON 350	Comparative Economic Systems	3cr
ENGL 396/FNLG 396	The Literature of Emerging Nations	3cr
GEOG 104	Geography of the Non-Western World	3cr
GEOG 254	Geography of Russia and the Soviet Sphere	3cr
MGMT 459	Seminar in International Management	3cr
PLSC 101	World Politics	3cr
PLSC 285	Comparative Government II: Non-Western Political Systems	3cr
RLST 110	World Religions	3cr

Minor: 15-21

Free Electives 23-29

Total Degree Requirements: 120

- | | |
|---|---|
| <ul style="list-style-type: none">(1) At least 12 credits must be at the 300 level or higher.(2) A student who has acquired an intermediate level of proficiency in an Asian language, but not through an accredited college program, may apply to the Asian Studies Committee to be exempt from 3 or 6 credits in intermediate language instruction. Such credits in these cases are to be replaced by taking additional Category A classes. Students who take advanced-level Asian language courses at IUP or another university may apply to the program director to have such credits partially fulfill the Category A requirements.(3) No more than 9 credits of courses with the same departmental prefix may count toward Categories A and B.(4) The subject matter varies in: rotating topic courses (e.g. ENGL 344, 397, 398, or 399; HIST 403; and RLST 485); courses that utilize the case study approach (e.g. ECON 345, 346, MGMT?MKTG 350; MGMT 452, 454, MKTG 430, 441, and SOC 362); and special topics courses (i.e., classes numbered 281 and 481). When concerned with Asian Studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee.(5) Certain courses may require additional prerequisites. | <ul style="list-style-type: none">(1) At least 12 credits must be at the 300 level or higher.(2) A student who has acquired an intermediate level of proficiency in an Asian language, but not through an accredited college program, may apply to the Asian Studies Committee to be exempt from three credits in intermediate language instruction. Such credits in these cases are to be replaced by taking additional Category A classes. Students who take advanced-level Asian language courses at IUP or another university may apply to the program director to have such credits partially fulfill the Category A requirements.(3) Unless given permission by the director of the Asian Studies major, no more than 9 credits of courses with the same departmental prefix may count toward the major.(4) The subject matter varies in: rotating topic courses (e.g. ENGL 344, 397, 398, or 399; HIST 403; and RLST 485); courses that utilize the case study approach (e.g. ECON 345, 346, MGMT?MKTG 350; MGMT 452, 454, MKTG 430, 441, and SOC 362); and special topics courses (i.e., classes numbered 281 and 481). When concerned with Asian Studies, these courses may be applied to either Category A or Category B with the approval of the Asian Studies Committee.(5) Certain courses may require additional prerequisites. |
|---|---|

Rationale: Under this revision, the number of credits required for the Asian Studies major will remain at 33, but the distribution of those credits within the major will change slightly. Currently, students must take 3 credits of ASIA 200, 6 credits of intermediate Asian language instruction, 21-24 credits of Category A classes, and 0-3 credits of Category B classes. With this revision, students will continue to take ASIA 200 for 3 credits, but now only the last class of intermediate language instruction will count toward the major (3 credits in the case of Critical Language classes, 4 credits in the case of CHIN 201), and as a result students will be required to take one more Category A class.

We are making this change for two reasons. First, because the structure of Chinese language offerings is changed from four 3-credit classes to three 4-credit classes, the Asian Studies major must reflect this change in such a way as to accommodate the new structure for Chinese while continuing to work for Critical Languages classes in Arabic, Japanese, Korean, etc. In other words, our requirements must allow for the fact that only 4 credits of Intermediate Chinese will be offered, but there are two levels of Intermediate Critical Languages, each level consisting of a 3-credit class.

Second, the current Asian Studies major only requires 33 credits, including 6 credits of language. The major therefore requires fewer credits than any other major in the College of Humanities and Social Sciences (the lowest number for any other major is 30 credits, but that does not include the college's language requirement). The Asian Studies Committee believes that our major would be stronger if our students were to take one additional Category A course.

Reducing the intermediate language requirement to a maximum of 4 credits solves the problem of the discrepancy between Chinese and Critical Languages and simultaneously requires our students to take one more Category A course. Students taking an Asian language through the Critical Languages Program will need to take a total of 24 credits in Category A and B classes.

Those taking Chinese will only need to take 23 credits in those categories. Since all of our classes in those categories are 3 credits, however, unless a Chinese language student takes a 2-credit class elsewhere and has it transferred to IUP, these students also will in fact be taking 24 credits in those categories.

While writing this revision, an inconsistency in the current catalog has been discovered: the maximum number of Category B classes should be 3 rather than 6. The correct number is indicated where the catalogue states: “No more than 3cr earned through the following courses,” but the heading above that statement incorrectly indicates that students can take 0-6cr in that category. We have corrected this in the revised version.

6 Department of Biology – Catalog Description Change

APPROVED

Current Catalog Description:

BIOL 105 Cell Biology

3c-0l-3cr

Prerequisite: Non-Biology majors only

Introduces concepts and applications for understanding human biological function from the point of view of cellular biology.

Proposed Catalog Description:

BIOL 105 Cell Biology

3c-0l-3cr

Prerequisite: Enrollment restricted to students in the College of Health and Human Services

Introduces concepts and applications for understanding human biological function from the point of view of cellular biology.

Rationale: This course was developed as an introductory course for majors related to human health (e.g., Food and Nutrition, Nursing and Allied Health Professions). The old pre-requisite was not sufficiently specific. Students in other majors inadvertently took the course, thinking that it was a Liberal Studies course when it is not. Consequently, students who are required to take the course have had trouble getting into it. Our goal is to restrict the course to the students it was designed to serve.

7 Department of History – New Course

APPROVED

HIST 379 History in the Digital Age

3c-0l-3cr

Prerequisite: History and Social Studies Education/History majors

Not applicable toward Social Studies education requirements

Examines the changes that digital technologies are bringing to the field of history and how historians research, write, present, and teach the past. Students will investigate the development of this new media and study the state of digital historical work by scholars, teachers, archivists, museum curators, and popular historians. As they examine this work, students will also explore the philosophical and ethical issues raised by efforts to put history online. Finally, students will be given an introduction to some of the programs used by historians and the public to create digital history.

Rationale: This course is one of the electives for students in the BA in History and BSED in Social Studies Education/History Track. This course is not intended to be a Liberal Studies course. This course cannot be incorporated into another existing course because of the scope needed to properly introduce students to the use of digital information as a tool for historians.

8 Department of Criminology – Course Deletions

APPROVED

a CRIM 300 Theory of Complex Criminal Justice Organizations

Rationale: During the Department's 2003 curriculum revision, CRIM 300 Theory of Complex Criminal Justice Organizations was removed as a required class, but continued to be offered each semester through 2006 for those students who enrolled prior to the 2003 curriculum change. CRIM 300 has not been offered since Fall 2007. Should a need for this course be identified in the future, the course material change would be so significant that a new course proposal would be necessary instead of a course revision.

b CRIM 480 Seminar in Criminology – The Administration of Justice

APPROVED

Rationale: CRIM 480 has not been offered in over 10 years. The material that could be covered in CRIM 480 Seminar in Criminology – The Administration of Justice can be addressed in CRIM 481 Special Topics in Criminology. Material offered under CRIM 480 is restricted to areas involving the "Administration of Justice," where CRIM 481 expands this area to include "selected topics not emphasized in other courses," which would include Administration of Justice issues.

c Courses to be deleted:

CRIM 112	Love, Marriage, and Family	CRIM 397	Instrumental Detection and Deception
CRIM 201	Police Administration I	CRIM 412	Rules of Evidence
CRIM 202	Police Administration II	CRIM 415	Supervision in Administration of Justice
CRIM 301	Criminal Law I	CRIM 420	Traffic Regulation and Control
CRIM 302	Criminal Law II	CRIM 425	Advanced Instrumental Detection and Deception
CRIM 310	Criminal Investigations	CRIM 430	Comparative Study of Justice
CRIM 311	Criminalistics	CRIM 431	Etiology of Delinquent Behavior
CRIM 320	Traffic Administration	CRIM 432	Treatment and Control of Delinquents
CRIM 325	Instrumental Detection of Deception	CRIM 440	Institutional Treatment of Offenders
CRIM 330	Plan and Research	CRIM 445	Non-institutional Treatment of Offenders
CRIM 340	Crime Prevention	CRIM 456	Supervised Research
CRIM 350	Techniques of Interviewing	CRIM 460	Industrial Security and Safety
CRIM 357	Law, Social Control, and Society*	CRIM 488	Internship
CRIM 360	Introduction to Security	CRIM 492	Correctional Administration
CRIM 362	Correctional Law	CRIM 495	Seminar in Administration of Justice
CRIM 364	Retail Security/Loss Prevention	CRIM 497	Internship
CRIM 366	Physical and Plant Security	CRIM 498	Supervision Personal Field Experience
CRIM 368	Personnel and Info Security	CRIM 499	Individual Study Criminology
CRIM 390	Women and Crime*		
CRIM 396	Criminalistics		

Rationale: The department is requesting that the above listed courses be deleted to assist the department with current course maintenance and future course development. The

Criminology Department has not offered any of these courses since 1988, with two exceptions. Those courses tagged with an asterisk were replaced with Senate approval in 2003 with other courses that currently remain active: CRIM 357 Law, Social Control, and Society was changed to CRIM 255 Law, Social Control, and Society. CRIM 390 Women and Crime was changed to CRIM 450 Women and Crime.

9 Department of Physics – Program Catalog Description Change, Program Revision, and New Tracks **APPROVED**

Before the vote to approved these changes from the Department of Physics regarding the elimination of the foreign language requirement and replacing it with computer language. They are not the same computer language is not used to communicate in the same was as a foreign language is used. Computer language is more about code. It was pointed out that other majors in the College of Natural Science and Mathematics do still require a foreign language

a Program Catalog Description Change:

Current Program Catalog Description:

The goal of the Department of Physics is to prepare fully qualified individuals for productive careers in physics. Five degrees are offered within the College of Natural Sciences and Mathematics: the Bachelor of Science degree with a major in Physics, the Bachelor of Arts degree with a major in Physics, the Bachelor of Science degree with a major in Applied Physics, the Associate in Applied Science in Electro-Optics, and the Associate in Science in Electro-Optics. The first three programs offer very good preparation for graduate study in physics or for research in industrial technology. The applied physics degree provides a strong technical background for work in solid-state electronics or electro-optics or for interdisciplinary research in the areas of computer science, chemistry, biology, and geology. A Bachelor of Science in Education with a major in Physics is also offered. A two year pre-engineering program is offered in cooperation with Drexel University wherein students transfer to Drexel after two years. The department also offers a minor in Physics, as well as general science courses that satisfy the Natural Science requirements of the Liberal Studies program.

The two associate degrees in Electro-Optics, Associate in Applied Science in Electro-Optics (A.A.S.E.O.) and Associate in Science in Electro-Optics (A.S.E.O.), are designed to produce trained and skilled workers that will move into senior technician slots in the electro-optics industry, both locally and nationally. With the A.S.E.O. degree the student has a choice of either going directly to work or matriculating at the IUP main campus in the Electro-Optics track in Applied Physics. The two associate degrees, A.A.S.E.O and A.S.E.O., are offered at the IUP Northpointe Campus.

Nanomanufacturing Technology Track

The Bachelor of Science degree with a major in Applied Physics/ Nanomanufacturing Technology Track (NMT) will help IUP students to take one semester of experiential learning in the high-tech field of semiconductor device manufacturing at the state-of-the-art

facility at Penn State-University Park Campus. Nanofabrication industries using this technology are rapidly growing from biomedical applications to microelectronics. Graduates of the Applied Physics/NMT Track may enter careers in industry and education. The students enrolled in Applied Physics/NMT Track will spend one semester (16 weeks) (18cr Capstone) in their Junior/Senior year at Penn State (in the fall, spring, or summer [12 weeks]) for hands-on experience in high tech semiconductor device manufacturing field. Students must earn a GPA of at least 3.0 in the required Science and Mathematics courses to be considered for admission into the Capstone semester at Penn State.

Minor in Physics

To minor in Physics, a student must successfully complete 15 credits in Physics consisting of at least three courses at the 200 level or higher.

Cooperative Pre-Engineering (Chemical, Civil, Electrical, Materials, Mechanical) Program with Drexel University

Common to all pre-engineering programs are the following science and mathematics requirements: *PHYS 131-141, PHYS 132-142, PHYS 322, PHYS 342, *MATH 123, *MATH 124, MATH 171, MATH 241, *CHEM 111, *CHEM 112 (*or appropriate substitute). Further requirements depend on the particular engineering program chosen. Complete information regarding a specific program may be obtained from the Physics Department. For information on the Cooperative Pre-Engineering program with the University of Pittsburgh, see the catalog section for Natural Science and the program outline for "B.S.–Natural Science/Pre-Engineering."

Proposed Program Catalog Description:

The goal of the Department of Physics is to prepare students for productive careers in physics. Three degrees are offered: Bachelor of Science in Physics, Bachelor of Science in Physics Education and the Associate of Science in Electro-Optics. The B.S. in Physics offers preparation for graduate study in physics or for research in industrial technology. There are four tracks in the B.S. Physics Program: Electro-Optics, Nanotechnology Manufacturing, Applied Physics, and Pre-Engineering. The Associate of Science (A.S.) in Electro-Optics produces trained and skilled workers who will move into senior technician slots in the electro-optics industry, both locally and nationally. Some of the coursework completed for the A.S. may be applied to the B.S. in Physics/Electro-Optics Track. The A.S. is offered at the IUP Northpointe Campus.

Students in the B.S. Physics/Nanomanufacturing Technology Track (NMT) take one semester of experiential learning in the high-tech field of semiconductor device manufacturing at the state-of-the-art facility at Penn State-University Park Campus. Students must earn a GPA of at least 3.0 in the required Science and Mathematics courses to be considered for admission into the Capstone semester at Penn State. Graduates of the B.S. Physics/NMT Track may enter careers in industry and education.

The B.S. in Physics/Pre-engineering Track is designed to prepare students for admission to

engineering school. The student transfers to the affiliated engineering school after appropriate IUP course work has been completed. When sufficient credit from the affiliated engineering school has been earned, the student transfers the credit back to IUP to earn the Physics degree.

The B.S. in Physics Education combines the content knowledge of Physics with the pedagogical training offered by the College of Education and Educational Technology to prepare graduates to teach Physics as well as Science in the secondary school.

The Associate of Science (A.S.) in Electro-Optics produces trained and skilled workers who will move into senior technician slots in the electro-optics industry, both locally and nationally. The A.S. is offered at the IUP Northpointe Campus. A two-year pre-engineering program is offered in cooperation with Drexel University wherein students transfer to Drexel after two years. The Physics department also offers a minor in Physics, as well as general science courses that satisfy the Natural Science requirements of the Liberal Studies program.

Minor in Physics

To minor in Physics, a student must successfully complete 15 credits in Physics consisting of at least three courses at the 200 level or higher.

Cooperative Pre-Engineering (Chemical, Civil, Electrical, Materials, Mechanical) Program with Drexel University

Common to all Drexel pre-engineering programs are the following science and mathematics requirements: *PHYS 131-141, PHYS 132-142, PHYS 322, PHYS 342, *MATH 125, *MATH 126, MATH 171, MATH 241, *CHEM 111, *CHEM 112 (*or appropriate substitute). Further requirements depend on the particular engineering program chosen. Complete information regarding a specific program may be obtained from the Physics Department.

b Program Revision:

APPROVED

Current Program:

Proposed Program:

Bachelor of Science–Physics

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 125
Natural Science: PHYS 131-141 and 132-142
Liberal Studies Electives: 3cr, MATH 126, no courses with PHYS prefix
Major:

Required Courses:

PHYS 131	Physics I-C Lecture	*cr (1)
PHYS 132	Physics II-C Lecture	*cr (1)
PHYS 141	Physics I-C Lab	*cr (1)
PHYS 142	Physics II-C Lab	*cr (1)
PHYS 231	Electronics	4cr
PHYS 331	Modern Physics	3cr

Bachelor of Science–Physics

48	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 125 Natural Science: PHYS 131-141 and 132-142 Liberal Studies Electives: 3cr, MATH 126, no courses with PHYS prefix	44
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34	Major: Required Core Courses: PHYS 131 Physics I-C Lecture *cr (1) PHYS 132 Physics II-C Lecture *cr (1) PHYS 141 Physics I-C Lab *cr (1) PHYS 142 Physics II-C Lab *cr (1) PHYS 331 Modern Physics 3cr PHYS 345 Optics 3cr	34
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PHYS 342	Thermal and Statistical Physics	3cr		PHYS 441	Classical Mechanics	3cr	
PHYS 345	Optics	3cr		PHYS 451	Electricity and Magnetism	3cr	
PHYS 350	Intermediate Experimental Physics I	3cr		Additional Required Courses:			
PHYS 401	Theoretical Physics	3cr		PHYS 231	Electronics	4cr	
PHYS 441	Classical Mechanics	3cr		PHYS 342	Thermal and Statistical Physics	3cr	
PHYS 451	Electricity and Magnetism	3cr		PHYS 350	Intermediate Experimental Physics I	3cr	
PHYS 461	Quantum Mechanics I	3cr		PHYS 401	Theoretical Physics	3cr	
				PHYS 461	Quantum Mechanics I	3cr	
Controlled Electives:				One course from the following:			
One course from the following:				PHYS 472 or 490			
PHYS 472 or 490			3cr	One additional PHYS majors course			
One additional PHYS majors course			3cr	Other Requirements:			
Other Requirements:			16-22	Other Requirements:			
COSC 110	Problem Solving and Structured Programming	3cr		COSC 110	Problem Solving and Structured Programming (2)	3cr	16-22
MATH 225	Calculus III	3cr		MATH 225	Calculus III	3cr	
MATH 241	Differential Equations	3cr		MATH 241	Differential Equations	3cr	
MATH 342	Advanced Mathematics for Applications	4cr		MATH 342	Advanced Mathematics for Applications	4cr	
One course from the following:				One course from the following:			
COSC 250, MATH 171, 363, 421, 423			3cr	COSC 250, MATH 171, 363, 421, 423			
Foreign Language Intermediate Level (2, 3)			0-6cr	Foreign Language Intermediate Level (2)			
Foreign Language Intermediate Level (2, 3)			0-6cr				
Free Electives:			16-22	Free Electives:			
Total Degree Requirements:			120	Total Degree Requirements:			
Total Degree Requirements:			120	Total Degree Requirements:			
(1)	Credits are counted in the Liberal Studies Natural Science requirement.			(1)	Credits are counted in the Liberal Studies Natural Science requirement.		
(2)	Intermediate-level Foreign Language may be included in Liberal Studies electives.			(2)	6cr of computer programming will substitute for the foreign language requirement: COSC 110, COSC 210 or higher-level computer science courses (COSC 250 recommended), with department permission.		
(3)	6cr of computer language may substitute for the foreign language requirement: COSC 110 and 210 or higher-level computer science courses (COSC 250 recommended), with department permission.						

Rationale: As part of the physics department's effort to improve efficiency, the organization of the degrees being offered is modified to reduce the total number of different degrees. The department currently has four separate BS degree programs: (i) BS Physics (ii) BS Applied Physics (iii) BS Applied Physics/ Nanomanufacturing Technology and (iv) BS Applied Physics/Electro-Optics. Students in these separate degrees take the same courses, and seek similar employment after graduation. Therefore it has been decided to take these four separate degrees and combine them under the Physics BS degree as individual tracks. There is no change in specific courses being offered.

In the past, upper level classes in physics have been canceled at times due to low enrollment. This puts a burden on the students who need those classes for timely graduation. The consolidation of the various degrees into tracks, combined with a course rotation plan, will increase upper level physics course enrollment to a viable level. This will assure that classes will be offered as planned, allowing student to take courses as expected.

c New Tracks

APPROVED

i Catalog Description:

Bachelor of Science-Physics/Pre-Engineering Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44

Mathematics: MATH 125

Natural Science: PHYS 131-141 and 132-142

Liberal Studies Electives: 3cr, MATH 126, no courses with PHYS prefix

Major: 34

Required Core Courses:

PHYS 131	Physics I-C Lecture	*cr (1)
PHYS 132	Physics II-C Lecture	*cr (1)
PHYS 141	Physics I-C Lab	*cr (1)
PHYS 142	Physics II-C Lab	*cr (1)
PHYS 331	Modern Physics	3cr
PHYS 345	Optics	3cr
PHYS 441	Classical Mechanics	3cr
PHYS 451	Electricity and Magnetism	3cr

Additional Required Physics Courses: (2)

PHYS 231	Electronics	4cr
PHYS 342	Thermal and Statistical Physics	3cr
PHYS 350	Intermediate Experimental Physics I	3cr
PHYS 355	Computer Interfacing	3cr
PHYS 401	Theoretical Physics	3cr
PHYS 461	Quantum Mechanics I	3cr
PHYS 472	Nuclear Physics or	3cr
PHYS 490	Solid State Physics	

Controlled Electives: as required per engineering program 6-8

Chemical Engineering:

CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr

Civil Engineering:

MATH 216	Probability and Statistics for Natural Sciences	3cr
—	Technical elective	3-4cr

Electrical Engineering:

MATH 216	Probability and Statistics for Natural Sciences	3cr
—	Technical elective	3-4cr

Industrial Engineering:

MATH 216	Probability and Statistics for Natural Sciences	3cr
—	Technical elective	3-4cr

Materials Science and Engineering:

CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
<i>Mechanical Engineering:</i>		
——	Technical electives	6-8cr

Other Requirements:

23-29

CHEM 111	General Chemistry I	4cr
CHEM 112	General Chemistry II	4cr
COSC 110	Problem Solving and Structured Programming	3cr
COSC 250	Introduction to Numerical Methods	3cr
MATH 225	Calculus III	3cr
MATH 241	Differential Equations	3cr
MATH 342	Advance Mathematics for Applications	3cr
Foreign Language Intermediate Level (3)		0-6cr

Free Electives – if no automatic transfer into the University of Pittsburgh

5-13

Special Requirements:

Two years at University of Pittsburgh School of Engineering (4)

(#) Total Degree Requirements:

120

- (1) Credits are counted in the Liberal Studies Natural Science requirement.
 - (2) Courses may be taken at University of Pittsburgh.
 - (3) 6cr of computer programming will substitute for the foreign language requirement: COSC 110, COSC 210 or higher-level computer science courses (COSC 250 recommended), with department permission.
 - (4) A 2.8 cumulative GPA is required for transfer to the University of Pittsburgh. Students transferring to University of Pittsburgh do not need a second writing intensive class. Students need at most 64 additional credits from the University of Pittsburgh to receive the engineering degree.
- (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation. Students earn two degrees, hence the high credit count.

Rationale: For more than twenty years, there has been an articulation agreement between the University of Pittsburgh and IUP regarding a 3/2 BS Natural Science pre-engineering program. Prospective students enrolled in this program spend 3 years at IUP and complete introductory core science and Liberal Studies course requirements. After completing 90 to 92 credits of the required course work, the students are eligible to apply to their chosen engineering department and spend 2 years at University of Pittsburgh to earn a BS degree in engineering. In view of the advances in the field of engineering, the IUP Physics Department and University of Pittsburgh School of Engineering have agreed that the students should take more Physics courses at IUP – specifically PHYS 441 Classical Mechanics, PHYS 355 Computer Interfacing, PHYS 345 Optics, and PHYS 350 Intermediate Experimental Physics.

It is worth mentioning that many of the skills required of an engineer intersect those of a physicist. They take the same science and math classes, require a cogent understanding of the natural world, and use similar data gathering techniques. More than half of the IUP Physics Department's seminar speakers typically come from a school of engineering. Therefore, it makes sense that a dual degree engineering program would come out of the Physics department.

Pre-engineering students have an administrative connection to the physics department. The pre-engineering advisor is always a physics department faculty member; the first two year course sequence is the same as the physics major. Pre-engineering students also participate in the Physics Club; these students feel that Physics is their home department. Therefore, it follows that the most appropriate place for the pre-engineering program is in the Physics department.

The benefit of the Pre-engineering program for the students is: lower class size, an institutional concentration on instruction, and cost. The more classes a student takes at IUP, the less he/she will spend for his/her education at the University of Pittsburgh. The Classical Mechanics, Optics, Electromagnetic Theory and Computer interfacing courses taken at IUP have counterparts at the engineering school. Earning more physics credits at IUP may decrease the total student's cost of education. The contact from the University of Pittsburgh engineering program has also agreed with the idea that students taking more physics will improve the quality of the incoming transfer student.

ii Catalog Description:

APPROVED

Bachelor of Science–Physics/Nanomanufacturing Technology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44

Mathematics: MATH 125

Natural Science: PHYS 131-141 and 132-142

Liberal Studies Electives: 3cr, MATH 126, no courses with PHYS prefix

Major: 46

Required Core Courses:

PHYS 131	Physics I-C Lecture	*cr (1)
PHYS 132	Physics II-C Lecture	*cr (1)
PHYS 141	Physics I-C Lab	*cr (1)
PHYS 142	Physics II-C Lab	*cr (1)
PHYS 331	Modern Physics	3cr
PHYS 345	Optics	3cr
PHYS 441	Classical Mechanics	3cr
PHYS 451	Electricity and Magnetism	3cr

Required PSU Capstone:

NMTT 311 Materials, Safety, and Equipment Overview for

	Nanofabrication	3cr
NMTT 312	Basic Nanofabrication Process	3cr
NMTT 313	Thin Films in Nanofabrication	3cr
NMTT 314	Lithography and Patterning Techniques	3cr
NMTT 315	Materials Modification in Nanofabrication	3cr
NMTT 316	Characterization, Packaging, and Testing of Nanofabrication Structures	3cr

Additional Required Courses:

PHYS 231	Electronics	4cr
PHYS 350	Intermediate Experimental Physics I	3cr
PHYS 355	Computer Interfacing	3cr
PHYS 475	Physics of Semiconductor Devices I	3cr
PHYS 476	Physics of Semiconductor Devices II	3cr

Other Requirements:

17-23

CHEM 111	General Chemistry I	4cr
CHEM 112	General Chemistry II	4cr
COSC 110	Problem Solving and Structural Programming	3cr
COSC 250	Introduction to Numerical Methods	3cr
	Foreign Language Intermediate Level (2)	0-6cr

Free Elective:

7-13

Total Degree Requirements:

120

- (1) Credits are counted in the Liberal Studies Natural Science requirement.
- (2) 6cr of computer programming will substitute for the foreign language requirement: COSC 110, COSC 210 or higher-level computer science courses (COSC 250 recommended), with department permission.

Rationale: Nanotechnology manufacturing is a rapidly growing, high tech industry. The growth of this field led to the development of the Nanotechnology Center at Pennsylvania State University. This multi-million dollar facility offers certificates in Nanotechnology manufacturing; several PASHEE schools collaborate with the NMT center and offer degrees incorporating the educational opportunities of the NMT center. IUP is one of them, and a few years ago, the B.S. in Applied Physics/Nanotechnology Track was implemented.

From the physics department's internal analysis, brought about by the five-year review, we have decided to consolidate our degree offerings. Due to the similar nature of the programs offered by the Physics department, consolidating programs into tracks has benefits for the student as well as the department. All tracks of the Physics major will take the same core sequence of courses; increasing the enrollment in these courses to a viable level. In years past, low enrolled courses have been canceled, resulting in a serious disruption in the student progression toward timely graduation.

The Nanomanufacturing program is being moved from a track in the Applied Physics

program to a track in the Bachelors of Science – Physics program. Technically, this is a new track. However, the students in the Bachelor of Science – Physics/ Nanomanufacturing Technology Track will be taking the same courses as the Bachelor of Science – Applied Physics/ Nanomanufacturing Technology Track. In the near future, the Bachelor of Science – Applied Physics/ Nanomanufacturing Technology Track will be eliminated. Students in the eliminated BS Applied Physics/NMT Track will be able to easily change to the BS in Physics /NMT track. The department is also restructuring other degrees, so the change in this program is brought about by changes in other physics programs.

iii Catalog Description:

APPROVED

Bachelor of Science –Physics/Applied Physics

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44

Mathematics: MATH 125

Natural Science: PHYS 131-141 and 132-142

Liberal Studies Electives: 3cr, MATH 126, no courses with PHYS prefix

Major: 28

Required Core Courses:

PHYS 131	Physics I-C Lecture	*cr (1)
PHYS 132	Physics II-C Lecture	*cr (1)
PHYS 141	Physics I-C Lab	*cr (1)
PHYS 142	Physics II-C Lab	*cr (1)
PHYS 331	Modern Physics	3cr
PHYS 345	Optics	3cr
PHYS 441	Classical Mechanics	3cr
PHYS 451	Electricity and Magnetism	3cr

Additional Required Courses

PHYS 231	Electronics	4cr
PHYS 342	Thermal and Statistical Physics	3cr
PHYS 355	Computer Interfacing	3cr
PHYS 350	Intermediate Experimental Physics I	3cr
PHYS 475	Physics of Semiconductor Devices I	3cr

Controlled Electives: select one of the following subfields: 19-21

Solid State Electronics: COSC 300, MATH 342, PHYS 323, 342, 353, 432, 475 21cr

Computer Science: COSC 300, 410, 450, MATH 171, PHYS 342, 353, 432 21cr

Chemistry: CHEM 231, 323, 341, 342, 343, MATH 225 19cr

Biology: BIOL 111, 112, CHEM 231, 351; one from the following: BIOL 250, 263, 401 19cr

Geoscience GEOS 201, 202, 203, 341, 342, 371 21cr

Other Requirements: 17-23

CHEM 111	General Chemistry I	4cr
CHEM 112	General Chemistry II	4cr
COSC 110	Problem Solving and Structural Programming (2)	3cr
COSC 250	Introduction to Numerical Methods	3cr
MATH 241	Differential Equations	3cr
Foreign Language Intermediate Level (2)		0-6cr

Free Elective: 4-12**Total Degree Requirements:** 120

- (1) Credits are counted in the Liberal Studies Natural Science requirement.
- (2) 6cr of computer programming will substitute for the foreign language requirement: COSC 110, COSC 210 or higher-level computer science courses (COSC 250 recommended), with department permission.

Rational: From the Physics department's internal analysis, brought about by the five-year review, we have decided to consolidate our degree offerings. The Applied Physics Degree is being moved from a stand-alone degree to a track in the Bachelors of Science – Physics program. What had been previously separate “tracks” in the Applied Physics degree program are now referred to as a “sub field.” The department is also restructuring other degrees, so the change in this program is brought about by changes in other physics programs. This new track will have no effect on the Liberal Studies components except for reducing the credits to meet the new requirements.

iv Catalog Description:**APPROVED****Bachelor of Science–Physics/Electro-Optics Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44

Mathematics: MATH 125

Natural Science: PHYS 131-141 and 132-142

Liberal Studies Electives: 3cr, MATH 126, no courses with PHYS prefix

Major: 37**Required Core Courses:**

PHYS 131	Physics I-C Lecture	*cr (1,2)
PHYS 132	Physics II-C Lecture	*cr (1,2)
PHYS 141	Physics I-C Lab	*cr (1)
PHYS 142	Physics II-C Lab	*cr (1)
PHYS 331	Modern Physics	3cr

PHYS 345	Optics	3cr
PHYS 441	Classical Mechanics	3cr
PHYS 451	Electricity and Magnetism	3cr

Additional Required Courses (3)

PHYS 350	Intermediate Experimental Physics I	3cr
EOPT 105	Computer Interfacing in Electro-Optics	3cr
EOPT 110	Geometric Optics	3cr
EOPT 120	Wave Optics	3cr
EOPT 125	Introduction to Electronics	4cr
EOPT 126	Electronics II for Electro-Optics	3cr
EOPT 150	Fundamentals of Photonics and Laser Safety	3cr
EOPT 240	Fiber Optics	3cr

Other Requirements:

17-23

CHEM 111	General Chemistry I	4cr
CHEM 112	General Chemistry II	4cr
COSC 110	Problem Solving and Structural Programming (4)	3cr
COSC 250	Introduction to Numerical Methods	3cr
MATH 241	Differential Equations	3cr
	Foreign Language Intermediate Level (4)	0-6cr

Free Elective:

16-22

Total Degree Requirements:

120

- (1) Credits are counted in the Liberal Studies Natural Science requirement.
- (2) PHYS 115 may replace PHYS 131, PHYS 116 may replace PHYS 132
- (3) EOPT courses are offered at the Northpointe campus
- (4) 6cr of computer programming will substitute for the foreign language requirement: COSC 110, COSC 210 or higher-level computer science courses (COSC 250 recommended), with department permission.

Rationale: There is an Associate of Science in Electro-Optics offered at the Northpointe Campus. After earning the A.S. in Electro-Optics, students may seek employment in industry. However, some students choose to pursue more education; the B.S. in Physics / Electro-Optics Track offers the option of earning a B.S. by applying the credits earned in the A.S. degree to the B.S. Degree.

Before this new track proposal, the department of Physics offered an Electro-Optics Track in the Applied Physics program. In an attempt to increase efficiency, the department is adding an Electro Optics (EO) track to the B.S. in Physics program, and in a subsequent document, removing the B.S. in Applied Physics /Electro-Optics Track

10 College of Natural Sciences – Prerequisite Change

APPROVED

Current Catalog Description:

SCI 103 Fundamentals of Earth and Space Science

2c-2l-2.5cr

Prerequisites: SCI 101, 102

Introduction to geology, astronomy, oceanography, and meteorology for Elementary Education majors. Emphasis is placed on the understanding of large-scale processes and how the earth, solar system, and universe work. Lab experiences include hands-on work with earth materials and with instruments from all of our subjects, map, and field trips which may occur during class times, nights, and weekends. This class does not fulfill the Liberal Studies requirement except for Elementary and Early Childhood Education majors.

Proposed Catalog Description:

SCI 103 Fundamentals of Earth and Space Science

2c-2l-2.5cr

Introduction to geology, astronomy, oceanography and meteorology for Early Childhood Education and Special Education majors. Emphasizes the understanding of large scale processes that have shaped the Earth, solar system, and universe. Lab experiences include hands-on work with earth materials, scientific instruments and maps, as well as field trips which may occur during class times, nights, or weekends. Does not fulfill the Liberal Studies requirement except for majors in Early Childhood Education PreK-Grade 4/Special Education PreK-Grade 8.

Rationale: Experience with this course in recent years indicates that the content of SCI 101 Fundamentals of Physics and SCI 102 Fundamentals of Chemistry are not necessary prior to taking SCI 103 Fundamentals of Earth and Space Science. Removing these prerequisites will allow the SCI 101-104 courses to be taken in any order. This change will give Elementary Education majors more flexibility in scheduling, allowing them to complete their professional sequence of student teaching and graduate on time.

11 Department of Geography and Regional Planning– Course Revision, Course Title Change, and Catalog Description Change

APPROVED

Current Catalog Description:

GEOG 104 Geography of the Non-Western World

3c-0l-3cr

Relates theories of the discipline of geography to problems in the developing world. Emphasizes geographic components of dependency theory; indigenous-versus-industrial strategies of resource management; world systems theory; spatial legacies of colonialism; and development economics, theories of migration, and urban structure to explore causes, characteristics, and consequences of underdevelopment.

Proposed Catalog Description:

GEOG 104 World Geography: Global Context

3c-0l-3cr

Relates theories of the discipline of geography to current world issues and global patterns. Emphasizes local versus global strategies of resource management, spatial legacies of colonialism, contemporary multi-scale issues with work force migration, urban structure, disease, and globalization. Focuses on global patterns of development through comparative approaches and understanding of human and physical geographic characteristics of world regions.

Rationale: The title of the course is being changed to better reflect the new name of the category in Liberal Studies. World Geography is the common name used across the discipline for this type of course and increasingly the textbook titles are incorporating the words global or globalization. The catalog description is being revised to reflect updating of terminology and the changes in the focus of the course to meet the current needs. The expectations for course objectives have changed dramatically since this course was introduced in the late 1980s. Today, the emphasis is on establishing student centered, measurable objectives, thus a new list of course objectives has been developed as part of the course revision. The addition of other items to the syllabus of record again reflects changes in expectations for a syllabus of record at IUP since the course was originally created. The course outline has been updated.

University-Wide Graduate Curriculum Committee (Senator Piper)

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

ACE 625 Facilitating Adult Learning

EDEX 569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury

EDEX 578 Education of Persons with Mental Retardation/Developmental Disabilities & Physical/Multiple Disabilities

EDEX 752 Assessment of Persons with Disabilities

EDEX 754 Advanced Instructional Design in Special Education

EDUC 781 Mental Health Diagnosis and Interventions for the School Professional

1. Minor Course Revision: EDSP 966

APPROVED

Name of Program: D.Ed. in School Psychology

Sponsoring Department: Educational Psychology

Catalog Start Term: Spring 2012

Rationale for changes:

The change in title and course description is intended to more accurately reflect course content and objectives.

Current Title:

EDSP 966 Educational and Psychopharmacological Issues Associated with Child Neuropsychology (3 credits)

Current Catalog Description:

The purpose of this course is twofold. First, to familiarize the student with the general principles of clinical psychopharmacology and how the effects of medication may change or hinder the child's academic performance and social behaviors. Second, to familiarize the student with the theoretical and practical issues associated with neuropsychological assessment of school-aged children. Both of the above areas will delineate the factors associated with a child's ability to benefit from an education.

Proposed Title:

EDSP 966 Psychopharmacology of Children's Learning and Behavior Disorders (3 credits)

Proposed Catalog Description:

This course will explore the effects that medications have on children's learning and behavior. The principles involved in psychopharmacology will be explored in order to understand the mechanisms of drug action. Issues associated with drug efficacy, compliance, side effects, and drug abuse will also be discussed.

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

2. Program Revision - Increase in credits from 48 to 60

APPROVED

Name of Program: M.A. in Counseling

Sponsoring Department: Counseling

Catalog Start Term: Fall 2012

Summary of Changes

Introduction

Currently the M.A. program in the Counseling Department (COUN) at IUP requires students to complete 48 credits for degree completion. The COUN department seeks to increase the total number of credits required for degree completion to 60 credits for students admitted for Fall 2012 and thereafter. There are two primary factors impacting this proposed increase in credit hours: requirements for professional counselor licensure and accreditation standards.

Professional Counselor licensure: According to PA Code, Chapter 49: State Board of Social Workers, Marriage and Family Therapists and Professional Counselors, eligible candidates for professional counselor licensure must graduate from at least a 48 credit hour program but must have **60 semester hours** of graduate coursework in counseling or a closely related field.

Accreditation: According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 standards, the subspecialty requirements for Clinical Mental Health Counseling, “as of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours for all students.” Although the Department of Counseling is accredited as a Community Counseling program through CACREP, CACREP **eliminated** the Community Counseling specialty area in the 2009 revised standards and renamed it the “Clinical Mental Health” specialty area and increased training requirements. New training requirements include additions of curricular experiences in crisis, trauma, addictions, systems theory, suicide risk assessment & management.

Although the COUN department’s M.A. in Community Counseling program is accredited through 2016, we seek at this time to complete the curricular process to ensure that the program maintains currency with trends pertaining to the practice of professional counseling and the licensure requirements of our graduates.

Need and Impact:

Student demand for the M.A. program has remained high and application pools for this program are robust. The program was identified by the GSR as “high demand” when determinations for differential tuition were made in Spring 2010. Graduates of the program have been successful in completing the National Counselor Exam (NCE) and in successfully obtaining the Licensed Professional Counselor (LPC) credential.

Academic Integrity:

Currently students complete a 48 semester hour program for degree requirements and they need 60 total semester hours for eligibility for counselor licensure. Our students accomplish this by:

- a) Choosing to complete 60 total credits before applying for graduation. Advantages of this approach for students include ease in obtaining financial aid while having “degree seeking” status.
- b) Choosing to complete 48 total credits, graduating, applying to the COUN department (or another graduate counseling program) to complete the remaining 12 credits required for licensure. In the COUN department this is accomplished through the “licensure-only option.” An advantage to this approach is that students can begin to log the required 3600 hours of supervised clinical experience required for licensure while completing the remaining 12 credits. A disadvantage includes implications of being a non-degree seeking student including restrictions in opportunities for financial aid.

Anecdotally, the COUN department has noticed a substantial increase in students who choose option A for completing degree requirements and licensure requirements prior to applying for graduation.

Academic Integrity:

Requirements for admission, maintaining academic good standing, and degree candidacy remain unchanged. Requirements for graduation increase from 48 semester hours to 60 semester hours.

Resource Sufficiency:

An increase in total semester hours from 48 to 60 naturally increases the length of time a student will take to complete degree requirements. As a condition for CACREP accreditation, the COUN department must maintain a 1:10 FFTE:SFTE ratio. The COUN department has recently moved to a 1 time/year admission cycle in an attempt to enhance enrollment management needs of both newly admitted students as well as those in process for degree completion. There will be no changes in faculty workload, requirements for resources or budgetary implications.

Catalog Description:

Old			New		
Currently students enrolled in the M.A. program will complete 45 (plus thesis) or 48 hours of credit for the degree.			Students enrolled in the M.A. program will complete 57 (plus thesis) or 60 hours of credit for the degree.		
GSR 615	Elements of Research	3 cr.	GSR 615	Elements of Research	3 cr.
COUN 610	Intro to Community Counseling	3 cr.	COUN 610	Intro to Community Counseling	3 cr.
COUN 615	Counseling Across the Life Span	3 cr.	COUN 615	Counseling Across the Life Span	3 cr.
COUN 617	Basic Counseling Skills	3 cr.	COUN 617	Basic Counseling Skills	3 cr.
COUN 618	Multicultural & Diversity Issues In Counseling	3 cr.	COUN 618	Multicultural & Diversity Issues In Counseling	3 cr.

COUN 627 Child Counseling and Consulting Theories OR COUN 637 Counseling and Consulting Theories (adolescent/adult)	3 cr.	COUN 627 Child Counseling and Consulting Theories OR COUN 637 Counseling and Consulting Theories (adolescent/adult)	3 cr.
COUN 629 Group Procedures (Child) OR COUN 639 Group Counseling	3 cr.	COUN 629 Group Procedures (Child) OR COUN 639 Group Counseling	3 cr.
COUN 634 Assessment Procedures for Community Counselors	3 cr.	COUN 634 Assessment Procedures for Community Counselors	3 cr.
COUN 636 Career Counseling and Development	3 cr.	COUN 636 Career Counseling and Development	3 cr.
COUN 657 Individual Counseling Practicum (adolescent/adult) OR COUN 667 Individual Counseling Practicum (Child)	3 cr.	COUN 657 Individual Counseling Practicum (adolescent/adult) OR COUN 667 Individual Counseling Practicum (Child)	3 cr.
COUN 659 Group Counseling Skills (adolescent/adult) OR COUN669 Group Counseling Practicum (Child)	3 cr.	COUN 659 Group Counseling Skills (adolescent/adult) OR COUN669 Group Counseling Practicum (Child)	3 cr.
COUN 730 Ethical and Legal Issues in Community Counseling	3 cr.	COUN 730 Ethical and Legal Issues in Community Counseling	3 cr.
COUN 798 Internship in Counselor Education OR COUN 755 Field Experience in Counselor Education	6 cr.	COUN 755 Field Experience in Counselor Education	6 cr.
----- Electives	3 cr.	----- Electives	15 cr.
		New training requirements include additions of curricular experiences in crisis, trauma, addictions, systems theory, suicide risk assessment & management. Current elective offerings available through the COUN department include:	
		COUN 670 Human Sexuality for Counselors	3 cr.
		COUN 672 Introduction to Family Issues in Counseling	3 cr.
		COUN 673 Wellness-based Counseling	3 cr.
		COUN 674 Addictions & Addictions Counseling	3 cr.
		COUN 675 Grief Counseling	3 cr.
		COUN 677 Crisis Counseling	3 cr.
		COUN 681 Special Topics	3 cr.
		COUN 738 Advanced Counseling Theory: Specific theoretical orientation	3 cr.
		COUN 795 Thesis	3 cr.

3. **Program Revision** - Increase in credits from 48 to 60

APPROVED

Name of Program: M.Ed. in Counseling

Sponsoring Department: Counseling

Catalog Start Term: Fall 2012

Summary of Changes

The Department of Counseling seeks to increase the total number of credits needed for degree completion in the M.Ed. in School Counseling program from 48 to 60 credits, and to modify degree requirements to include curricular experiences that would enable candidates to receive K-12 certification in school counseling, effective fall 2012.

M.Ed. students in the COUN department currently complete a 48 credit hour program for degree requirements. Upon admission to the M.Ed. in School Counseling program, students declare either the elementary (K-6) or secondary (7-12) track as the focus of their program of study. Upon completion of the degree program and graduation, achievement of passing Praxis I and Praxis II scores and submission of an application to the Pennsylvania Department of Education (PDE) for commonwealth certification at the level for which they focused their degree program (elementary or secondary), students are eligible to receive institutional endorsement for the school counseling credential at either the elementary or secondary level. The COUN department seeks to eliminate the separate certification options and move to a K-12 certification requirement. This proposed change will necessitate an increase in total credit hours from 48 to 60 required for curricular experiences as well as for degree completion.

Need and Impact:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards stipulates that *“Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills and practices necessary to promote the academic, career and personal/social development of all K-12 students.”* IUP’s COUN Department is accredited by CACREP.

The M.Ed. program is offered in two locations: Indiana and Penn Center. Student demand for the M.Ed. program as remained high and application pools for this program are robust. The program was identified by the GSR as “high demand” when determinations for differential tuition were made in spring 2010. Candidates in this program have been highly successful in passing Praxis I and Praxis II exams. Anecdotally, the COUN department perceives that increasing numbers of students are seeking the additional certification credential not offered through their degree program, such as applying to the COUN department through the school counseling certification only option. Additionally, competing programs in the marketplace that offer school counseling certification requirements provide opportunities for K-12 certification. In order to remain competitive in the marketplace and to provide opportunities to graduates to be competitive in the

labor force, the COUN department seeks to modify its degree focus and offer candidates the opportunity to pursue K-12 school counseling certification during their degree program.

Additionally, as school districts are relying more on employee flexibility, students with only one level of certification may find their employment options significantly and negatively impacted as school counseling positions are redefined, reallocated or eliminated. The possession of K-12 certification positions graduates to move into multiple roles more easily. An additional advantage of this approach for students includes ease in obtaining financial aid while having degree seeking status. A disadvantage for student enrolled in the certification only option includes restrictions in opportunities for financial aid.

Academic Integrity:

Offering the K-12 certification option by necessity increases the number of credit hours that students will need to complete in order to satisfy curricular requires of both levels of certification. Requirements for admission, maintaining academic good standing, degree candidacy remain unchanged. Requirements for graduation would increase from 48 to 60 credits

Resource Sufficiency:

The courses required for students to obtain K-12 certification are already offered in the COUN department, taught by 12 graduate faculty members in two locations (Penn Center and Indiana campuses). The increase in credits needed to fulfill a student's program of study will naturally increase the length of time a student will take to complete degree requirements. As a condition for Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation, the COUN department must maintain a 1:10 FFTE:SFTE ratio. The COUN department has recently moved to a 1 time/year admission's cycle in an attempt to enhance enrollment management practices that attend to the needs of both newly admitted students as well as those in process for degree completion. There will be no change in faculty workload, requirement for resources or budgetary implications.

Catalog Description:

Old	New
Elementary and Secondary School Counselors— to qualify for institutional endorsement and commonwealth certification, students must complete a 48 credit-hour, competency-based program....	Students enrolled in the M.Ed. program will complete 57 (plus thesis) or 60 hours of credit for the degree.
I. Core Courses (36 cr.)	
GSR 615 Elements of Research 3 cr.	GSR 615 Elements of Research 3 cr.
COUN 615 Counseling Across the Life Span 3 cr.	COUN 615 Counseling Across the Life Span 3 cr.
COUN 617 Basic Counseling Skills 3 cr.	COUN 617 Basic Counseling Skills 3 cr.
	COUN 618 Multicultural & Diversity Issues In Counseling 3 cr.

COUN 618 Multicultural & Diversity Issues In Counseling	3 cr.	COUN 621 Intro to Professional School Counseling	3 cr.
COUN 621 Intro to Professional School Counseling	3 cr.	COUN 624 Assessment Procedures for School Counselors	3 cr.
COUN 624 Assessment Procedures for School Counselors	3 cr.	COUN 626 Career Education in the Schools	3 cr.
COUN 626 Career Education in the Schools	3 cr.	COUN 628 Management of Professional School Counseling Programs	3 cr.
COUN 628 Management of Professional School Counseling Programs	3 cr.	COUN 720 Ethical and Legal Issues in School Counseling	3 cr.
COUN 720 Ethical and Legal Issues in School Counseling	3 cr.	COUN 627 Child Counseling and Consulting Theories	3 cr.
COUN 798 Internship in Counselor Education OR	3 cr.	COUN 637 Counseling and Consulting Theories (adolescent/adult)	3 cr.
COUN 755 Field Experience in Counselor Education		COUN 629 Group Procedures (Child)	3 cr.
----- Electives	6 cr.	COUN 639 Group Counseling	3 cr.
II. Application of Counseling Courses—Based on School Setting (12 Credits)		COUN 657 Individual Counseling Practicum (adolescent/adult)	3 cr.
A. Students planning to work in the secondary school setting and who are seeking secondary counseling certification will take the following:		COUN 667 Individual Counseling Practicum (Child)	3 cr.
COUN 637 Counseling and consultation theories (adolescent/adult)	3 cr.	COUN 659 Group Counseling Skills (adolescent/adult)	3 cr.
COUN 639 Group Counseling	3 cr.	COUN 669 Group Counseling Practicum (Child)	3 cr.
COUN 657 Individual Counseling Practicum (adolescent/adult)	3 cr.	COUN 755 Field Experience in Counselor Education	6 cr.
COUN 659 Group Counseling Practicum (adolescent/adult)	3 cr.	----- Electives	6 cr.
		Total	60 cr.
Or			
B. Students planning to work in the elementary school setting and who are seeking elementary school counseling certification will take the following:			
COUN 627 Child Counseling and Consulting Theories	3 cr.		
COUN 629 Group Procedures (Child)	3 cr.		
COUN 667 Individual Counseling Practicum	3 cr.		
COUN 669 Group Counseling Practicum (Child)	3 cr.		
Total	48 cr.		

4. Program Revision – Grade of B required in practicum coursework

APPROVED

Name of Program: M A. in Counseling

Sponsoring Department: Counseling

Catalog Start Term: Fall 2012

Summary of Changes

In the COUN department, professional practice, including practicum and field/internship, provides for the practical application of theory with the development of counseling skills while under supervision. These experiences provide authentic opportunities for students to counsel actual clients while working under faculty and site based supervision. Although at IUP students who receive a C in a graduate level courses can potentially progress through their degree program with minimal academic risk, the consequences for a student to receive a C in a practicum course –indication of weak performance–creates potential risks for future clients as well as for the university. Risks include potential psychological or emotional harm, thereby positioning the Counseling Department and the University for legal liability. The COUN department seeks to establish a stipulation that all students in the M.A. program must pass practicum coursework with a B or better before being permitted to move on to Internship/Field Experience.

Need and Impact:

The State Board of Social Workers, Marriage & Family Therapists and Professional Counselors which is the licensing body for professional counselors in Pennsylvania describes the role of a counseling supervisor as a function of gatekeeping in the profession in terms of assessing the counselor's-in-training level of work including areas of competence and areas of needed improvement. The American Counseling Association (ACA) Code of Ethics extensively defines and describes the role of counselor educators as gatekeepers in the counseling profession and identifies their responsibilities in ensuring that counselors-in-training are adequately prepared upon completion of their training program. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP), which accredits the Department of Counseling, also requires department faculty to assume the role of gatekeeper and to ensure that all graduates from the program are adequately prepared to assume the duties of a professional counselor, regardless of their employment setting. Inadequately prepared counselors have the potential to harm clients/students (e.g. emotional or psychological) resulting in liability to not just the clients/students they serve but to the supervisors, training program, college and university as well.

Academic Integrity:

Currently there is no requirement for students to pass practicum with a B or better. A student may demonstrate sub-standard performance in practicum but not qualify for

failing the practicum course. A requirement for students to pass practicum with a B or better would compel a student to repeat the practicum experience or remediate deficiencies to bolster skills before moving forward to the next practical experience. Requirements for admission and graduation remain unchanged. Students will need to pass practicum experiences with a B or better to maintain academic good standing.

Resource Sufficiency:

This proposed change would require the COUN department to carefully monitor the progress of each practicum student in order to identify those students who would need to repeat their practicum experience prior to moving on to the next course in the clinical sequence (usually field/ internship experience). There are no changes in faculty workload, requirements for resources or budgetary implications.

Catalog Description:

Old	New
For current students, each year an evaluation of student academic, clinical, and professional competence will be made. Students will receive formal feedback based on the outcome of the evaluation results and a joint effort will be made to remediate any deficiencies. Serious deficiencies may result in recommendations for remedial work, delay of candidacy, or termination from the program.	For current students, each year an evaluation of student academic, clinical, and professional competence will be made. Students will receive formal feedback based on the outcome of the evaluation results and a joint effort will be made to remediate any deficiencies. Serious deficiencies may result in recommendations for remedial work, delay of candidacy, or termination from the program. Students must pass all practicum experiences with a B or better in order to advance to internship/field experience.

5. Program Revision - Grade of B required in practicum coursework

APPROVED

Name of Program: M.Ed. in Counseling

Sponsoring Department: Counseling

Catalog Start Term: Fall 2012

Summary of Changes

In the COUN department, professional practice, including practicum and field/internship, provides for the practical application of theory with the development of counseling skills while under supervision. These experiences provide authentic

opportunities for students to counsel actual clients while working under faculty and site based supervision. Although at IUP students who receive a C in a graduate level courses can potentially progress through their degree program with minimal academic risk, the consequences for a student to receive a C in practicum courses—indication of weak performance—creates potential risks for future clients as well as for the university. Risks include potential psychological or emotional harm, thereby positioning the COUN Department and the University for legal liability. The COUN department seeks to establish a stipulation that all students in the M.Ed. program must pass practicum coursework with a B or better before being permitted to move on to field/internship experiences.

Need and Impact:

The State Board of Social Workers, Marriage & Family Therapists and Professional Counselors which is the licensing body for professional counselors in Pennsylvania describes the role of a counseling supervisor as a function of gatekeeping in the profession in terms of assessing the counselor's-in-training level of work including areas of competence and areas of needed improvement. The American Counseling Association (ACA) Code of Ethics extensively defines and describes the role of counselor educators as gatekeepers in the counseling profession and identifies their responsibilities in ensuring that counselors-in-training are adequately prepared upon completion of their training program. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP), which accredits the Department of Counseling, also requires department faculty to assume the role of gatekeeper and to ensure that all graduates from the program are adequately prepared to assume the duties of a professional counselor, regardless of their employment setting. Inadequately prepared counselors have the potential to harm clients/students (e.g. emotionally or psychologically) resulting in liability to not just the clients/students they serve but to the supervisors, training program, college and university as well.

Academic Integrity:

Currently there is no requirement for students to pass practicum with a B or better. A student may demonstrate sub-standard performance in practicum but not qualify for failing practicum courses. A requirement for students to pass practicum with a B or better would compel a student to repeat the practicum experience or remediate deficiencies to bolster skills before moving forward to the next practical experience. Requirements for admission and graduation remain unchanged. Students will need to pass practicum experiences with a B or better to maintain academic good standing.

Resource Sufficiency:

This proposed change would require the COUN department to carefully monitor the progress of each practicum student in order to identify those students who would need to repeat their practicum experience prior to moving on to the next

course in the clinical sequence (usually field/ internship experience). There are no changes in faculty workload, requirements for resources or budgetary implications.

Catalog Description:

Old	New
For current students, each year an evaluation of student academic, clinical, and professional competence will be made. Students will receive formal feedback based on the outcome of the evaluation results and a joint effort will be made to remediate any deficiencies. Serious deficiencies may result in recommendations for remedial work, delay of candidacy, or termination from the program.	For current students, each year an evaluation of student academic, clinical, and professional competence will be made. Students will receive formal feedback based on the outcome of the evaluation results and a joint effort will be made to remediate any deficiencies. Serious deficiencies may result in recommendations for remedial work, delay of candidacy, or termination from the program. Students must pass all practicum experiences with a B or better in order to advance to internship/field experience.

6. Program Revision – Program Name Change

APPROVED

Name of Program: M.A. in Counseling

Sponsoring Department: Counseling

Catalog Start Term: Fall, 2012

Introduction

The Department of Counseling at Indiana University of Pennsylvania seeks to change the name of its M.A. program from “Community Counseling” to “Clinical Mental Health Counseling,” effective fall 2012.

The proposed change is made to reflect current trends in the field of counseling and to reflect the role of the department within the PASSHE and University missions through its on-going commitment to excellence in education. The name change enables the Department of Counseling to deliver a graduate program consistent with student aspirations and professional goals, and reflects current trends in the counseling labor force, including counselor licensure and departmental accreditation standards. The name change is also reflective of applicable professional skills and in-depth study required for professional counseling roles.

The Department of Counseling is a strong and viable counselor preparation program, delivering the M.A. program with 12 graduate faculty in 2 campus locations (Penn Center and Indiana). The M.A. Community Counseling program is designed to prepare students in a variety of settings, including, but not limited to mental health treatment facilities,

drug and alcohol treatment programs, community agencies, and health care settings. Students who complete degree requirements are well positioned to successfully complete the National Counselor Exam (NCE), one of the accepted professional exams recognized by the State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors---the state licensing board for licensed professional counselors in the Commonwealth. With the inception of counselor licensure in 2000, students who seek to become licensed professional counselors must meet current licensing standards, including curricular requirements and supervised clinical experiences offered by the Department.

In 2008, the Department of Counseling received accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In 2009, CACREP revised its standards to reflect current trends and practices in the field of professional counseling. Included in the revised standards was a change in name for the Community Counseling specialty area to "Clinical Mental Health Counseling." The Department of Counseling believes that the change and domains of knowledge, skills and dispositions accurately reflects professional roles assumed by professional counselors and seeks to change its title for the program area of "Community Counseling" to be consistent with CACREP accreditation standards through a program title change of "Clinical Mental Health Counseling." An example of the importance of this title change comes from recent legislative efforts involving several counseling groups including the American Counseling Association (ACA), National Board of Certified Counselors (NBCC) and the Veterans Administration (VA). As a result of these efforts, the VA recently set standards for counselors to be accepted as providers for VA clients. Among the requirements are that counselors need to be graduates with degrees in "Mental Health Counseling." No other degrees or "related fields" clause is included in the educational requirements provision. As CACREP has set the standard and trend for change in perception of this specialty area, it is expected that similar language will be found in other settings that employ professional counselors as well.

This title change reflects current trends in professional counseling only and does not impact program delivery, require additional resources or change educational opportunities for students.

Catalog Description:

Old	New
M.A. Community Counseling	M.A. Clinical Mental Health Counseling

7. Variability of Delivery

APPROVED

Program: Gifted Education COR

Sponsoring Department: Educational and School Psychology

Catalog Start Term: Spring 2012

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. All four courses will be available through distance education to facilitate access for students across the state and out-of-state.

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

The purpose of this IUP Certificate of Recognition (COR) is to offer training specific to the education of gifted learners. 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.

Since courses in gifted education are not readily available to practicing educators, either in the state or the nation, these courses are offered in distance education format to enhance accessibility. Three of the courses (EDEX 509, EDSP 523, and EDEX 621) were originally designed for the United States Department of Defense Education Agency as distance courses to be offered to gifted education teachers overseas. Professionals in distance education course design worked with content area specialists to produce a product that was both effective in electronic delivery and strong with regard to best practices in gifted education. So, in the case of these three courses, it was the traditional delivery that required course modification. That was carried out for purposes of course approval. But, these three courses have never been offered in a traditional format. EDSP 624, however, was designed, delivered, and approved in a traditional format and is currently undergoing consideration by the curriculum committee as a distance education course. Primary changes in that course are class discussions changed to postings, work delivered electronically, and a movie that will have to be accessed virtually via "Films on Demand" or "Education in Video" rather than run in the classroom.

8. Course Deactivation Policy

Implementation date: July 1, 2012

APPROVED

POLICY STATEMENT

Subject: Automatic Deactivation of Graduate Courses That Have Not Been Taught In Six Years.

Date: October 10, 2011
Revision Date:

Distribution:

Reference Number:

Addition _____
Deletion _____
New Item X

Originating Office: SGSR

President's Approval:

PURPOSE: Currently, there are more than 350 graduate courses that have not been offered in more than five years. Several current graduate students have complained that they matriculated at IUP expecting to have the opportunity to take courses listed in the Graduate Catalog, only to discover that the courses will never be taught during their tenure as a graduate student. This is a form of false advertisement.

Efforts by the SGSR in 2009 failed to have graduate programs voluntarily clean up their old offerings. The SGSR therefore proposes that such courses be automatically deactivated (not deleted, but deactivated) after six (6) years.

SCOPE: This policy applies to graduate courses that have not been offered in the past six years.

POLICY: Graduate courses that have not been taught within the past six (6) years will be automatically deactivated. They will still be officially approved courses but not appear in the Graduate Catalog. The SGSR will notify programs of courses that have not been taught in five (5) years that they have one year to teach the class before automatic deactivation. This will help alleviate the 'false advertising' issue and reduce the number of current students who feel misled by this.

The Policy will be phased in by alerting all programs that have courses not taught in five or more years that they have one year to teach the class before automatic deactivation.

9. RTAF (Research Topic Approval Form) Revision

APPROVED

RESEARCH TOPIC APPROVAL FORM

BANNER ID# _____

Name _____

Address _____

Phone Number _____ E-Mail _____

When this form has been returned to the Thesis/Dissertation Office in the School of Graduate Studies and Research (120 Stright Hall), and after IRB or IACUC approval, if needed, the Assistant Dean for Research will notify the student that the research proposal has been approved. **The student cannot begin the sis/dissertation research activity beyond preliminary steps (such as background research, IRB/IACUC-approved pilot study, or three-chapter review) until notice of approval has been received.** If RTAF approval is marked "conditional pending outside reader approval," the student may commence thesis/dissertation research but CANNOT defend or graduate until the outside reader is approved.

PLEASE NOTE: IF CHANGES OCCUR, EITHER IN COMMITTEE MEMBERSHIP OR TOPIC, A NEW FORM MUST BE COMPLETED AND APPROVED.

SECTION I. (To be completed by the student)

_____ Thesis

_____ Dissertation

Department: _____ Degree: _____

Title of Study: _____

ATTACH TO THIS FORM A **BRIEF 1-2 PAGE SUMMARY** OF YOUR RESEARCH TOPIC, including the method of study you expect to use, materials and equipment you will need, and an estimated time frame to complete each step of the process.

Check which one of the approved style manuals you will be using:

- _____ American Chemical Society, *The ACS Style Guide*, Third Edition
- _____ American Psychological Association, *Publication Manual*, Sixth Edition
- _____ American Sociological Association, *ASA Style Manual*, Second Edition
- _____ Council of Science Editors, Inc., *Scientific Style and Format*, Seventh Edition
- _____ Modern Language Association, *MLA Handbook...Research Papers*, Seventh Edition
- _____ Turabian, *A Manual for...Theses, Dissertations*, Seventh Edition

Signature of Student _____

Date _____ Anticipated Graduation Date _____

SECTION II. (To be completed by thesis/dissertation committee and pertinent university administrators)

Having affixed my signature below, I hereby approve the research proposal and agree to serve on the above student's thesis/dissertation committee (3 to 5 faculty on the committee).

For non-PASSHE faculty committee members, attach a copy of the request for APSCUF approval written by either the department chair or the graduate coordinator.

(Date) (Typed or printed name and signature of Committee Chairperson)

(Date) (Typed or printed name and signature of Committee Member)

(Date) (Typed or printed name and signature of Committee Member)

(Date) (Typed or printed name and signature of Committee Member)

(Date) (Typed or printed name and signature of Committee Member)

College Approvals: (To be completed by Graduate Coordinator) _____ Number of credits required by department for this thesis or dissertation. This number will be entered into the database and will determine when the chairperson can receive compensation for chairing the thesis or dissertation.

(Department Chairperson may sign in the absence of Graduate Coordinator) **Graduate Coordinator** Date _____

Date transmitted to College Dean's Office

As Dean of the College, I will serve on the above committee.

As Dean of the College, I hereby appoint the following person to serve on the committee as my representative:
Name: _____

I choose neither to serve on the committee nor to appoint a representative.

Dean of the College Date _____

Graduate School Approval:

Signature _____ Date _____
Assistant Dean for Research

IRB Review Required: ____ Yes ____ No

Date Protocol Received _____

Date of Approval _____

Animal Care Review Required: ____ Yes ____ No

Date Protocol Received _____

Date of Approval _____

Earliest date for Candidate's graduation: _____

[Note: this letter is sent to students AFTER the RTAF has been conditionally approved by the SGSR]

October 26, 2011

Address

Dear :

I have reviewed your Research Topic Approval Form and signed it. However, this approval is **CONDITIONAL PENDING OUTSIDE READER APPROVAL**: [insert name of proposed faculty member] has not obtained the required approvals to serve on your committee. **IMPORTANT**: You may commence your research but you cannot defend or graduate until committee eligibility is resolved. The conditional approval will expire in 1 year.

Your RTAF indicates your anticipated graduation date is [insert date]. You must apply for graduation by [insert date]. This means that your dissertation must be submitted to the School of Graduate Studies and Research by [insert date] if you desire to graduate by your anticipated date. For deadlines for subsequent graduation dates, please access <http://www.iup.edu/graduatestudies/thesis/default.aspx>.

The Thesis/Dissertation Manual, additional resources, and information to help you start writing can be found at <http://www.iup.edu/graduatestudies/thesis/default.aspx>.

Also, the Applied Research Lab provides free assistance with statistical analysis and research design--both quantitative and qualitative--to all IUP students. The ARL can also provide assistance in the use of the features in Word and Acrobat you'll need to correctly format your thesis/dissertation. For more information, please visit: www.iup.edu/ARL

You are now eligible to receive a FREE copy of Adobe Professional. This software will help you to create an electronic thesis or dissertation. It can be picked up at the IT Support Center, G35 Delaney Hall. If you live off campus, you can send an email from your IUP email account to it-support-center@iup.edu. Please indicate you are a graduate student requesting Adobe Professional and include your Banner ID, mailing address, and which version - Windows or Mac.

Finally, If you change your topic, the scope or methodology of your project, or your committee, a new Research Topic Approval Form must be completed. I wish you well and hope you find this experience to be rewarding.

Sincerely,

Hilliary E. Creely, J.D., Ph.D.
Assistant Dean for Research

xc: Dr. , Dean
Dr. , Graduate Coordinator
Dr. ,Dissertation Advisor

HEC/js

Library and Educational Services Committee (Senator Jozefowicz)

During the Fall 2011 semester LESC has met/is planning to meet face-to-face on September 20, October 18, November 17, and December 13.

Major talking points at the October 18 LESC meeting included the following:

- LESC is requesting an IUP Senate Bylaws change—the request has been sent to the Senate Rules Committee
- Overview of various recent Library services related announcements/issues/reports
 - Authorization of one tenure track search for the IUP Libraries has been granted
 - Proposed IUP Copyright Guidelines have been reviewed by the Deans and the Graduate School—these proposed guidelines were published as a “For Information” item as part of the LESC report provided at the April 19, 2011 University Senate meeting (see the Senate Minutes: <http://www.iup.edu/page.aspx?id=100650>)—LESC will be discussing these Guidelines at the next LESC meeting—Senators are encouraged to review these proposed guidelines and provide comments to LESC members
- Overview of various recent IT services related announcements/issues/reports
 - Upcoming committee focus
 - Respond to PASSHE Legal FAQ for "click-through" agreements
 - Considering a working draft of new Mobile Device Guidelines for IUP
 - D2L training is continuing (<http://www.iup.edu/itsupportcenter/page.aspx?id=48643>)
- Liaison Reports
 - Highlights from ACPAC:
 - Optical Scanning Action Team update—new test scoring system is being piloted and will be launched for the campus as a whole in 2012
 - The availability of student pictures for faculty use in courses was applauded, and motion to make this service permanent was approved
 - iHelp has been launched, and it is intended to improve IT services efficiency
 - E-portfolio subcommittee will reconvene
 - Codes for Fedora Commons and D-Space will eventually merge, and there will be an ultimate migration from Fedora to D-Space
 - Highlights from DEPWG: no report/no meeting
 - Highlights from ESF: met and discussed “re-budget” of actual ESF funds received based on final Fall 2011 enrollment (ESF initial allocations are made in July based on estimates of anticipated enrollment; once final enrollment is established, then a “re-budget” can occur)

Research Committee (Senator Bonach)

The committee met on October 18, 2011. Overall there were 17 USRC Small Grant proposals and the decision was made to fund 11 proposals totaling \$12,156.00. The next USRC meeting is November 15, 2011 at 3:15 pm in 110 Stright Hall.

- Dr. Robert Hinrichsen
- Dr. Parimal Bhagat
- Dr. Michelle Bruno
- Dr. Beatrice Fennimore
- Dr. Ben Ford
- Dr. Sally Lipsky
- Dr. Alvaro Nosedal-Sanchez
- Dr. Therese O'Neil
- Dr. Jin Su
- Dr. Jin Su
- Dr. Devki Talwar

University Development and Finance () The committee will be meeting next week.

Academic Affairs (Senator Dugan) There are 35 Professor Emeritus applications that the committee needs to be reviewing. The next meeting is scheduled for Nov. 15 in HUB Knowlton Room.

Senate Representative Reports

Academic Computing Policy Committee (Senator Ford) The next meeting is scheduled for Nov 16 at 3:00 in 138 Stouffer.

University Budget Advisory Committee (Senator Soni) The committee met on Oct 21 when Barbe Moore gave a presentation on performance funding. Areas for improvement are B.A. degrees, minorities, and private support.

Adjournment

The meeting was adjourned at 4:34 PM.

Respectively Submitted

Edel Reilly, Senate Secretary