

**MINUTES OF THE
IUP UNIVERSITY SENATE**

Oct 9, 2012

Chairperson LaPorte called the October 9, 2012 meeting of the University Senate to order at 3:33 PM, in Eberly Auditorium.

The following senators informed the Senate Leadership that they could not attend: Catlos, Collins, Hulings, Johnson R., Kaniasty, Metz, Migyanka, Miller, Petrucci, Rivera, Wick, and Yang.

The following senators were absent from the meeting: Broskey, Farnsworth, Getchell, Gillham, Kim, Lemasters, Marshall, Meyer, Nahouraii, Scudder, Sharp, Snavely, and Swinker.

The minutes from the September 11, 2012 meeting were **APPROVED**.

Agenda items for the October 9, 2012, meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

I would like to thank all for the great work that has occurred so far.

I have two items that I would like to briefly address:

1. Work is currently being done on the copyright policy and I would like to encourage that to continue. It is extremely important that a good policy be established soon.
2. There is on-going discussion about distance education and its position in IUP's strategic plan. It is also important that this continue.

Next week UPC will be meeting to consider a draft for proposal requests for \$1.1 million.

The official fall enrollment is 15,379.

And finally, I did ride around campus with the IUP Police Dept. during homecoming and saw a lot.

Provost's Report

Announcements:

1. Faculty Sabbaticals for 2013-2014
I am pleased to announce that 21 faculty sabbaticals have been awarded for the 2013-2014 academic year. These awards reflect our continuing commitment to provide opportunities for faculty to pursue scholarly work as well as other forms of professional development.

2. Faculty Searches during 2012-13

I am also pleased to announce that I have authorized 44 tenure-track faculty searches for this year, including the creation of 13 new positions through a reallocation process.

These new positions have been placed strategically within the colleges to reward recent enrollment growth and to establish two research clusters that promote multidisciplinary research collaborations. The two research clusters are: Energy Resource Development and Reintegration of Veterans and will involve faculty from three different colleges.

3. Student Success

Rebecca Beadling, IUP Chemistry major, won the 2012 Chung Soo Yoo Award for best graduate student presentation at the Crystallography Conference at the Stanford Linear Accelerator Center (SLAC). SLAC operates the Free Electron Laser, the most cutting edge x-ray research tool in the world. Rebecca was in competition from Ph.D. graduate students from UC Berkely, Stanford, University of Michigan, and UC-Irvine.

4. Major Grant Awards

- a. Two IUP faculty, Beverly Chiarulli (Anthropology) and Megan Knoch (Biology) individually received highly competitive Major Research Instrumentation (MRI) grants from the National Science Foundation, totaling over \$815,000. These grants will provide state-of-the-art equipment and instrumentation that will further advance faculty and student research in archeological and biological studies.
- b. The IUP Management Services Group, led by Ron Moreau, was awarded \$181,988 from the Government Contract Assistance Program sponsored by the Defense Logistics Agency.
- c. Calvin Masilela, Geography Department, was awarded \$248,712 for renewed support of IUP's Upward Bound Science and Mathematics Program.

5. Assessment Workshops on October 18. Speaker: Dr. Douglas Eder from Southern Illinois University – Edwardsville. Between 12:30 and 1:30 pm Eder will address the topic of assessment for reaccreditation – a timely topic for us at IUP given the importance that Middle States is now placing on university-wide assessment and the fact that we are only three years away from our next Middle States visit and reaccreditation.

6. DegreeWorks. A pilot release of the web-based advising tool known as DegreeWorks is now available in URSA. DegreeWorks permits an advisor to view a real-time comparison of a student's academic coursework against program specific requirements.

7. CAEL/LearningCounts Partnership. After discussions between the Administration and APSCUF, the university has submitted to PASSHE its application for a one-year membership in the CAEL/LearningCounts.org initiative. During 2012-13 IUP will be accepting college credit via an ACE transcript from adult learners for prior learning experiences that have been assessed by Learning Counts through an electronic portfolio system that documents and demonstrates course equivalency through meeting a set of student learning outcomes. During this pilot year, IUP will monitor and assess, with faculty input, the academic quality and success of this initiative.

Curriculum Revisions

In response to the Senate recommendations from the September 11, 2012 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

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

- THTR 311 Dramathurgy
- EDHL 440 Professional Seminar: Preparing to be a Teacher, Researcher, Diagnostician and Student Advocate
- MUSC 138 Vocal Repertoire Ensemble

Chairperson's Report

Good afternoon. It is always a shame to have to drag everyone into a meeting when it is such a glorious day outside. You all could be enjoying the outdoor weather while being productive, like raking the leaves in my yard. But instead you are in this windowless room being productive by approving curricula and other matters. I for one appreciate it. Today we will be discussing and voting on changes proposed to the University Wide Undergraduate Curriculum Committee's Handbook. There will probably be some changes that will be requested to the language presented to us. There will be a temptation to want to use a "friendly amendment" to add or change a word or two here or there. Resist ye temptation lest the Robert's Rule police hunt you down like dogs. Once a committee has made a motion technically the chair must immediately "state the question", which is basically to reiterate the motion. Once "stated" it is open for debate and is no longer in the hands of those that brought the motion; it is now in the hands of the assembly. So any changes, no matter how minor must now be presented as a motion to amend, seconded, discussed (if there is any discussion) and voted on. I say this not to dissuade you for making such motions to amend, but to let you know of the procedures we must follow. The Senate years ago decided to use Robert's Rules of Order to conduct its business. Believe me, if we were using LaPorte's Rules of Order, things would move a lot quicker and easier. For example, instead of "all those in favor signify by saying 'aye'" you would be asked instead to toot your kazoos if you approve, kazoos having been provided to you previously. To vote nay, you'd boo loudly. So there you have it.

Parliamentarian's Report

Robert's Rules 'Tip of the Month' - October 2012

On the right of *abstention*

"Although it is the duty of every member who has an opinion on a question to express it by his vote, he can abstain, since he cannot be compelled to vote" (407).

On the call for *abstentions*

"The chair should not call for abstentions in taking a vote, since the number of members who respond to such a call is meaningless. To 'abstain' means not to vote at all, and a member who makes no response if 'abstentions' are called for abstains just as much as one who responds to that effect" (45).

". . . an abstention is not a vote and is not counted as a vote" (116).

On the effect of *abstentions*

majority or two-thirds vote - **no effect** since what is required is a majority or two-thirds of votes cast

majority or two-thirds vote (members present **OR** total membership) - **same effect as a 'no' vote** since what is required is a majority or two-thirds of members present or of total membership

Quoted excerpts from Robert's Rules of Order Newly Revised 11th ed. (2011) and Robert's Rules of Order Newly Revised: In Brief 2nd ed. (2011)

Vice Chairperson's Report

- SGA hosted the first House of Representatives meeting for the 2012-2013 academic year.
 - 108 student representatives attended
 - Discussed student concerns and had speakers welcome the students to the House of Representatives on behalf of the university.
 - House of Representatives provides an opportunity for student organizations to better facilitate cooperation.
- Safety: Speed bumps being installed on streets surrounding campus.
 - All indications point to this project being completed.
- IUP Leadership Dinner
 - Finalized; invitations sent out and receiving RSVP's.
 - The dinner will be held on October 22, 2012

Rules Committee (Senator Korns)

Senate Bylaws Change Request

Proposal: Amend Bylaw I.F.1 to provide increased flexibility when a quorum is called.

Current Bylaw:

I.F.1. In the event a quorum is called for, a roll-call vote will be taken by the Senate secretary, using the podium roster. Only those senators whose names appear on this list will be eligible to vote.

Proposed Bylaw:

I.F.1. In the event a quorum is called for, the Senate chair will determine quorum by either referencing the electronic sign in sheet, calling for a roll call, or determining quorum. Only those senators whose names appear on the roster will be eligible to vote

Rationale: When a quorum is called at the beginning of a Senate meeting it is not necessary to take a roll call vote since the attendance roster will identify if there is a quorum. However, it may be necessary to take a roll call vote later in the meeting when some senators have left. This revision will allow the Senate chair to determine the means necessary to determine quorum depending on the circumstances. In the event that any senator believes a roll call vote is necessary to determine quorum, it can be called for using Parliamentary Procedures.

Proposal: Amend Bylaw I.F.2

Current Bylaw:

I.F.2. The podium roster will be updated in the following manner.

Proposed Bylaw:

I.F.2. The roster will be updated in the following manner.

Rationale: Revised to be consistent with language in proposed Bylaw I.F.1 eliminating reference to the podium roster.

Proposal: Amend Bylaw I.F.2.a

Current Bylaw:

I.F.2.a The Rules Committee chair shall submit to the Senate secretary an up-to-date list of all faculty¹, administrative, staff, and alumni senators at least one week prior to each University Senate meeting. This list shall include all vacant seats.

Proposed Bylaw:

I.F.2.a The Rules Committee chair shall maintain, and the Senate secretary shall have access to, an up-to-date list of all faculty¹, administrative, staff and alumni senators. This list shall include all vacant seats.

Rationale: This language is out dated given current technology. The Senate roster is maintained electronically on a server to which the Senate secretary has access. When the Rules Committee makes a change to the roster it is available immediately to the Senate secretary.

The next meeting of the Rules Committee will be held on Oct 15th in Keith 6 at 3:30 PM.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- GRMN 481 Mayhem, Murder, Madness: The German Experience of WWII
- CRIM 205 Law Enforcement and the Community
- CRIM 321 Cybersecurity and Loss Prevention
- SOC 336 Sociology of the Family
- ECON 239 Economics of Sports

FOR ACTION:

0 Department of Health and Physical Education

Approved

Current Approved Catalog Description:

HPED 375 Physiological Basis of Strength

3c-01-3cr

Prerequisite: HPED Major and HPED 221 with a grade of C or better

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

Proposed Catalog Description:

HPED 375 Physiological Basis of Strength

3c-01-3cr

Prerequisite: C or higher in HPED 221 or C or higher in BIOL 150

Gives the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.

Rationale: The revised prerequisite is what was approved by UWUCC on April 19, 2012. An incorrect version was on the Senate agenda approved on May 1, 2012.

HPED 375 Physiological Basis of Strength

Approved

1 Department of Chemistry—New Courses, Course Revisions, Catalog Description Changes

a New Courses

i CHEM 290 Chemistry Seminar I

1c-01-1cr

Prerequisite: CHEM 111 or 113

Provides knowledge to students concerning undergraduate research and career possibilities based on a degree in chemistry or biochemistry. Much of this class will consist of presentations to students by research faculty in chemistry, biochemistry and other departments across the university.

Rationale: CHEM 290 is designed to provide chemistry majors with information that is important in both short- and long-term decisions regarding the direction of their careers. Majors are expected to take this course during their freshman or sophomore years. No existing course would be able to accommodate presentations by a large number of professors interested in undergraduate research.

ii CHEM 326 Analytical Chemistry II

3c-31-4cr

Prerequisites: CHEM 325, 341

Approved

A more detailed examination of the principles of analytical chemistry. Student learns theoretical and practical aspects of sampling, data acquisition, spectroscopic, electrochemical, chromatographic, thermal, mass spectrometric, and affinity methods of

analysis.

Rationale: This course is designed for chemistry majors. The ACS-CPT requirement is for “in-depth” courses that build on the foundation topics. CHEM 326 is designed to meet the requirement for an in-depth (or advanced) course in analytical chemistry, as well as to contribute to the required 400 hours of laboratory beyond General Chemistry.

b Course Revisions

Approved

i Current Catalog Description:

CHEM 214 Intermediate Inorganic Chemistry

1c-3l-2cr

Prerequisite: CHEM 112 or 114

Presents the characteristic reactions and compounds of elements from across the periodic table. For the main-group elements, both discrete molecular compounds and nonmolecular materials are discussed. For the alkali and transition and inner-transition metals, the focus is on nonmolecular species such as ionic compounds, ceramics, superconductors, and other inorganic-based materials. Also presents the solid-state structure of inorganic-based materials. Uses laboratory activities to reinforce concepts presented in lecture and to stimulate interest through discovery-based exercises.

Proposed Catalog Description:

CHEM 214 Intermediate Inorganic Chemistry

2c-3l-3cr

Prerequisite: CHEM 112 or 114 (or permission of instructor)

An in-depth study of inorganic compounds beyond what is presented in general chemistry. Topics will include Lewis structures and Lewis acid-base chemistry, an introduction to inorganic solids, coordination compounds and bioinorganic chemistry. Provides a foundational understanding of inorganic chemistry to allow students to begin research and prepare for upper-level courses.

Rationale: Intended for chemistry, biochemistry and chemistry education majors. This course revision updates CHEM 214 to bring it into compliance with new American Chemical Society certification standards. Although General Chemistry provides the background for what the ACS- Committee for Professional Training (ACS-CPT) calls “foundation courses,” it itself is NOT a foundation course. The ACS-CPT requires 3-credit courses in each of the sub-disciplines (analytical, biochemistry, inorganic, organic, and physical chemistry) beyond General Chemistry. The current CHEM 214 course is only 2 credits. The additional credit will allow for additional topics to be included, including inorganic biochemistry. This reflects the importance of biologically-related topics in all areas of chemistry, and also our interest in including this course in the biochemistry degree program.

ii Current Catalog Description:

Approved

CHEM 231 Organic Chemistry I

3c-4l-4cr

Prerequisite: CHEM 112 or 114

A study of the compounds of carbon, with a special emphasis on structure-reactivity relationships. Laboratory work emphasizes methods of separation and purification of organic compounds.

Proposed Catalog Description:

CHEM 231 Organic Chemistry I

3c-4l-4cr

Prerequisite: CHEM 112 or 114

A study of the compounds of carbon, with a special emphasis on structure-reactivity relationships. Laboratory work emphasizes methods of separation and purification of organic compounds.

Rationale: The course objectives were expanded/changed to fit current expected student learning outcomes. The old syllabus of record dates to 2003. Recent changes to the certification requirements of the American Chemical Society prompted the Chemistry Department to review all its required courses. CHEM 231 was updated in the process. A Minimum Lab Grade of 70% will now be required for passing course; this was the recommendation of two external evaluators at our last program review. Faculty approved raising the minimum passing lab grade from 65% to 70% to improve student learning and student standards. The course text and bibliography were also updated.

2 Department of English—New Course

Approved

ENGL 309 Dramaturgy

3c-0l-3cr

Introduction to the study and profession of dramaturgy. Study of the historical significance of the dramaturg through the reading of early and modern practitioners. Examination of a number of critical theories that students will use to contextualize play scripts under study. Performance of such dramaturgical tasks as identifying script references, historicizing social conventions and customs, comparing translations of notable foreign plays, preparing information packets for actors, directors, and design teams, drafting program notes, and organizing talkbacks. Opportunity to provide services for a department production. Course is crosslisted with THTR 311.

Rationale: This course is being crosslisted with THTR 311 Dramaturgy that was passed as a new course at last month's Senate meeting. The course will be taught in the Department of Theater but English majors may register for the course under ENGL 309.

3 Department of Human Development and Environmental Studies—Course Revision, Course Title Changes, and Course Deletions

a Course Title Changes

Approved

Current Course Titles:

Proposed Course Titles:

INDS 118 Drafting for Construction I
INDS 464 Contract Design I
INDS 465 Contract Design II

INDS 118 Interior Design Graphics
INDS 464 Commercial Design Studio I
INDS 465 Commercial Design Studio II

Rationale: The current title for INDS 118 is misleading to students and not reflective of the catalog description and course objectives. The current names for INDS 464 and 465 are not in keeping with industry standards.

b Course Revision: **Approved**

Current Catalog Description:

INDS 370 Development of Design I **3c-0l-3cr**
A chronological study from ancient times to the mid-19th century of the dominant influences and characteristics of historical interiors, furniture, and ornamental design. Emphasizes stylistic detail and its relationship to social, economic, political, religious, and aesthetic influence and to the contemporary scene.

Proposed Catalog Description:

INDS 370 History of Interior Design and Architecture I **3c-0l-3cr**
Chronological study from ancient times to the mid-19th century of the dominant influences and characteristics of historical interiors, furniture, and ornamental design. Emphasis placed upon stylistic detail and its relationship to social, economic, political, religious, and aesthetic influences; and to the contemporary scene.

Rationale: The course title was changed to reflect the catalog description and course objectives. The course outcomes were modified in order to better align with accreditation standards for the Council for Interior Design Accreditation (CIDA). The course outline was slightly changed to align with the new outcomes. The bibliography was updated to reflect new research and publications in the field.

c Course Deletions: **Approved**

CNSV 281 Special Topics
CNSV 481 Special Topics
CNSV 482 Independent Study

Rationale: The Consumer Services program/degree has been eliminated, and courses with the CNSV prefix are being submitted for a prefix change to FCSE. FCSE 281 and 481 Special Topics already exist, as does FCSE 482 Independent Study. There are no students in the CNSV program who would be affected by the deletion of these courses.

4 Department of Economics—Course Revision and Catalog Description Change

Current Catalog Description:

Approved

ECON 239 Economics of Sports

3c-01-3cr

Student gains a better understanding of the sports industry. Explores how economics applies to both amateur and professional sports. Addresses a variety of areas, including labor issues in sports (e.g., free agency, reserve clause, unions, strikes, and discrimination), the legal relationship between sports and government (e.g., Title IX and antitrust law), and public finance issues (e.g., location of sports franchises and public ownership of stadiums and arenas). Guest speakers and a multimedia approach are used.

Proposed Catalog Description:

ECON 239 Economics of Sports

3c-01-3cr

Introduces and develops the economic way of thinking as it applies to the sports industry. Topics covered include: the organizational structure of the major American sports leagues (e.g., revenue sharing, salary restrictions, and competitive balance), labor issues in sports (e.g., free agency, reserve clause, unions, strikes, and discrimination), the legal relationship between sports and government (e.g., the relationship between antitrust law and sports), and the issue of sports and public finance (e.g., location and financing of sports franchises and public ownership of stadiums and arenas).

Rationale: The catalog description has been revised to better reflect what is currently being taught in the course. The course objectives have been rewritten to be more consistent with the current desired student learning outcomes. A required textbook has been added to represent current practice. The bibliography has been updated to include more recent seminal works in the field of sports economics.

5 Liberal Studies Committee and UWUCC—Revisions to Liberal Studies section of UWUCC Handbook

Approved

Global and Multicultural Awareness Revision for the UWUCC Handbook

Rationales for differentiating the Global Citizenship competency and the Global and Multicultural Awareness category:

The primary difference between the two is essentially a matter of scope and emphasis. **Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.** In other words, the primary focus of the LS Elective course is the course content, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.

Global and Multicultural Awareness (GMA) is a stand-alone **type** of LS course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.

Rationale: Global Citizenship Competency

The criteria for courses in the Global Citizenship competency area have been modified to highlight course content and assignments that emphasize issues of social justice, social action, and citizenship in a global context. The number of required items under the criteria has also been reduced and simplified to minimize any overlap with the Global/Multicultural Awareness knowledge area course criteria and Liberal Studies Electives criteria.

Rationale: Global and Multicultural Awareness category

The criteria for Global/Multicultural Awareness knowledge area courses have been modified to emphasize course content and assignments that focus on cross-cultural awareness, and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community.

Global and Multicultural Awareness

Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category

The primary difference between the two is essentially a matter of scope and emphasis. **Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.** In other words, the primary focus of the LS Elective course is the course content, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, either an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.

Global and Multicultural Awareness (GMA) is a stand-alone **type** of LS course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could

focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.

Global and Multicultural Awareness Introduction

Global and Multicultural Awareness knowledge area courses are designed to provide students with the opportunity to learn more about the world and its diverse peoples and to promote a better understanding of other cultures. Students should gain an understanding of global events and how these events affect their lives as well as creating possibilities to address them. Course content should emphasize cross-cultural awareness, and deepen students’ understanding of the diversity of perspectives, life ways, and structures that shape our global community.

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

Syllabi for courses in this category must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Global and Multicultural Awareness Required Course Content

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

- development of students’ understanding of a variety of cultures or global situations; primary focus should be on non-dominant cultures
- presentation of cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture; those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu
- an examination of the ways differing cultures establish and rely on systems of values, norms, and ideals
- content that enables students to gain knowledge of the past and present and interrelations among communities of historical, philosophical, scientific, environmental, or social perspectives

Current	Proposed
<p>1 Differentiating between the Global Citizenship competency and the Global and Multicultural Awareness category</p>	<p>1 Differentiating between the Global Citizenship competency and the Global and Multicultural Awareness category</p>

None

The primary difference between the two is essentially a matter of scope and emphasis. **Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.** In other words, the primary focus of the LS Elective course is the course content, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.

Global and Multicultural Awareness (GMA) is a stand-alone **type** of LS course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.

2 Global and Multicultural Awareness - Introduction

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

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

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

3 Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning

2 Global and Multicultural Awareness - Introduction

Global and Multicultural Awareness courses are designed to provide students with the opportunity to learn more about the world and its diverse peoples and to promote a better understanding of other cultures. Students should gain an understanding of global **situations** and how these **situations** affect their lives as well as creating possibilities to address them. **Course content should emphasize cross-cultural awareness, and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community.**

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

Syllabi for courses in this category must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

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

3 Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes

Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate

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

4 Global and Multicultural Awareness Required Course Content

Proposals for courses designed to fulfill the

identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

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As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate

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

4 Global and Multicultural Awareness Required Course Content

Proposals for courses designed to fulfill the

Liberal Studies Global and Multicultural Awareness requirement must include:

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

Liberal Studies Global and Multicultural Awareness requirement must include:

- development of students' understanding of a variety of cultures or global situations; primary focus should be on non-dominant cultures
- presentation of cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture; those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu
- an examination of the ways differing cultures establish and rely on systems of values, norms, and ideals
- content that enables students to gain knowledge of the past and present and interrelations among communities of historical, philosophical, scientific, environmental, or social perspectives

Liberal Studies Electives Revision

Rationale for changes to Liberal Studies Electives: Several years ago when the new Liberal Studies curriculum was approved, the competencies across the curriculum from the earlier proposed framework were moved into the Liberal Studies (LS) Electives category. No Expected Undergraduate Student Learning Outcomes (EUSLOs) were assigned to the LS Electives per se – rather EUSLOs were only indirectly called for through the competencies. This placed the emphasis of the course on the competency, rather than the course itself. The proposed change adds EUSLOs for the LS Elective course itself, and moves the competencies into a secondary position. In other words, the Liberal Studies Committee believes that the LS Elective course should have content that meets the listed EUSLOs and part of that content should also meet the EUSLOs for at least one of the competencies. This proposal seeks to shore up the deficiency in the current design of LS Elective courses.

These changes to the LS Elective category will also help us address the concerns expressed by Middle States about the goals of the Liberal Studies program: "By contrast, a majority of respondents from all three groups uniformly characterized the Liberal Studies goals as a mere catalog of courses rather than a coherent set of objectives that aim at student learning and development. Similarly, the survey respondents were skeptical that the program was coherent" (p. 88 of the Middle States Report).

It also addresses the recommendations made by Middle States (p. 92 of their report) by adding EUSLOs to the LS Electives with connections to the competencies: "Recommendations #1: The

Liberal Studies Revision Steering Committee should continue its work to facilitate the development and formal adoption of a revised general education curriculum that includes the following components:

- measurable University Student Learning Outcomes across the curriculum
- explicit connectedness between liberal and specialized study
- a design that is coherent, purposeful, engaging, and rigorous"

Liberal Studies Electives

Syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that meets each of the three Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners; Empowered Learners; and Responsible Learners.

Secondarily, Liberal Studies Electives must also meet the EUSLOs for at least **one** of the following **six** competencies of the Liberal Studies Curriculum: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, and technological literacy. The goal of these competencies is to strengthen those aspects of the Liberal Studies Curriculum that ensure that our students will become lifelong learners and be able to contribute in an active way to their communities. To repeat, the core of the course should be Liberal Studies Elective content and the competencies serve to provide a supporting role to the core.

Liberal Studies Electives will by their nature have a great deal of variety in the ways that they meet the Expected Undergraduate Student Learning Outcomes. For example, the Informed Learners EUSLO may list as possibilities various ways of demonstrating knowledge and understanding such as modeling the natural world or the interrelationships within and across disciplines. However, it is understood that an individual course will meet that EUSLO in its own distinctive way. The bullets listed with any EUSLO are examples of ways to meet the Outcome and no one course is expected to cover all of the bullets/possibilities listed.

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

Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs)

All Liberal Studies Courses must meet the three EUSLOs. Proposals will need to include a justification for the exclusion of any of the three EUSLOs (in whole or in part). Remember that your proposal does not have to meet each of the bulleted items although it may by its nature meet more than one. For example, your course might meet the Informed Learners Outcome by providing course content for the bullet “the interrelationships within and across disciplines” only or it may also meet that bullet and “the aesthetic facets of human experience” bullet.

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing

that extend beyond core concepts enabling them to link theory and practice.

Informed Learners demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- the past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures
- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

Empowered Learners demonstrate:

- problem solving skills using a variety of methods and tools
- the ability to transform information into knowledge and knowledge into judgment and action
- the ability to work within complex systems and with diverse groups
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

Responsible Learners demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Liberal Studies Electives Required Course Content

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

- include the ways in which students are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice
- provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women

- address critical-thinking and scholarly discourse

Liberal Studies Electives Competencies Expected Undergraduate Student Learning Outcomes

All Liberal Studies Electives must meet the EUSLOs from at least ONE of the following SIX competencies

Global Citizenship

Syllabi for courses designed to address the Global Citizenship competency must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As Informed Learners students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As Empowered Learners students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As Responsible Learners students will demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of

others

Proposals for courses designed to address global citizenship must include:

- an examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics, or the arts; environmental sustainability, social responsibility in global business, inequities in education, or global literacy)
- content that increases students' awareness of issues related to social justice, equity and civic engagement; students should actively participate in citizenship opportunities

Information Literacy

Liberal Studies elective courses designed to address information literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Information Literacy Expected Undergraduate Student Learning Outcomes

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Proposals for courses designed to address information literacy must include:

- course pedagogy and assignments that address a minimum of three of the five standards from the IUP Information Literacy Competency Standards

- assignments that require students to use a variety of print and non-print resources (including, but not limited to, books, newspaper articles, journal articles, on-line periodical databases, government documents, web pages, etc.)
- course content that addresses the legal and ethical use of information

Oral Communication

Liberal Studies elective courses designed to address oral communication must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Oral Communication Expected Undergraduate Student Learning Outcomes

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Proposals for courses designed to address oral communication must include:

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

Quantitative Reasoning

Liberal Studies elective courses designed to address quantitative reasoning must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Quantitative Reasoning Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Proposals for courses designed to address quantitative reasoning must:

- engage students in the interpretation, analysis and use of numerical and graphical data
- apply quantitative techniques to address problems within a specific discipline
- develop non-deductive and deductive reasoning

Scientific Literacy

Liberal Studies elective courses designed to address scientific literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Scientific Literacy Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across disciplines

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As Responsible Learners

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

Proposals for courses designed to address scientific literacy must:

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

Technological Literacy

Liberal Studies elective courses designed to address technical literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Technological Literacy Expected Undergraduate Student Learning Outcomes

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As Empowered Learners students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As Responsible Learners students will demonstrate:

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

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

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

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

Side-by-side Comparison of the Old versus New Liberal Studies Elective category

Current

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

Proposed

Syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that meets each of the three Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners; Empowered Learners; and Responsible Learners.

Secondarily, Liberal Studies Electives must also meet the EUSLOs for at least **one** of the following **six** competencies of the Liberal Studies Curriculum: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, and technological literacy. The goal of these competencies is to strengthen those aspects of the Liberal Studies Curriculum that ensure that our students will become lifelong learners and be able to contribute in an active way to their communities. To repeat, the core of the course should be Liberal Studies Elective content and the competencies serve to provide a supporting role to the core.

Liberal Studies Electives will by their nature have a great deal of variety in the ways that they meet the Expected Undergraduate Student Learning Outcomes. For example, the Informed Learners EUSLO may list as possibilities various ways of demonstrating knowledge and understanding such as modeling the natural world or the interrelationships within and across disciplines. However, it is understood that an individual course will meet that EUSLO in its own distinctive way. **The bullets listed with any EUSLO are examples of ways to meet the Outcome and no one course is expected to cover all of the bullets/possibilities listed.**

Proposals will need to include a justification for the

exclusion of an Expected Undergraduate Student Learning Outcome (in whole or in part) that has been designated as “required” in a particular course or curricular category.

Liberal Studies Electives Expected Undergraduate Student Learning Outcomes

None

Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs)

All Liberal Studies Courses must meet the three EUSLOs. Proposals will need to include a justification for the exclusion of any of the three EUSLOs (in whole or in part). Remember that your proposal does not have to meet each of the bulleted items although it may by its nature meet more than one. For example, your course might meet the Informed Learners Outcome by providing course content for the bullet “the interrelationships within and across disciplines” only or it may also meet that bullet and “the aesthetic facets of human experience” bullet.

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

Informed Learners demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- the past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures
- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

Empowered Learners demonstrate:

- problem solving skills using a variety of methods and tools
- the ability to transform information into knowledge and knowledge into judgment and action
- the ability to work within complex systems and with diverse groups
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

Responsible Learners demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Liberal Studies Required Course Content

None

From UWUCC Handbook

p. 34 - Expected Undergraduate Student Learning Outcome

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

Liberal Studies Required Course Content

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

- include the ways in which students are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice
- provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women
- address critical-thinking and scholarly discourse

p. 30 - Wherever appropriate to the course content, courses in the Liberal Studies curriculum should:

- provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women
- address critical-thinking and scholarly discourse

**Liberal Studies Electives Competencies
Expected Undergraduate Student Learning
Outcomes**

No introduction

Global Citizenship

**Differentiating the Global Citizenship
competency and the Global and Multicultural
Awareness category**

None

**Liberal Studies Electives Competencies
Expected Undergraduate Student Learning
Outcomes**

All Liberal Studies Electives must meet the EUSLOs from at least ONE of the following SIX competencies

Global Citizenship

**Differentiating the Global Citizenship
competency and the Global and Multicultural
Awareness category**

The primary difference between the two is essentially a matter of scope and emphasis. **Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.** In other words, the primary focus of the LS Elective course is the course content, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, either an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.

Global and Multicultural Awareness (GMA) is a **type** of LS Elective course rather than a subsidiary component. Liberal Studies GMA courses require a

more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.

1 Global Citizenship

Liberal Studies Elective courses designed to address global citizenship take students beyond the concept of cultural appreciation and are designed to help students see themselves as citizens of the world and to develop among them an awareness of the problems of social justice and equity. Syllabi for courses must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across

Global Citizenship

Syllabi for courses designed to address the Global Citizenship competency must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across

cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Proposals for courses designed to address Global Citizenship must include:

- an emphasis on understanding global communities, including the relationships within and between cultures
- an examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics or the arts; environmental sustainability, social responsibility in global business or inequities in education or global literacy)

cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Proposals for courses designed to address global citizenship must include:

- an examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics, or the arts; environmental sustainability, social responsibility in global business, inequities in education, or global literacy)
- content that increases students' understanding of issues related to social justice, equity and civic engagement; students should actively participate in citizenship opportunities

- content that increases students' awareness of the problems of social justice and equity
- at least 50% of the course grade based on assignments related to Global Citizenship

Proposals for courses designed to address Global Citizenship are encouraged to include:

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

2 Information Literacy

Liberal Studies elective courses designed to address information literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Information Literacy Expected Undergraduate Student Learning Outcomes

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication

Information Literacy

Liberal Studies elective courses designed to address information literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Information Literacy Expected Undergraduate Student Learning Outcomes

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication

abilities

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Proposals for courses designed to address information literacy must include:

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

3 Oral Communication

Liberal Studies elective courses designed to address oral communication must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Oral Communication Expected Undergraduate Student Learning Outcomes

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and

abilities

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Proposals for courses designed to address information literacy must include:

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

Oral Communication

Liberal Studies elective courses designed to address oral communication must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Oral Communication Expected Undergraduate Student Learning Outcomes

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the

the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Proposals for courses designed to address oral communication must include:

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

4 Quantitative Reasoning

Liberal Studies elective courses designed to address quantitative reasoning must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Quantitative Reasoning Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds

ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Proposals for courses designed to address oral communication must include:

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

Quantitative Reasoning

Liberal Studies elective courses designed to address quantitative reasoning must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Quantitative Reasoning Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Proposals for courses designed to address quantitative reasoning must:

- engage students in the interpretation, analysis and use of numerical and graphical data
- apply quantitative techniques to address problems within a specific discipline
- develop logical and deductive reasoning

5 Scientific Literacy

Liberal Studies elective courses designed to address scientific literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Scientific Literacy Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Proposals for courses designed to address quantitative reasoning must:

- engage students in the interpretation, analysis and use of numerical and graphical data
- apply quantitative techniques to address problems within a specific discipline
- develop non-deductive and deductive reasoning

Scientific Literacy

Liberal Studies elective courses designed to address scientific literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Scientific Literacy Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across

disciplines

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners*

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

Proposals for courses designed to address scientific literacy must:

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

6 Technological Literacy

Liberal Studies elective courses designed to address technical literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as

disciplines

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners*

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

Proposals for courses designed to address scientific literacy must:

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

Technological Literacy

Liberal Studies elective courses designed to address technical literacy must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the

appropriate to the course content.

**Liberal Studies Electives Technological Literacy
Expected Undergraduate Student Learning
Outcomes**

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems.

They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate:

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

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

- related to the use of productivity software* or technological devices that provides opportunities for students to achieve the required student learning outcomes
- that provides opportunities for students to understand how information technology impacts ethical and behavioral consequences

course content.

**Liberal Studies Electives Technological Literacy
Expected Undergraduate Student Learning Outcomes**

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems.

They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate:

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

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

- related to the use of productivity software* or technological devices that provides opportunities for students to achieve the required student learning outcomes
- that provides opportunities for students to understand how information technology impacts ethical and behavioral consequences of

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

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

University-Wide Graduate Committee (Senator Piper)

FOR INFORMATION

The following courses were approved for delivery via Distance Education

NURS 623: The Practice of Nursing Research II

FOR ACTION

1. Major Course Revision:

Approved

Sponsoring Department: Counseling

Course: COUN 615 Counseling Across the Lifespan

Catalog Start Term: Fall 2013

Rationale: The Department of Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP recently revised its standards; these new standards were approved in 2009. This course revision is necessary to respond to the change in standards by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), specifically the core curricular area Human Growth and Development.

Catalog Description

COUN 615 –Counseling Across the Lifespan

3c-01-3sh

This course examines theories of human growth and development across the lifespan as well as counseling theories, methods and techniques that could be used to help clients/students, including persons with disabilities and English Language Learners, address developmental challenges.

Prerequisite: None

2. Minor Course Revision:

Approved

Sponsoring Department: Counseling

Course: COUN 618 Multicultural and Diversity Issues in Counseling

Catalog Start Term: Fall 2013

Rationale: COUN 618 – Multicultural and Diversity Issues in Counseling is a required course for counseling students. The PA Department of Education created new requirements regarding counseling clients/students who have disabilities or are English Language Learners. This information was already covered in the course but not explicitly stated in the catalog description. This new catalog description makes the content covered in the class more evident and explicit.

Current Catalog Description:

COUN 618 Multicultural and Diversity Issues in Counseling **3c-01-3sh**

An overview of diversity issues in the field of counseling. Students increase awareness of cultural issues, identity, and personal values, acquire knowledge of diverse groups, and learn culturally appropriate counseling skills.

Prerequisite: None

Proposed Catalog Description:

COUN 618 Multicultural and Diversity Issues in Counseling **3c-01-3sh**

This course is an overview of multicultural and diversity issues in the field of counseling. Students will increase their awareness and knowledge regarding diversity in worldviews often held by marginalized clients/students and the ways in which these variables impact the counseling process. The focus will be on counseling clients/students across the lifespan while being culturally responsive regarding race, ethnicity, sexual orientation, religion, disability status, ELL, and other characteristics. Students will develop self-awareness about their own cultural background and identify culturally appropriate counseling skills.

Prerequisite: None

3. Minor Course Revision

Approved

Sponsoring Department: Counseling

Course: COUN 624 Assessment Procedures for School Counselors

Catalog Start Term: Fall 2013

Rationale: COUN 624: Assessment Procedures for School Counselors is a required course for counseling students. The PA Department of Education created new requirements regarding counseling students who have disabilities or are English Language Learners (ELL). This information was already addressed in the course, but not explicitly stated in the catalog description. This new catalog description makes the content covered in the class more evident and explicit.

Current Catalog Description:

COUN 624: Assessment Procedures for School Counselors **3sh-01-3c**

Basic statistical and measurement concepts utilized in testing and test interpretations in schools.

Emphasis is also placed on the selection, administration, and interpretation of formal and informal assessment procedures that facilitate career, personal/social, and academic development in school settings. Prerequisites: None, though this course is limited to students in the School Counseling Program.

Proposed Catalog Description:

COUN 624: Assessment Procedures for School Counselors

3sh-01-3c

Basic statistical and measurement concepts utilized in testing and test interpretations in schools. Emphasis is also placed on the selection, administration, and interpretation of formal and informal assessment procedures that facilitate career, personal/social, and academic development for all students, including those with disabilities and who are English Language Learners, in school settings. **Prerequisites:** None, though this course is limited to students in the School Counseling Program.

4. Major Course Revision:

Approved

Sponsoring Department: Counseling

Course: COUN 637 Counseling Theories

Catalog Start Term: Fall 2013

Rationale: COUN 637 Counseling and Consulting Theory has been offered in the Department of Counseling as a degree requirement for individuals who are training to become professional counselors and planning to work with an adolescent or adult population. COUN 627-Child Counseling Theory has been the required course for individuals training to work with a child population. As a result of CACREP accreditation requirements and PDE requirements which stipulate that professional counselors must demonstrate an ability to work individuals across the lifespan, and due to curriculum initiatives within the department that are designed to address these changing requirements, the Department of Counseling seeks to merge COUN 637 and COUN 627 into one Counseling Theory Course, which will serve as the counseling theory course required of all students in the department, both Clinical Mental Health and School Counseling majors. Specialization with regard to setting and population will occur in the subsequent practicum and internship experiences.

Proposed Catalog Description

COUN 637- Counseling Theories

3c-01-3sh

Specific counseling theories and corresponding interventions with children, adolescents and adults will be covered. Integrating theories to match client concerns will be emphasized.

Prerequisites: COUN 617: Basic Counseling Skills

5. Major Course Revision

Approved

Sponsoring Department: Counseling

Course: COUN 639 Group Counseling Theory and Experience

Catalog Start Term: Fall 2013

Rationale: COUN 639 Group Counseling has been offered in the Department of Counseling as a degree requirement for individual who are training to become professional counselors and planning to work with adolescent and adult populations. As a result of curricular changes within the department, this class is being revised to address the group counseling training requirements of professional counselors to include a life-span approach, and content has been expanded to include child, adolescent and adult populations in a variety of settings including schools and clinical mental health settings.

There are no pre-requisite or co-requisite courses for this course. This course is a prerequisite for COUN 669 and COUN 667/659 Group Counseling Practicum and Elementary/Secondary Practicum. This course already exists in the Department of Counseling.

Proposed Catalog Description

COUN 639: Group Counseling Theory and Experience

3c-01-3sh

This course is designed to provide students an understanding of group theory and processes. Considerable emphasis is placed upon ethical and professional issues related to groups, characteristics of group stages, techniques designed to foster healthy/therapeutic group dynamics and, how groups influence individuals as they relate to common concerns or problems. This course provides exposure to groups designed to meet the needs of clients/students across the life span. The course will enable students to evaluate the outcomes of group counseling in order to be a more effective group facilitator. This class also requires a 10 hour personal growth group experiential component, fulfilling the CACREP group experience requirement for counseling department students.

Prerequisite: None

6. Major Course Revision

Approved

Sponsoring Department: Counseling

Course: COUN 671 Diagnostic and Treatment Issues for Counselors

Catalog Start Term: Fall 2013

Summary/Rationale

Summary

The current Major Course Revision proposal would change the course title, course description, and course objectives for COUN 671. The proposed changes would not affect admission or degree candidacy. They are, however, necessary in keeping with the updated standards of the Council that accredits the Department of Counseling. This proposed change is also in compliance with the current CBA.

Current Description and Objectives

COUN 671: Introduction to Diagnostic Issues for Counselors

3sh-01-3c

This course provides an introduction for counseling students on the various mental disorders with a focus on the history of the major classification system, definitions of various disorders, and the corresponding diagnostic criteria. Furthermore, current research on treatment approaches for counseling professionals is examined. Finally, this course is designed to help students view the mental health needs and challenges of clients from a lifespan and multicultural perspective. This course is introductory and is designed for individuals who have little/no experience in diagnostic issues and little/some experience in counseling.

By the conclusion of this course, it is hoped that participants have the following knowledge and abilities:

1. To understand the advantages and disadvantages of a nosology such as the DSM;
2. To articulate historical views of mental disorders;
3. To have increased knowledge about the various causal viewpoints of mental disorders;
4. To be able to identify the components of the five axes of a diagnosis;
5. To be able to discuss criteria, prevalence rates, screening items, and treatment issues related to mood disorders, personality disorders

Proposed Catalog Description and Objectives

COUN 671: Diagnostic and Treatment Issues for Counselors

3c-01-3sh

This course is a three-credit requirement for Clinical Mental Health Counseling students. It provides an introduction to the principles and practices of the diagnostic process with a focus on the current edition of the *Diagnostic and Statistical Manual of Mental Disorders*. It focuses on the history of the major classification system, descriptions of various mental disorders, and their corresponding diagnostic criteria. Treatment issues and an introduction to the use of medication related to mental disorders will also be covered.

Prerequisite: None

By the conclusion of the course, participants will/be able to:

1. Describe diagnostic principles, including differential diagnosis, as well as treatment modalities, evidence-based treatments, and placement within the continuum of care;
2. Comprehend the etiology, diagnostic processes, and nomenclature of mental and emotional disorders as they apply to the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*;
3. Understand basic indications and contraindications of commonly used

- psychopharmacological medications and complementary interventions in order to make referrals for evaluations and to identify corresponding side effects;
4. Understand multicultural considerations in the diagnosis process, including possible biases therein;
 5. Apply and utilize diagnostic criteria to describe clients' symptoms related to mental and emotional disorders;
 6. Accurately conceptualize clients using the classification system in the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*;
 7. Discuss the effect of co-occurring substance-related disorders on other mental and medical disorders;
 8. Explain the rationale for utilizing diagnoses and treatment planning in counseling;
 9. Discuss current diagnostic-related controversies and ethical issues as they pertain to clinical mental health counselors;
 10. Understand the advantages and disadvantages of a nosology, such as the *DSM*, particularly as they relate to the historical roots of the Clinical Mental Health Counseling profession; and
 11. Explain the historical viewpoints of mental disorders and corresponding classification systems.

7. Major Course Revision

Approved

Sponsoring Department: Counseling

Course: COUN 720 Professional Orientation and Ethical Practice in Counseling

Catalog Start Term: Fall 2013

Rationale: COUN 720 Professional Orientation and Ethical Practice has been offered in the Department of Counseling as a degree requirement for individual who are training to become professional counselors in school settings. COUN 730-Ethical and Legal Issues in Community Counseling, has been the required course for individuals training to become professional counselors who wish to work a variety of community based settings. Due to curriculum initiatives within the department that are designed to address changing accreditation and credentialing requirements for professional counselors, the Department of Counseling seeks to merge COUN 720 and COUN 730 into one ethics course, which will serve the needs of both Clinical Mental Health and School Counseling majors. Specialization with regard to setting and population will occur in the subsequent practicum and internship experiences.

There are no pre-requisite or co-requisite courses for this course. This course will become a prerequisite for COUN 669 and COUN 667/659 Group Practicum and Elementary/Secondary Practicum, and COUN 657 Individual Counseling Practicum as part of the departmental curriculum revision and is currently a prerequisite for COUN 755 Counseling Field Experience and COUN 798 Counseling Internship. This course already exists in the Department of Counseling.

Proposed Catalog Description

COUN 720 Professional Identify and Ethical Issues in Counseling **3c-01-3sh**

This course is designed to examine the professional, ethical, and legal issues that impact the practice of the professional counselor working in a variety of counseling settings. Considerable emphasis is placed upon the understanding and application of ethical standards and legal statutes, which affect counselors when making critical decisions about clients/students. Professional identity development, including orientation to the counseling profession and professional organizations will also be the focus of this course.

12. Minor Course Revision:

Approved

Sponsoring Department: Counseling

Course: COUN 755 Field Experience

Catalog Start Term: Fall 2013

Rationale: COUN 755 – This course is the culminating in the program. We are proposing two changes to the catalog description: 1) a minor change wording change to emphasize and highlight that it is a professional practice experience. 2) addition of language that highlights that importance of the departmental policies and procedures that guide this experience and that are clearly articulated in the department Field Experience Handbook

Current Catalog Description

COUN 755 Field Experience **3c-01-3sh**

Provides a supervised field placement for students in the Counseling programs. The plan and scope of the field experience will be determined by the student and supervising faculty on an individual basis. May be repeated for a maximum of six credits.

Prerequisites: Core and population-specific courses.

Proposed Catalog Description

COUN 755 Field Experience **3c-01-3sh**

Provides a supervised professional practice field placement for students in the Counseling programs. The plan and scope of the field experience will be determined by the student and supervising faculty on an individual basis and in keeping with the departmental policies and procedures as stated in the Field Experience Handbook. May be repeated for a maximum of six credits.

Prerequisites: Core and practicum courses.

13. Major Course Revision

Approved

Sponsoring Department: Counseling

Course: COUN 657 Individual Practicum (Clinical Mental Health)

Catalog Start Term: Fall 2013

Rationale: This course revision is necessary because are moving from two tracks (child and adolescent/adult) to one track that encompasses counseling through the lifespan. Such change was guided by our accrediting body (Council for the Accreditation of Counseling and Related Programs—CACREP). The change is also guided by our Pennsylvania state counselor licensure requirements and licensing exam which covers counseling across the lifespan. This is a required course in the Masters of Arts Degree in Clinical Mental Health program in the Department of Counseling. Prerequisites for this course include COUN 617, 637, and 720. It is prerequisite for COUN 755. Students take this class before completing their field experiences.

Proposed Catalog Description

COUN 657 Individual Practicum (Clinical Mental Health) 3c-0l-3sh

Provides a 75 hour (30 direct hours) supervised clinical mental health individual counseling practicum with children, adolescents, or adults via supervised clinical experiences to develop and utilize advanced individual counseling skills and techniques within a meaningful theoretical framework. Emphasis is on skill acquisition and the development of effective methods of facilitating the counseling process. Counseling theory and a variety of techniques will be drawn upon in the movement toward client goal attainment. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues. Students must pass this practicum experience with a B or better in order to advance to field experience. **Prerequisites:** COUN 617, COUN 637, & COUN 720. Students enrolled in M.Ed. program are restricted from taking this course.

14. **Major Course Revision**

Approved

Sponsoring Department: Counseling

Course: COUN 659 Secondary School Counseling Practicum

Catalog Start Term: Fall 2013

Rationale: The practicum experience for school counseling students in our program is changing due to the K-12 certification proposal as well as the proposed changes to the Pennsylvania Department of Education (PDE) requirements for school counselor certification which require students to have clinical experience at the elementary, middle, and high school levels. Previously, students were to take two counseling practicum courses which were divided by individual and group counseling experiences. The department is proposing that students still take two counseling practicum courses now with the focus on elementary and secondary school populations. The previous requirement was for the students to take an individual counseling practicum and a group counseling practicum as indicated by the previous course descriptions and the new course description each listed below for comparison. Additionally, in the past students in the MED and MA programs took the same practicum courses. With the changes in PDE requirements and our proposed K-12 curriculum changes, students in both programs will now take different practicum courses. This does not change the clinical experience, however it does alter the environments in which the experience occurs for the students, giving the MED students more experience in the schools.

Proposed Catalog Description:

COUN 659 Secondary School Counseling Practicum

3c-01-3sh

This course provides a 50-hour supervised clinical experience (20 direct hours) for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with adolescents ages 13-21. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic, career, and personal/social growth of adolescents.

Prerequisites: COUN 617, COUN 627 or COUN 637, COUN 629 or COUN 639, COUN 720 or COUN 730. In addition, grades in any previous practicum experience must be at least a B or better. Students enrolled in the M.A. program are restricted from taking this course.

15. Major Course Revision

Approved

Sponsoring Department: Counseling

Course: COUN 667 Elementary School Counseling Practicum

Catalog Start Term: Fall 2013

Rationale: The revised program will adhere to the CACREP standards for practicum courses where ratios are set to 1 faculty: 6 students. Our current enrollment indicates that students at the Pittsburgh campus are eligible to pursue this option as well as some students at the Indiana campus. Additional curriculum proposals are being reviewed that will eventually move our program to 60 (instead of 48) credit hours, and will build in the Elementary Course to help students access this training across K-12. Thus, this course is a solution to serve students enrolled in the current 48 credit hour program.

Proposed Catalog Description:

COUN 667 Elementary School Counseling Practicum

3c-01-3sh

This course provides a 50-hour supervised clinical experience (20 direct hours) for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with children ages 5-12. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic, career, and personal/social growth of children.

Prerequisites: COUN 617, COUN 627 or 637, COUN 629 or 639, COUN 720 or 730. Students must pass this practicum experience with a B or better in order to advance to field experience. Students enrolled in the M.A. program are restricted from taking this course.

16. Major Course Revision

Approved

Sponsoring Department: Counseling

Course: COUN 669 Group Counseling Practicum

Catalog Start Term: Fall 2013

Rationale: This course revision is necessary because are moving from two tracks (child and adolescent/adult) to one track that encompasses counseling through the lifespan. Such change was guided by our accrediting body (Council for the Accreditation of Counseling and Related Programs—CACREP). The change is also guided by our Pennsylvania state counselor licensure requirements and licensing exam which covers counseling across the lifespan. This is a required course in the Masters of Arts Degree in Clinical Mental Health program in the Department of Counseling. Prerequisites for this course include COUN 617, 639, and 730. It is prerequisite for COUN 755. Students take this class before completing their field experiences.

Proposed Catalog Description:

COUN 669 Group Counseling Practicum

3c-01-3sh

Provides a 25 hour (10 direct hours) supervised clinical mental health group counseling practicum with children, adolescents, or adults to develop and utilize basic and advanced group counseling skills and techniques. Emphasis is on skill acquisition and the development of effective methods of facilitating the group process. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize group dynamics, and discuss approaches to group facilitation. Students must pass this practicum experience with a B or better in order to advance to field experience. Prerequisites: COUN 617, COUN 639, & COUN 720. Students enrolled in M.Ed. program are restricted from taking this course.

17. Major Course Revision:

Approved

Sponsoring Department: Counseling

Course: COUN 634 Assessment Procedures for Clinical Mental Health Counselors

Catalog Start Term: Fall 2013

Rationale: This course was modified in order to reflect the new standards set forth the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The 2009 standards emphasize more clearly a need to teach students to recognize the strengths and limitations of assessment tools as well as a more concerted effort to identify specific tools students should be familiar with. We also modified the objectives to ensure that cross cultural competence in assessment includes persons with disabilities. Finally, the new CACREP standards are more explicit about the need for students to be competent in suicide assessment.

Catalog Description and Objectives

COUN 634 Assessment Procedures for Clinical Mental Health Counselors

3c-01-3sh

Provides an overview of the fundamental knowledge of assessment principles and procedures used in clinical mental health counseling. Standardized and non-standardized testing will be covered and

include statistical concepts, standard scores, reliability, validity, norm groups, and commonly used instruments. Alternatives to standardized testing will be covered as methods to appraise individuals' abilities to live, learn, and work in the community.

Prerequisites: None, though this course is limited to students in the Clinical Mental Health Program.

Side by Side Comparison of Current and Proposed Objectives

Demonstrates:

Coun 634 (NEW)	Coun 634 (OLD)
1. An ability to integrate the assessment and counseling processes in clinical work. For example, students will demonstrate the use of both processes via role plays and other class activities	1. An increased understanding of the difference between testing and assessment and ethical issues in both areas;
2. An increased understanding in issues of psychometrics and test construction (e.g., validity, reliability, etc.), including such issues related to computer-aided methods of assessment.	2 An increased understanding in issues of test construction (validity, reliability, etc.), including such issues related to computer-aided methods of assessment;
3. A development of clinical judgment to determine appropriate assessment interventions to assist in treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	3. A development of clinical judgment to determine test selection and whether standardized testing is appropriate for a particular client;
4. An increased sensitivity to the cross-cultural and multi-cultural issues, including those impacting persons with disabilities, that arise in testing and assessment.	4. A sensitivity to the cross- and multi-cultural issues that arise in testing and assessment;
5. An increased understanding of the various types of formal and informal instruments and procedures as well as their strengths and limitations in order to make meaningful conclusions about clients.	5. An increased understanding of the various types of formal and informal tests/instruments and procedures in order to make meaningful conclusions about clients;
6. An ability to integrate information from various informal and formal assessment results to write an accurate client summary.	6. An ability to integrate information from various informal and formal assessment results to write an accurate client summary;
7. The ability to use procedures for assessing and managing risk and danger to self/others.	7. An increased understanding of appraisal in certain clinical areas
8. An understanding of various models and approaches to clinical evaluation and their	8. Ability to describe the axes and use of the DSM-IV-TR.

<p>appropriate uses, including diagnostic tools, interviews, mental status examinations, symptoms, inventories, substance use screens/tools, and psychoeducational and personality assessments.</p>	
<p>9. Competencies in selection, administration, scoring, evaluation, interpretation, and communication of assessment results in a developmentally appropriate language with care given to multicultural, legal, and ethical issues.</p>	

18. New Dual Level Course

Approved

Sponsoring Department: English

Course: ENGL 563 Topics in Global Literature and Film

Catalog Start Term: Spring 2013

Rationale: Peer-level English departments across the country (the University of Wyoming, the University of Buffalo, and Appalachian State University, for example) offer dual-leveled courses and several departments here at IUP do the same.

Pedagogically, the benefits are palpable. Viewpoints and levels of understanding would be more varied than in a single-level course (particularly since IUP's Graduate Program in Literature and Criticism has a large minority of students from other countries), and this diversity would expand the understanding and learning potential for each student. Peer teaching and team-work abilities would be positively affected as a result of students of varying education and ability working together formally and informally.

That said, undergraduate and graduate students would have distinct quantities and criteria of work assigned by the instructor. Over and above the weekly reading and writing assignments given to undergraduates, graduate students typically would be expected to read additional materials every week and complete a 20-25 page scholarly essay, complete with credible scholarly citations and apparatus. Such an essay would be assessed according to the standards applied in other graduate-level English courses.

Though the pedagogical benefits are the most important, enrollment management is also a plus. The English Department historically has trouble filling its 400-level English courses in literature. Dual-leveling this course, among others, would open it to a larger possible body of enrollees, making it much more likely that the course would make. Along with the higher number of students available to take the course, having more courses to offer to both Graduate and Undergraduate students would make both courses of study more appealing to prospective students, and could thus help raise enrollment in general. Likewise, the graduate program would benefit from having additional courses to offer its students.

Proposed Catalog Description

ENGL 463/563 Topics in Global Literature and Film

3c-01-3sh

Prerequisite: ENGL 202

Examines major works in English of a particular topic in global literature and/or film by focusing on the transnational contexts of history and culture surrounding the production and/or reception of literature and film. Topic of global literature and/or film to be announced in advance.

19. Dual Level Course Revision

Approved

Sponsoring Department: Human Development and Environmental Studies

Course: CDFR 510: Infant & Toddler Development

Catalog Start Term: Spring 2013

Rationale: This course was revised to accurately reflect course content and the focus of the course. The course outcomes were expanded and specific outcomes designed for the graduate level was included. In addition, evaluation methods for graduate students were modified. The course outcomes were also aligned with Pennsylvania's Pre-K Standards and the National Association for the Education of Young Children Standards (NAEYC) and the National Council on Family Relations (NCFR) Standards.

This course will be an elective for graduate students working in the field of child development, child care, early childhood education and related fields. There are no prerequisites. It is anticipated that the course will be taken by students who wish to obtain the Pennsylvania Director's Credential which requires three approved child development courses and a specified number of hours working in the field. CDFR 410/510 has been approved by PDE for the Director's Credential. PDE is also developing an Infant-Toddler Credential which will be required of child care providers working with infants and toddlers. This course will be an approved course for that credential.

Proposed Catalog Description

CDFR 510: Infant & Toddler Development

3c-01-3sh

Study of characteristic developmental changes of human infants and toddlers from birth to approximately 36 months. Participation as teacher assistant in the infant/toddler childcare center provides experience in developmentally appropriate guidance and programming for very young children.

20. New Dual Level Course

Approved

Sponsoring Department: English

Course: ENGL 767/867

Catalog Start Term: Summer 2013

Rationale: This course is needed in the Composition and TESOL graduate program because writing centers and writing program administration are up-and-coming sub-fields in the broader field of Composition Studies. In addition, a significant number of students who apply to and are admitted to our doctoral program are interested in—and apply for jobs that involve—directing writing centers and writing programs.

The proposed course is an elective.

The course will be integrated within the program by offering it on a regular basis in rotation with other courses that fulfill the broader requirement for 36 hours of course work.

There are no prerequisites. This course is not a requirement for other courses.

Proposed Catalog Description:

ENGL 767/867 Research on Writing Centers and Writing Program Administration 3c-0l-3sh
This course examines the history, theory, and every day practices that surround writing centers and writing programs, including advances in writing across the curriculum and writing in the disciplines. Students will read key books and articles and develop a research project suitable for publication and presentation.

Prerequisite: No prerequisites

21. New Dual Level Course

Approved

Sponsoring Department: Political Science

Course: PLSC 522: International Law and Organizations

Catalog Start Term: Spring 2013

Rationale: This course consolidates the material from two existing courses (which will be eliminated), PLSC 520, International Law and PLSC 521, International Organizations into a single course.

Catalog Description

PLSC 522: International Law and Organizations **3c-0l-3sh**

A survey of the main concepts and history of international law and an analysis of the major international organizations such as the United Nations, the European Union, and the Organization of American States. Knowledge of how such organizations operate is essential to understanding international relations.

Prerequisites: None

22. Program Revision

Approved

Program: Master of Arts: Clinical Mental Health Counseling

Sponsoring Department: Counseling

Catalog Start Term: Fall 2013

Summary/Rationale: The Department of Counseling is initiating a revision to the current M.A. in Clinical Mental Health Counseling program in order to 1) provide students with a developmental, lifespan approach to counseling that is supported by our accreditation body, CACREP and for PA Counselor Licensure, 2) respond to student needs regarding marketability, and 3) address content areas required in the 2009 CACREP standards. Currently, M.A. students choose either a child focus track or an adolescent/adult focus track.

Neither the CACREP 2009 standards nor PA Counselor Licensure standards make such a developmental differentiation. In addition, the current economic downturn and budget cuts require us to prepare graduates for maximum marketability. To meet both these needs, the proposed program addresses counseling content across the developmental lifespan.

At this time, the M.A. program is CACREP accredited until 2016. However, our accreditation occurred under the 2001 CACREP standards. When the program is up for reaccreditation, we will have to be accredited under the 2009 CACREP standards. The 2009 CACREP standards include content areas that are not currently being required within the M.A. program, though some of the content had been offered through electives. New content areas include program management, professional orientation, systems, addictions, and crisis counseling and suicide assessment. In the proposed curriculum, two courses that were electives will now be required, one course was eliminated, one new course has been added, and several courses were revised in order to address the content area deficits. It is clear that for the M.A. program to remain accredited, produce licensed counselors, and maintain marketing viability, we must move to a developmental, lifespan curriculum that includes critical, cutting edge content.

Catalog Description

Master of Arts in Clinical Mental Health Counseling

The Master of Arts degree program in Clinical Mental Health Counseling is designed to prepare students to work in a variety of settings, including mental health centers, drug and alcohol treatment programs, specialized community agencies, vocational or rehabilitation programs, correctional institutions, health care settings, social services, and business and industry. The 60 credit hour program includes a series of counseling skills courses, including individual and group practicums, and a 600 hour field experience under the supervision of a qualified supervisor. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets the educational standards as set forth by the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors Board, for licensure as a Professional Counselor in Pennsylvania.

Degree/Program Requirements

Students enrolled in the Master of Arts degree program will complete 60 hours of credit for the degree. The program requires the following courses:

GSR 615 Elements of Research	3 cr.
COUN 615 Counseling Across the Life-Span	3 cr.
COUN 617 Basic Counseling Skills	3 cr.
COUN 618 Multicultural & Diversity Issues in Counseling	3 cr.
COUN 634 Assessment Procedures for Community Counselors	3 cr.
COUN 636 Career Counseling	3 cr.
COUN 637 Counseling & Consulting Theory	3 cr.
COUN 639 Group Counseling	3 cr.
COUN 657 Individual Counseling Practicum	3 cr.
COUN 669 Group Counseling Practicum	3 cr.
COUN 671 Introduction to Diagnostic Issues for Counselors	3 cr.
COUN 672 – Counseling and Consulting within Systems	3 cr.
COUN 677– Crisis and Addictions Counseling	3 cr.
COUN 710 – Clinical Mental Health Counseling	3 cr.
COUN 720 Professional Orientation and Ethical Practice in Counseling	3 cr.
ELECTIVE	3 cr.
ELECTIVE	3 cr.
ELECTIVE	3 cr.
COUN 755 Field Experience	6 cr.
Total	60 cr

Prospective students for the Master of Arts in Clinical Mental Health Counseling program must meet departmental admissions requirements and procedures in addition to those of the School of Graduate Studies and Research. Prospective students should contact the department to determine these requirements. Applicants are required to attend an admissions workshop as the final step in the admissions process. Applicants should contact the department to obtain the dates of deadlines for completed applications to be received by the School of Graduate Studies and Research.

Side by Side Comparison:

The following is a side-by-side comparison of the current versus proposed program:

Current MA (all 3 credit courses)	Proposed MA (all 3 credit courses)	Curriculum Proposal Links
GSR 615 Elements of Research	GSR 615 Elements of Research	No change
COUN 610 Introduction to Community Counseling		Eliminate
COUN 615 Counseling Across the Life-Span	COUN 615 Counseling Across the Life-Span	Major Course Revision
COUN 617 Basic Counseling Skills	COUN 617 Basic Counseling Skills	No change
COUN 618 Multicultural & Diversity Issues in Counseling	COUN 618 Multicultural & Diversity Issues in Counseling	Minor Course Revision

COUN 627 Child Counseling Theory OR COUN 637 Counseling & Consulting Theory (adult/adolescent)	COUN 637 Counseling & Consulting Theory	Major Course Revision
COUN 629 Group Procedures (child) OR COUN 639 Group Counseling (adult/adolescent)	COUN 639 Group Counseling	Major Course Revision
COUN 634 Assessment Procedures for Community Counselors	COUN 634 Assessment Procedures for Clinical Mental Health Counselors	Major Course Revision
COUN 636 Career Counseling & Development	COUN 636 Career Counseling	Major Course Revision
COUN 657 Individual Counseling Practicum OR COUN 667 Individual Counseling Practicum	COUN 657 Individual Counseling Practicum	Major Course Revision
COUN 659 Group Counseling Practicum OR COUN 669 Group Counseling Practicum (child)	COUN 669 Group Counseling Practicum	Major Course Revision
COUN 730 Ethical & Legal Issues in Community Counseling	COUN 720 Professional Orientation and Ethical Practice in Counseling	Major Course Revision
COUN 671 Introduction to Diagnostic Issues for Counselors	COUN 671 Introduction to Diagnostic Issues for Counselors	Major Course Revision
COUN 755 Field Experience –63 credits	COUN 755 Field Experience – 6 credits	Minor Course Revision
ELECTIVES to reach 60 credits	COUN 710 – Clinical Mental Health Counseling	New Course
	COUN 677– Crisis and Addictions Counseling	Elective moved to Requirement. Major Course Revision
	COUN 672 – Counseling and Consulting within Systems	Elective moved to Requirement. Major Course Revision
	ELECTIVES to reach 60 credits	

23. Program Revision

Approved

Program: Master of Education: School Counseling

Sponsoring Department: Counseling

Catalog Start Term: Fall 2013

Summary/Rationale: The Department of Counseling is initiating a revision to the current M.Ed. in School Counseling program in order to 1) provide students with a developmental, lifespan approach to school counseling that is supported by our accreditation body, CACREP, 2) align

with the proposed changes to Pennsylvania Department of Education requirements for school counselors, and 3) respond to student needs regarding marketability.

At this time, the M.Ed. program is accredited through CACREP until 2016. However, our accreditation occurred under the 2001 CACREP standards. When the program is up for reaccreditation, we will have to be accredited under the 2009 CACREP standards. Two significant changes in the 2009 CACREP standards impact the M.Ed. program. First, CACREP requires, “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” (CACREP, 2009 p. 40) Currently, our M.Ed. students choose K-6 elementary certification or 7-12 secondary certification. Under the proposed curriculum changes, students will earn a K-12 certification as required by CACREP. Second, the 2009 CACREP standards include content areas that are not currently being required within the M.Ed. program, though some of the content had been offered through electives. In the proposed curriculum, two courses that were electives will be required and two new courses have been added in order to address the content area deficits.

The PDE outlines the requirements for educational certification in Chapter 49 and provides specific program guidelines in Chapter 354. In fall 2011, the PDE released proposed revisions to Chapter 354 for school counselors. On October 12, 2011, a representative from the Counseling Department participated in a webinar regarding the proposed changes. The PDE is, like the CACREP, recommending a move to the K-12 certification. In addition, the PDE is recommending content area changes to Chapter 354, which the M.Ed. curricular update will address. In addition to changes in Chapter 354, Chapter 49 has recently been updated to include additional required content as well. The PDE has stipulated that on or before January 1, 2011, approved teacher education programs must require candidates to complete at least 9 credits (or 270 hours) regarding accommodations and adaptations for students with disabilities in an inclusive setting. Therefore, the M.Ed. program must include course/content offerings that will enable school counseling students to be eligible for certification.

Finally, with the current economic downturn and budget cuts, many school districts are consolidating positions. For school counselors with only one certification, their workplace flexibility is limited as is their marketability when interviewing for school counseling positions. In addition, many students are expanding their job searches from Pennsylvania into the national market in order to secure employment in their chosen field. In many other states, K-12 certification is required. Increasingly interested applicants to the M.Ed. program are requesting the K-12 certification. The K-12 certification has been requested so often by students in the program that students have been given a ‘bridge’ option to the K-12 certification for the past three years. It is clear that for the M.Ed. program to remain accredited, produce certified counselors, and maintain marketing viability, we must move to the K-12 certification and include critical, cutting edge content.

Catalog Description

Master of Education in School Counseling

Professional School Counselors (K-12) - To qualify for K-12 institutional endorsement and commonwealth certification, students must complete a 60-credit-hour, competency-based program to include a series of counseling skills courses, including practicums at the elementary schools and secondary schools level, and complete a 600 hour field experience under the supervision of a certified school counselor. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Council for Accreditation of Teacher Education (NCATE).

Admissions Criteria

While teaching experience is not a prerequisite for admission and school counselor certification in Pennsylvania, candidates for school certification must meet additional Pennsylvania Department of Education standards that include 3 additional credits in Special Education/Students with disabilities and 2 credits in English Language Learners. These additional requirements can be met through previous undergraduate or graduate coursework. Applications for certification MUST show evidence of this coursework to be eligible for certification endorsement.

Prospective students for the Master of Education and school certification programs must meet departmental admissions requirements and procedures in addition to those of the School of Graduate Studies and Research. Prospective students should contact the department to determine these requirements. Applicants are required to attend an admissions workshop as the final step in the admissions process. Applicants should contact the department to obtain the dates of deadlines for completed applications to be received by the School of Graduate Studies and Research.

Degree/Program Requirements

Students completing the Masters of Education Degree and seeking Commonwealth School Counseling certification will take the following courses:

GSR 615 Elements of Research	3 cr.
COUN 613 Counseling Children	3 cr.
COUN 615 Counseling Across the Life-Span	3 cr.
COUN 617 Basic Counseling Skills	3 cr.
COUN 618 Multicultural & Diversity Issues in Counseling	3 cr.
COUN 621 Introduction to Professional School Counseling	3 cr.
COUN 624 Assessment Procedures for School Counselors	3 cr.
COUN 636 Career Counseling	3 cr.
COUN 628 Management of Professional School Counseling Programs	3 cr.
COUN 637 Counseling & Consulting Theory	3 cr.
COUN 639 Group Counseling	3 cr.
COUN 667 Elementary Practicum	3 cr.
COUN 659 Secondary Practicum	3 cr.
COUN 672 Counseling and Consulting within Systems	3 cr.
COUN 677 Crisis and Addictions Counseling	3 cr.

COUN 682 Counseling Students/Clients with Disabilities	3 cr.
COUN 720 Professional Orientation and Ethical Practice in Counseling	3 cr.
COUN 755 Field Experience	6 cr.
Elective	3 cr.
Total	60 cr

Side by Side Comparison

The following is a side-by-side comparison of the current versus proposed program:

Current M.Ed. (all 3 credit courses)	Proposed M.Ed. (all 3 credit courses)	Curriculum Proposal Links
GSR 615 Elements of Research	GSR 615 Elements of Research	No Change
COUN 615 Counseling Across the Life-Span	COUN 615 Counseling Across the Life-Span	Major Course Revision
COUN 617 Basic Counseling Skills	COUN 617 Basic Counseling Skills	No Change
COUN 618 Multicultural & Diversity Issues in Counseling	COUN 618 Multicultural & Diversity Issues in Counseling	Minor Course Revision
COUN 621 Introduction to Professional School Counseling	COUN 621 – Introduction to Prof. School Counseling	Minor Course Revision
COUN 624 Assessment Procedures for School Counselors	COUN 624 Assessment Procedures for School Counselors	Minor Course Revision
COUN 626 Career Education	COUN 636 Career Counseling	Major Course Revision
COUN 628 Management of a Professional School Counseling Program	COUN 628 Management of Professional School Counseling Programs	No change
COUN 637 Counseling Theory (adolescent/adult) OR COUN 627 Child Counseling & Consulting Theories	COUN 637 Counseling & Consulting Theory	Major Course Revision
COUN 639 Group Counseling (adolescent/adult) OR COUN 629 Group Procedures (child)	COUN 639 Group Counseling	Major Course Revision
COUN 657 Individual Counseling Practicum	COUN 667 – Elementary Practicum	Major Course Revision

(adolescent/adult) OR COUN 667 Individual Counseling Practicum (child)		
COUN 659 Group Counseling Practicum (adolescent/adult) OR COUN 669 Group Counseling Practicum (child)	COUN 659 – Secondary Practicum	Major Course Revision
COUN 720 Ethical & Legal Issues in School Counseling	COUN 720 Professional Orientation and Ethical Practice in Counseling	Major Course Revision
COUN 755 Field Experience – 3 credits	COUN 755 Field Experience – 6 credits	Minor Course Revision
COUN 755 Field Experience- 3 credits	COUN 613 – Counseling Children	New Course
ELECTIVES	COUN 682 - Counseling Students/Clients with Disabilities	New Course
	COUN 672 – Counseling and Consulting within Systems	Elective moved to Requirement. Major Course Revision
	COUN 677 – Crisis and Addictions Counseling	Elective moved to Requirement. Major Course Revision
	ELECTIVE 1	
	Total: 60 credits	

24. Minor Program Revision

Approved

Program: Psy.D in Clinical Psychology

Sponsoring Department: Psychology

Catalog Start Term: Spring 2013

Rationale/Summary

The Psy.D. program wishes to eliminate the requirement that all prospective students complete the subject test in psychology offered by Educational Testing Service in order to apply to the program. This test is administered each October, November and April. The deadline for applying to our program is in December and over the years many students realize too late that the subject test is required. As a result many qualified applicants are unable to apply to our program. At the last meeting of the Council of University Directors of

Clinical Psychology a poll of programs present revealed that 90% of doctoral programs in clinical psychology do not require this subject test. Reasons include the testing date issue noted above as well as the lack of predictive validity of the test score in terms of program success. However, prospective applicants can if they want take and submit the subject test score when applying and those without a background in psychology will be encouraged to take the test although it will not be mandatory. All other application requirements remain the same and there are no CBA or resource issues associated with this change. Old and new catalog changes are below. Note that the change in GRE score requirement was made under a process instituted by the University-Wide Graduate Committee in March given the change in GRE score reporting.

Current Catalog Language

The following criteria are used in the evaluation of application materials: (a) overall grade point average and grades in psychology courses (3.0 minimum in both areas); (b) scores on the Aptitude, Advanced, and subject sections of the GRE (average of 500 on all sections); (c) training in research methodology; (d) prior clinical experience in practicum or employment; (e) the applicant's statement of goals; (f) three letters of recommendation; and (g) results of a personal interview.

Breadth of undergraduate training is preferable to narrow specialization. Weaknesses in one area may be offset by strengths in another area, although the Admissions Committee gives preference to applicants with some demonstrated strengths in all areas. Students may be required to make up deficiencies.

The deadline for receipt of all application materials is December 15. The Admissions Committee will then select a pool of qualified applicants who will be invited to the campus for personal interviews. Announcements of final admissions decisions will be made around April 1.

New Catalog Language

The following criteria are used in the evaluation of application materials: (a) overall grade point average and grades in psychology courses (3.0 minimum in both areas); (b) scores on the **Graduate Record Examination (GRE) General Test (minimum combined score of 290 for Verbal Reasoning + Quantitative Reasoning)**; (c) training in research methodology; (d) prior clinical experience in practicum or employment; (e) the applicant's statement of goals; (f) three letters of recommendation; and (g) results of a personal interview. **Applicants who do not have undergraduate degrees in psychology or limited coursework in psychology are strongly encouraged to take the GRE subject test in psychology to demonstrate knowledge of the content areas in the field.**

Breadth of undergraduate training is preferable to narrow specialization. Weaknesses in one area may be offset by strengths in another area, although the Admissions Committee gives preference to applicants with some demonstrated strengths in all areas. Students may be required to make up deficiencies.

The deadline for receipt of all application materials is December 15. The Admissions Committee will then select a pool of qualified applicants who will be invited to the campus for personal interviews. Announcements of final admissions decisions will be made around April 1.

25. New Course Approved

Sponsoring Department: Chemistry

Course: CHEM 799 Internship Experience

Catalog Start Term: Spring 2013

Rationale

The Professional Science Masters degree differs from the traditional MS degree by emphasizing an education which includes Professional Development directed toward becoming a problem-solver in an industry career. This goal requires the student to enhance their technical knowledge while gaining applied technology experience by working on problems of interest to the business and management goals of a company. In addition to completing science and professional development coursework, the student then is required to engage in an Internship with a company to apply both technical and professional skills to an industrial problem. This departure from the traditional MS research work alters the format for the Internship Experience by eliminating both the traditional MS thesis.

Catalog Description

CHEM 799 Internship Experience 0c-4l-4cr

Students must complete a 3-6 month internship with a company sponsor. Students must initiate and secure an internship with the industrial sponsor with guidance from the Graduate PSM Coordinator for internship sites. The work will focus on solving a technical problem of interest to the corporate sponsor and should meet the outcomes defined by the student's advisory committee. The internship work may be completed in whole, or in part, in residence with approval of the student's committee. An internship committee will be comprised of the student's academic advisor, one additional faculty member, an industry supervisor and the dean of the College of Natural Sciences and Mathematics.

Prerequisites: The student must have a minimum of 12 IUP graduate credits earned and a minimum 3.0 grade point average

26. Program Revision Approved

Program: Master of Science: Chemistry

Sponsoring Department: Chemistry

Catalog Start Term: Spring 2013

Summary/Rationale The Department of Chemistry proposes to revise its current Masters in Chemistry graduate program to the Professional Science Masters degree in Applied & Industrial Chemistry. This program represents IUP's commitment to educating students to be the problem-solvers of tomorrow's industries. Following completion of science proficiency courses, the graduate student will take a set of Professional Development courses designed to augment the student's scientific knowledge with communication, business and management skills to better prepare students to meet the technology challenges of a company. The program will also prepare the student for advancement to management positions within the company.

The capstone curriculum will include completion of an industrial Internship where the graduate candidate will complete an industrial project in association with a chemical Corporate Affiliate. Skilled teams of faculty and Corporate technology leaders will be established by efforts of the Chemistry Graduate Committee. The students will gain first-hand real world experience in solving critical problems that meet the company's business goals. Our students will emerge from our program well equipped with the business, economic, marketing and management skills that companies desire for their technical employees.

In addition, the following course revisions will be implemented:

1. Deletion of CHEM 795-Thesis
Specifically CHEM 795 should be deleted because the PSM degree does not require a formal thesis written in the traditional format. The thesis requirement will be replaced by a technical report suited to the industrial problem and a seminar presentation to a multi-disciplinary audience. The thesis course CHEM 795 will remain in effect until the current MS students finish the Masters Degree program
2. Addition of new course CHEM 799

Degree/Program Requirements

The basic structure of the Professional Science Masters program is broken down into three general categories, specifically: (1.) advanced science courses, (2.) professional development courses, and (3.) capstone Internship experiences. The present structure requires a minimum of 30 credit hours. The breakdown will for each category will be; (1)15-18 credit hours of advanced science courses,(2) 6-9 credit hours of Professional Development courses and (3) 6 credit hours of the capstone Internship experience. We structured the program with some flexibility between science vs. Professional Development to meet the needs of the student wishing slightly more science or slightly more Professional Development courses. The proposed curriculum model was constructed as a revision to our current MS program in Chemistry.

The Professional Science Masters in Applied and Industrial Chemistry is designed to be completed within a normal two-year period. Below is an example of a typical schedule

broken down by semester. The actual selection of courses will vary according to the student's choices:

<u>1st Semester</u>	(h)	<u>2nd Semester</u>	(h)
CHEM 610	3	CHEM 620	3
CHEM 681	3	CHEM 681	3
QBUS 601	3	MGMT 637	3

<u>3rd Semester</u>	(h)	<u>4th Semester</u>	(h)
CHEM 630	3	CHEM 540.	3
CHEM 535	3	CHEM 600	2
Elective	3	CHEM 799	4

General admissions requirements:

Students should have completed one year each of inorganic chemistry, analytical chemistry, organic, chemistry, physical chemistry, general physics, and calculus. Students wishing to specialize in biochemistry should also have had an undergraduate course in biochemistry. A student deficient in the above areas of study may also be admitted, provided these deficiencies are made up concurrently with the student's graduate studies.

Side By Side Comparison
(NEXT PAGE)

MASTER OF SCIENCE IN CHEMISTRY	PROFESSIONAL SCIENCE MASTERS in Applied and Industrial Chemistry
I. Residence Requirements: The student shall be in residence a minimum of two consecutive semesters of full-time work. Students working as graduate assistants and/or making up deficiencies can expect to be in residence for at least two years.	I. For those specializing in analytical, inorganic, organic, or physical chemistry: the student must complete one course in each the four main areas listed above for a total of 12 cr. (1)
II. For those specializing in analytical, inorganic, organic, or physical chemistry:	A. Required Courses (12 cr.) selected from
A. Required Courses (15 cr.)	CHEM 521 Advanced Instrumental Methods of Analysis
CHEM 540 Physical Chemistry 3 cr.	CHEM 531 Organic Molecular Structure Determination
CHEM 610 Inorganic Chemistry 3 cr.	CHEM 535 Current Topics in Organic Chemistry
CHEM 620 Analytical Chemistry 3 cr.	CHEM 540 Physical Chemistry 3 cr.
CHEM 630 Organic Chemistry 3 cr.	CHEM 610 Inorganic Chemistry 3 cr.
An additional three-semester-hour 600-level chemistry course selected from analytical, inorganic, organic, or physical chemistry 3 cr.	CHEM 620 Analytical Chemistry 3 cr.
	CHEM 630 Organic Chemistry 3 cr.
B. Electives (6 cr.)	B. Electives (3-6 cr.) * (1)
The student may, with the advice and approval of the advisor, select electives from chemistry, physics, biology, or mathematics. CHEM 500 Special Studies can provide a maximum of three semester hours toward the 30 semester hours necessary for the degree.	The student may, with the advice and approval of the advisor, select electives from chemistry, physics, biology, or mathematics. CHEM 690 Research can provide a maximum of six semester hours toward the 30 semester hours necessary for the degree.
III. For those specializing in biochemistry:	II. For those specializing in biochemistry:
A. Required Courses (12 cr.)	A. Required Courses (12 cr.) (1)
CHEM 646 Biochemistry 3 cr.	CHEM 646 Biochemistry 3 cr.
CHEM 623 Physical and Chemical Methods of Separation 3 cr.	CHEM 623 Physical and Chemical Methods of Separation 3 cr.
CHEM 630 Organic Chemistry 3 cr.	CHEM 630 Organic Chemistry 3 cr.
BIOL 662 Molecular Genetics of Eukaryotes 3 cr.	BIOL 662 Molecular Genetics of Eukaryotes 3 cr.
B. Electives (a minimum of 9 cr.)	B. Electives (3-6 cr.) * (1)
At least one of the following:	BIOL 653 Animal Physiology 3 cr.
BIOL 553 Plant Physiology 3 cr.	and any graduate courses in the natural sciences and mathematics mutually agreed upon by the student and advisor
BIOL 652 Microbial Physiology 3 cr.	
BIOL 653 Animal Physiology 3 cr.	III. Professional Development Courses (6-9 cr.)
BIOL 654 Endocrinology 3 cr.	The student, with the advice and approval of the advisor, is required to complete a minimum of six semester hours of non-science graduate level courses from the College of Business and Information Technology.
and any graduate courses in the natural sciences and mathematics mutually agreed upon by the student and advisor	
	IV. Research Experience and Internship (6 cr.)
	A. PSM students take 3-6 month internships. (2)
	B Required Course
	CHEM 600 Seminar 2 cr.
	CHEM 799 Internship Experience 4 cr.
IV. Research and Thesis Requirements:	(1) At least 15 credits from the total of required and elective courses must come from 600-level or higher
A. The research work must lead to an acceptable thesis, approved by the student's advisor and the supervisory committee and defended in a final oral examination.	(2) The PSM Coordinator provides guidance in exploring internship sites, but the student must initiate and secure an internship with an industry supervisor. The internship may be completed in whole or in part, in residence at the university with approval of the industry supervisor. The internship experience must lead to an acceptable written report, approved by the student's academic and industry supervisory committee. The student must present the results of experiences at a seminar open to all graduate students, faculty and members of the sponsoring company
B. CHEM 600 Seminar 2 cr.	
C. CHEM 690 Research for at least 3 cr.	
D. CHEM 795 Thesis 4 cr.	
To be taken during the term in which student is writing the M.S.	

Student Affairs Committee (Senator Desmond) The next meeting will be Oct 15th at 3:30 PM in the HUB Monongahela Room

University Development and Finance Committee (Senator Wick) The next meeting will be Oct 18th in 218 Sutton Hall.

Academic Affairs Committee (Senator Dugan)

For Action:

Current Procedure and Criteria for Awarding Emeritus Status

Approved

Procedure

Nominations for emeritus status should be initiated within two years following retirement. Nominations may be made by a current or recently retired/resigned IUP faculty member (preferably from the nominee's department/unit) who is familiar with the nominee's professional contribution. The candidate for emeritus status shall seek the endorsement of his/her department or administrative unit. The members of the department/unit will vote whether to recommend the candidate according to the department's established procedures. A vote by secret ballot is required by tenured and tenure-track members at a regular or properly called department meeting at which a quorum is present.

The department vote is one important source of information that will be used in evaluating the nomination; however, the department/unit vote will not necessarily preclude the nominee from further consideration. The vote will be reported to the nominator, along with indication of the area(s) the department/unit determined the candidate has not excelled, if a majority approval is not secured. With this information, the nominator, in consultation with the nominee (where possible), will decide whether to continue with the application process. When both nominator and nominee choose to continue with the application process, the nominator shall send the completed transmittal form, along with the nomination letter and supporting documentation, to the dean/vice president. The dean/vice president shall submit these recommendations to the provost, who will, in turn, send them along with his or her recommendation to the Academic Affairs Committee of the University Senate for consideration. The recommendation of the Academic Affairs Committee shall then be submitted to the Senate, university president, and, ultimately, to the Council of Trustees for final approval.

Criteria

Each nominee for emeritus status must have been a full-time professional employee at IUP for at least ten years and must have demonstrated effective teaching or managerial/administrative performance. In addition, the nominee must have made a significant contribution while at the university in at least two of the following areas:

1. Scholarly growth through research and publications
2. Active participation in department/administrative unit activities
3. Active participation in university activities

For **Teaching Faculty**, the nomination for emeritus status *must* include:

- An updated Curriculum Vitae.

- A nomination letter that includes a substantive narrative addressing how the nominee qualifies for emeritus status.

The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence such as publications, awards, and acknowledgements of outstanding service should be cited in sufficient detail.

- Copies of recent performance reviews (DEC, department chair and dean's report), including the most recent review.*

*Note: Consent of the nominee is needed for performance reviews.

The nomination for Teaching Faculty *may* also include optional materials, such as:

- Letters of commendations or other special recognition.
- A rebuttal, by the nominee or nominator, to a negative assessment by the department/unit.
- Summary reports of recent student evaluations.**

**Note: Consent of the nominee is needed for student evaluations.

For **Administrative Faculty**, the nomination *must* include:

- An updated Curriculum Vitae.
- A nomination letter that includes a substantive narrative addressing how the nominee qualifies for emeritus status.

The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence such as publications, awards, and acknowledgements of outstanding service should be cited in sufficient detail.

- Copies of recent performance reviews, including the most recent reviews.*

*Note: Consent of the nominee is needed for performance reviews.

The nomination for Administrative Faculty *may* also include optional materials, such as:

- Letters of commendation or other special recognition.
- A rebuttal, by the nominee or nominator, to a negative assessment by the department/unit.

The Academic Committee reserves the right to request clarification from the department and to request additional information from the nominator and/or nominee.

Nominations for emeritus status, with supporting evidence for the above criteria, should be in the office of the appropriate dean/vice president by October 17, who will forward them to the Provost's office by October 31.

Proposed: Procedure and Criteria for Awarding Emeritus Status

Toward a Concept of "Emeritus"

Each year the university confers the title "Emeritus" on qualified academic and administrative faculty (defined as per the APSCUF CBA) who have been recommended through a department-based process.

Emeritus status is an honor conferred by the university to show respect for a distinguished career. It says "even though you are no longer an official part of this organization, you have shown such merit that we claim you as a continuing part of our professional group; we gather glory from your reflected glory."

In addition to the public award and inclusion in a published listing of emeriti, the university may provide benefits such as library privileges and office space when available. The university community is encouraged to use the skills and the talents of emeriti on a voluntary basis when appropriate.

Definitions

For purposes of this document, the following definitions from the CBA shall be applied:

"ACADEMIC FACULTY" -- Department chairpersons, full-time teaching faculty including librarians with faculty status, part-time teaching faculty, librarians without faculty status and faculty members whose basic responsibilities lie outside of the classroom setting who have been designated as ACADEMIC FACULTY. (p. 1)

"ADMINISTRATIVE FACULTY" -- Faculty members whose basic responsibilities lie outside of the classroom who have not been designated as ACADEMIC FACULTY. (p. 1)

Note: Any faculty member of any rank meeting the above definitions and required years of IUP service may be nominated, as per procedures following.

Procedure

Nominations for emeritus status must be initiated within two years following retirement. The title "posthumous emeritus" may also be awarded to faculty who die before retiring. Nominations must be initiated within two years following death.

Nominations for emeritus status may be made by a current or recently retired/resigned IUP faculty member (preferably from the nominee's department) who is familiar with the nominee's professional contributions. The candidate for emeritus status (or in the case of "posthumous emeritus" the nominator) shall seek the endorsement of his/her department. The members of the department will vote on the candidate's application. A vote by secret ballot is required by tenured and tenure-track members according to the department's established procedures

The department vote is one important source of information that will be used in evaluating the nomination. However, an unfavorable department vote will not necessarily preclude the nominee from further consideration. If a majority approval is not secured, the vote will be reported to the nominator, along with indication of the area(s) in which the candidate has not excelled. With this information, the nominator, in consultation with the nominee (where possible), will decide whether to continue with the application process. When both nominator and nominee choose to continue with the application process, the nominator shall send the completed transmittal form, along with the nomination letter and supporting documentation, to the Dean/Vice President. The Dean/Vice President shall submit these documents with his or her recommendation to the Provost who will, in turn, send them along with his or her recommendation to the Senate Academic Committee for consideration. The recommendation of the Academic Committee shall then be submitted to the Senate for approval, and, then, to the Council of Trustees, for final approval.

Criteria

Each nominee for emeritus status must have been a full-time academic or administrative faculty member at IUP for at least ten years and must have demonstrated effective teaching or administrative faculty performance. In addition, the nominee must have made a significant contribution while at the University in at least two of the following areas:

1. Scholarly growth
2. Active participation in department activities
3. Active participation in university activities

For Academic Faculty the nomination for Emeritus status MUST include:

- 1) An updated Curriculum Vitae.
- 2) A nomination letter that includes a substantive narrative addressing how the nominee qualifies for emeritus status. The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence such as publications, awards, and acknowledgements of outstanding service should be cited in sufficient detail.
- 3) Copies of most recent performance reviews (including DEC, Department Chair and Dean's Reports).*

*Note: Consent of the nominee is needed for performance reviews.

The nomination for Academic Faculty MAY also include other materials, such as:

- 1) Letters of commendations or other special recognition.
- 2) A rebuttal, by the nominee or nominator, to a negative assessment by the department/unit.
- 3) Summary reports of recent student evaluations.**

**Note: Consent of the nominee is needed for student evaluations.

For Administrative Faculty the nomination MUST include:

- 1) An updated Curriculum Vitae.
- 2) A nomination letter that includes a substantive narrative addressing how the nominee qualifies for emeritus status. The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence such as publications, awards, and acknowledgements of outstanding service should be cited in sufficient detail.
- 3) Copies of most recent performance reviews.*

*Note: Consent of the nominee is needed for performance reviews.

The nomination for Administrative Faculty MAY also include other materials, such as:

- 1) Letters of commendation or other special recognition.
- 2) A rebuttal, by the nominee or nominator, to a negative assessment by the department.

The Academic Committee reserves the right to request clarification from the department and to request

additional information from the nominator and/or nominee.

Nominations for emeritus **or posthumous emeritus status**, with supporting evidence for the above criteria, should be in the office of the appropriate Dean/Vice President by the third Monday in October, who will forward them to the Provost's office by no later than the end of October.

Rationale: Clarification of eligibility for emeritus by adding definitions and including posthumous awards. Also the document was re-formatted and edited to clarify application and approval process.

Senate Secretary Note: See the current and proposed Nomination for Emeritus Status Forms on the next 2 pages

Current Nomination for Emeritus Status Form

Indiana University of Pennsylvania
Nomination for Emeritus Status

Nominee Nominator
Position
Date of retirement Years of IUP Service

Nomination Criteria

- A. Completed 10 years of IUP service
B. Demonstrated effective teaching (or managerial and administrative performance)

Selected:

...Made significant contribution in at least two of the following three areas:

- 1. Scholarly growth through research and publications.
2. Active participation in department (or administrative unit) activities.
3. Active participation in university activities.

Attachments:

A nomination letter including a substantive narrative addressing how the nominee's career achievements satisfy each of the established criteria

Nominee's Vita

Supporting material, such as a five-year evaluation/performance review

Optional materials (see the "criteria for awarding emeritus status for inclusions) specify:

Approval Process

Department:

Eligible voters

Actual voters

Vote results:

For Against Abstain

When a majority approval is not secured, provide area(s) in which nominee is deficient:

Blank lines for providing area(s) in which nominee is deficient.

Above Results verified by (Chair of dept.) date

Recommended by Dean/Vice President Yes No date

Recommended by Provost Yes No date

Senate Academic Committee Yes No date

Approved: University Senate Yes No date

Council of Trustees action date

Proposed Nomination for Emeritus Status Form

Indiana University of Pennsylvania
Nomination for Emeritus Status

Nominee

Nominator

Rank/Dept

Date of Retirement

Years of IUP Service

Nomination Criteria (Check all that apply.)

Meets all of the following:

- Academic or Administrative Faculty
Completed 10 years of service to IUP as an academic or administrative faculty member
Demonstrated effective teaching or administrative performance

Made significant contributions in at least two of the following areas:

- Scholarly growth
Active participation in the department
Active participation in the university

Attachments:

- An updated Curriculum Vita
A nomination letter addressing how the nominee qualifies for emeritus status
Copies of most recent performance reviews (including DEC, Dept. Chair, and Dean's Reports)
Other Materials (specify):

Approval Process

Department: Eligible Voters Actual Voters

Vote Results: For Against Abstain

When a majority approval is not secured, attach a list to this form of area(s) in which nominee has not excelled.

Above results verified by (Chair of Department) Date

Dean/Vice President Recommendation Yes No Date

Provost Recommendation Yes No Date

Senate Academic Committee Recommendation Yes No Date

Approved by University Senate Date

Approved by Council of Trustees Date

Library and Educational Services Committee (Senator Jozefowicz)

FOR INFORMATION

During the Fall 2012 semester LESC has met/is planning to meet face-to-face on September 20, October 16, November 13, and December 11. On each of the dates, we will meet starting at 3:40 pm in Stabley 101.

For the 2012-2013 academic year, the following individuals have been elected to the specified positions for committee leadership and committee liaisons:

- LESC Chair: Stephanie Brewer Jozefowicz
- LESC Vice Chair: Theresa Gropelli
- LESC Secretary: Sharon Franklin-Rahkonen
- LESC Liaison to the Distance Education Planning and Work Group: to be determined
- LESC Liaison to the Academic Computing Policy Advisory Committee (ACPAC): Ben Ford
- LESC Liaison to the Educational Services Fee (ESF) Committee: Luis Gonzalez

Major talking points at the September 20, 2012 LESC meeting included the following:

A. Committee leadership/liaison elections

B. Overview of various recent Library services related announcements/issues/reports

1. IUP Copyright issues

- Georgia State University copyright infringement case (Cambridge University Press et al. v. Patton et al.):
 - History: <http://www.educause.edu/initiatives/policy-and-security/educause-policy/resources/georgia-state-copyright-case-resources>
 - District court ruling “mostly favors” GSU (August 10, 2012): <http://chronicle.com/article/Long-Awaited-Ruling-in/131859/>
 - Publishers are appealing (September 10, 2012): <http://www.insidehighered.com/news/2012/09/11/publishers-will-appeal-district-courts-decision-e-reserve-copyright-case>
- IUP Copyright Policy development—an ad hoc committee has been convened to develop a draft of an IUP Copyright Policy; this draft has been shared with LESC for review and discussion at the next LESC meeting. A revised draft will be disseminated further for additional comments prior to LESC bringing any recommendations to the Senate.

2. New furniture has been installed in Stapleton Library

3. The Stapleton Library will host a satellite location for the IUP Writing Center currently with the following hours: Monday-Thursday, 8:00-11:00 pm and Sunday, 5:00-10:00 pm

<http://www.iup.edu/writingcenter>

C. Overview of various recent IT services announcements/issues/reports

D. Status of the Office of Distance Learning and the Distance Education Planning and Work Group (DEPWG)

1. May 8, 2012 email from Dr. Werner, Interim President to the IUP community:

To achieve better service to our students and faculty while simultaneously reducing administrative costs, the following organizational changes are effective May 25, 2012:

1. The Office of Distance Learning and Continuing Education is abolished.
2. Responsibility for Continuing Education is assigned to the Vice President for Enrollment Management and Communications, James Begany, including the responsibility for marketing winter and summer terms.
3. Responsibility for technical support for Distance Education is transferred to the Chief Information Officer, William Balint.
4. Responsibility for the Graduate On-line Program Initiative is transferred to the Dean of Graduate Studies and Research, Timothy Mack.

2. Brief background/timeline of the DEPWG:

- March 17, 2008 Senate agenda—LESC brought forward a recommendation:

...LESC would like other IUP university stakeholders in distance education to join us and request that the Provost's Office take the following action:
A cross-disciplinary, cross-divisional Strategic Planning for Distance Education Work Group should be formed and given the charge to more fully investigate the range of issues and possible strategies associated with expansion of IUP's distance education programs.

This work group should be formed this semester and begin work as soon as possible. This work group should report to the Provost's Office and to the University Senate. Work group membership should include a mixture of faculty and administrative staff who collectively are able to reflect the interests of both the undergraduate and graduate teaching missions of IUP. Furthermore, work group membership should include but not be limited to, constituencies such as the University Senate's UWUCC, UWGC, and LESG; ACPAC; various services of the Academic Affairs Division, Administration and Finance Division, and Student Affairs Division; and APSCUF.

- April 11, 2008 Senate agenda—after working with then Interim Provost Werner, Nick Kolb, and other constituencies, LESG brought forward a follow-up recommendation for the formation of the DEPWG:

Charge: The Distance Education Planning and Work Group is charged with: identifying opportunities and strategies to expand and enhance IUP's engagement in offering high-quality distance education courses, programs, and services;

identifying impediments and opportunities to offering high-quality courses and programs through distance education; and, proposing policies and strategies to remove those impediments or enhance existing incentives.

Membership: Members include individuals having been recommended by the following bodies and approved by the Provost: UWUCC, UWGC, LESC, ACPAC, APSCUF, and the Council of Chairs. Additional members include individuals appointed by the Provost, in consultation with other Vice Presidents, from the Council of Deans, the Student Operations Group, and appropriate administrative offices in the Divisions of Academic Affairs, Administration and Finance, and Student Affairs. Members should include a mixture of faculty and administrative staff who collectively are able to reflect the interests of both the undergraduate and graduate teaching missions of IUP. The Chair of the Group is appointed by the Provost.

Reporting Line: Academic policy or curricular recommendations are to be directed to the University Senate for consideration by the appropriate committee of that body. Recommendations on administrative matters are to be directed to the Provost for consideration by the university administration.

- The DEPWG was formed over Summer 2008, began meeting in Fall 2008, and accomplished some of its intended goals over the next three years, though leadership of the group frequently changed.
 - The Executive Director of the Office of Distance Learning and Continuing Education was the most recently tasked leader of the DEPWG. Even prior to the abolishment of the Office of Distance Learning and Continuing Education, the DEPWG had not been convened for more than one year.
3. In light of the abolishment of the Office of Distance Learning and Continuing Education and the delegation of responsibilities across multiple offices (including, though not limited to, those listed in Dr. Werner's email), there is an even stronger need for the DEPWG or similar group where key constituencies can come together to serve as a clearinghouse for distance learning issues, plan strategy for future growth of distance learning at IUP, and deal with current challenges.

Hence, LESC would once again like other IUP university stakeholders in distance education to join us and request that the Provost's Office revisit the premise for the creation of the DEPWG, potentially address changes in structure to reflect organizational changes at IUP that have affected distance learning, and convene this group.

Research Committee (Senator Bonach)

The USRC met on September 18, 2012 for a General Business meeting and reviewing small grant proposals. There were 27 USRC Small Grant proposals and the decision was made to fund 21 proposals totaling \$26,720.00. The next USRC meeting is scheduled for October 16, 2012 at 3:15 pm in Stright 301.

- Dr. Jill Brady
- Dr. Jeannie-Marie Brown and Dr. Adrian Wisnicki
- Dr. Stephanie Caulter and Dr. Jason Worzbyt
- Dr. Mary Beth Leidman
- Dr. John D. Baker
- Dr. Kristy Chunta
- Dr. Chauna Craig
- Dr. Kimberly Desmond
- Dr. Christian Dickinson
- Dr. Waleed Farag
- Dr. Lorraine Guth
- Dr. Lorraine Guth
- Dr. Kelly Heider
- Dr. Valteri Helterbran
- Dr. Laura Knight
- Dr. Laura E. Marshak
- Dr. Edel Reilly
- Dr. James Rodger
- Dr. Danhua Wang
- Dr. Veronica Watson
- Dr. Nashat Zuraikat

University Planning Council (Senator Reilly)—No Report

Presidential Athletic Advisory Council (Senator Hinrichsen)—No Report

Academic Computing Policy Advisory Committee (Senator McGowan)—The next meeting will be Wednesday Oct. 10th at 3:00 in Stouffer 138

University Budget Advisory Committee (Senator Soni)—No Report

New Business

Adjournment

The meeting was adjourned at 4:59 PM.

Respectively Submitted

Edel Reilly, Senate Secretary

