

**MINUTES OF THE
IUP UNIVERSITY SENATE**

Nov 6, 2012

Chairperson LaPorte called the November 6, 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: Ali S., Brown J., Bryzcki, Catlos, Chiarulli, Clark, Franklin-Rahkonen, Gossett, Helterbran, Lemasters, Migyanka, Pike, Pizarchik, Rivera, Smith, Snavely, Soni, Swinker, and Van Wieren

The following senators were absent from the meeting: Baum, Boda-Sutton, Brown S., Getchell, Gillham, Hinrichsen, Johnson, Laverick, Mack, McGowan, Van Dyke, and Yirenkyi

The minutes from the October 9, 2012 meeting were **APPROVED**.

Agenda items for the November 6, 2012, meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

- Began by reporting that indeed the I-Card does work as photo ID in order to vote.
- Reported that there were 19 Strategic Initiative Fund proposals submitted and a sub-committee from UPC is currently reviewing them. This committee's rankings will be submitted by the end of the week and recipients will be notified by the end of the month.
- We have received \$5.13 million performance funding based on last year's measures. New measures will now be put in place. There are 5 mandatory measures – degrees conferred, closing the gap for minority students, closing the gap on 6-year graduation numbers, improving faculty diversity, and increasing private support. In addition, we selected 5 more measures: student persistence into 3rd and 4th years, support expenditures- % not applied to instruction, instructional productivity, private donors (needs work), external grant support (like research projects).
- We have signed an agreement of going forward to build the hotel with KCAC. Hopefully will help expenses.
- PSAC championship- Football game this Saturday.
- Hopefully will soon be able to announce our next provost. The search for Vice President of Social Equity has started.
- Happy Thanksgiving and go vote if you have not.

Provost's Report

I just want to briefly report today on three items of interest:

1. Faculty Searches - Departments are moving quickly forward in conducting their authorized faculty searches. We are getting an earlier start than last year and we are conducting around 45 searches. Included this year is a search for a full-year Frederick Douglas Scholar— a doctoral student from a protected class—who will gain valuable teaching experience at IUP in any one of our departments. This

is a wonderful opportunity to bring greater diversity to our teaching ranks and I encourage academic departments to participate in that search.

2. I am pleased to report that the latest results on the NCLEX exams show that IUP nursing majors achieved a first-time pass rate of 99.18%, the highest rate in Pennsylvania and above the national average.
3. We are making a concerted effort to allow IUP students to register much earlier for summer school than in the past. A call for summer class schedules will be made shortly. Our goal is for students to make their decision on summer school and hopefully enhance enrollments.

Curriculum Revisions

In response to the Senate recommendations from the September 13, 2011 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
 - CHEM 290 – Chemistry Seminar I
 - CHEM 326 - Analytical Chemistry II
 - ENGL 309 – Dramaturgy

From the University-Wide Graduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:
 - ENGL 563 – Topics in Global Literature and Film
 - ENGL 767/867 – Research on Writing Centers and Writing Program Administration
 - PLSC 522 – International Law and Organizations
 - CHEM 799 – Internship Experience
- B. Program revisions from the Counseling department for the Master of Arts – Clinical Mental Health Counseling and the Master of Education – School Counseling
- C. Program revision from the Psychology department for the Psy.D. in Clinical Psychology
- D. Program revision from the Chemistry department for the Master of Science - Chemistry

Chairperson's Report

Vote

Parliamentarian's Report

Robert's Rules 'Tip of the Month'

43. Rules Governing Debate

Length and Number of Speeches

MAXIMUM TIME FOR EACH SPEECH

"... a member, having obtained the floor while a debatable motion is immediately pending, can speak no longer than **ten** minutes unless he obtains the consent of the assembly" (emphasis added 387).

"... a member cannot yield any unexpired portion of his time to another member, or reserve any portion of his time for a later time--that is, if a member yields the floor before speaking his full ten minutes, he is presumed to have waived his right to the remaining time (388).

NUMBER OF SPEECHES ON THE SAME QUESTION PER MEMBER PER DAY

"... no member can speak more than **twice** to the same question on the same day" (emphasis added 389).

A few related reminders from previous 'Tip of the Month' presentations:

Assignment of the Floor in Debate (by the Chair)

- Maker of the motion has one-time right to preference to speak first
- Preference in debate to one who has not spoken before returning to one who has
- Attempt to alternate between those speaking in favor and those speaking against

Decorum in Debate

- Stick to the subject - 'the *germaneness* rule'
- Debate issues, not personalities
- Speak as though talking to the Chair, **NOT** to other members

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

Applications are now being sought for the position of Student Trustee. The deadline for completed applications is Nov 13th.

Rules Committee (Senator Korns)

FOR ACTION:

APPROVED

1. **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 using an appropriate method. 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.

APPROVED

2. 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.

APPROVED

3. 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. A hardcopy of this roster is held by the Senate secretary during Senate meetings.

APPROVED

4. Proposal: Amend Bylaw V.J.2.a

Current Bylaw:

V.J.2.a Ex-officio: The associate provost for Academic Programs

Proposed Bylaw:

V.J.2.a Ex-officio: The associate vice president for Enrollment Management

Rationale: Effective May 25, 2012, the Office of Distance Learning and Continuing Education was abolished and responsibility for Continuing Education was assigned to the Vice President for Enrollment Management and Communications. Given this organizational change, the logical position to serve as an ex-officio member of the Non-credit Instruction

Committee is the associate vice president for Enrollment Management.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

- EDEX 103 Special Education Technology
- NURS 306 Problem Solving in Nursing
- NURS 480 Seminar in Nursing
- HRIM 281 Introduction to Special Event Management in the Hospitality Industry
- ACCT 311 Cost Accounting
- MKTG 445 Social Media Marketing
- PSYC 481 Cultural Psychology
- MATH 125 Calculus I for Physics, Chemistry, and Mathematics

FOR ACTION:

1 Department of Theater and Dance—Program Revision

APPROVED

Current Approved Program:

Bachelor of Arts—Interdisciplinary Fine Arts/Dance Arts Track

Controlled Electives: (as advised) 6-7cr
ART 112, 113, 215, DANC 353, 486, FSMR 456,
HPED 175, 221, MUSC 110, 115, 126,
THTR 116, 122, 221, 223, 321, 322, 486 (1-3cr)

Free Electives: 27-29

Total Degree Requirements: 120

Proposed Program:

Bachelor of Arts—Interdisciplinary Fine Arts/ Dance Arts Track

Controlled Electives: (as advised) 6-7cr
ART 112, 113, 215, DANC 353, 485 Modern, 485 Ballet,
DANC 485 Ballroom and Tap, 485 Jazz, 486, FSMR 456,
HPED 175, 221, MUSC 110, 115, 126,
THTR 116, 122, 221, 223, 321, 322, 486 (1-3cr)

Free Electives: 27-29

Total Degree Requirements: 120

Rationale: DANC 485 Dance Studio (Modern, Ballet, Ballroom and Tap, and Jazz) were accidentally left off of the program revision approved on May 1, 2012 as options in the controlled electives.

2 Department of Art—Program Revision

APPROVED

Current Approved Program:

Bachelor of Science in Education—Art Education (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 43-44
Mathematics: 3cr
Natural Science: Option II
Social Science: PSYC 101

Proposed Program:

Bachelor of Science in Education—Art Education (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 44
Mathematics: 3cr
Natural Science: Option II
Social Science: PSYC 101

Liberal Studies Elective: 6cr, ARHI 207, **no courses with ART or ARHI prefix**

Liberal Studies Elective: 3cr, ARHI 207

Total Degree Requirements:
126

125-

Total Degree Requirements:

125

Rationale: Several errors were present in the Liberal Studies section and then the total number of credits of the Art Education program that was approved in May 2012.

3 Department of Health and Physical Education—Program Revision

APPROVED

Current Approved Program:

Proposed Program:

Bachelor of Science—Athletic Training

Bachelor of Science—Athletic Training

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: MATH 217
Natural Science: BIOL 103-104 or CHEM 101-102
Social Science: PSYC 101, SOC 151
Health and Wellness: HPED/FDNT/NURS 143
Liberal Studies Electives: 3 cr., BTED/COSC /IFMG 101, no course with HPED prefix

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44
Mathematics: MATH 217
Natural Science: BIOL 103-104 or CHEM 101-102
Social Science: PSYC 101, SOC 151
Health and Wellness: HPED/FDNT/NURS 143
Liberal Studies Electives: 3 cr., BTED/COSC /IFMG 101, no course with HPED prefix

Major:

20-21

Major:

20

Core Requirements:

Core Requirements:

HPED 142 Foundations of Health, Physical Education, and Sport 3cr
 HPED 175 Prevention and Care of Injuries to the Physically Active 2cr
 HPED 209 Motor Behavior 3cr
 HPED 221 Human Structure and Function **or** 3cr
 BIOL 150 Human Anatomy
 HPED 341 Evaluation in Health and Physical Education 3cr
 HPED 343 Physiology of Exercise 3cr
 HPED 441 Psychosocial Implications for Health and Physical Education 3cr

HPED 142 Foundations of Health, Physical Education, and Sport 3cr
 HPED 175 Prevention and Care of Injuries to the Physically Active 2cr
 HPED 209 Motor Behavior 3cr
 HPED 221 Human Structure and Function **or** 3cr
 BIOL 150 Human Anatomy
 HPED 341 Evaluation in Health and Physical Education 3cr
 HPED 343 Physiology of Exercise 3cr
 HPED 441 Psychosocial Implications for Health and Physical Education 3cr

Athletic Training Requirements:

50

Athletic Training Requirements:

50

BIOL 151 Human Physiology 4cr
 FDNT 145 Introduction to Nutrition 3cr
 HPED 286 Strength/Personal Training Practicum 2cr
 HPED 315 Biomechanics 3cr
 HPED 344 Adapted Physical Activity and Sport 3cr
 HPED 345 Survey of Orthopedic Injuries in Sport and Exercise 3cr
 HPED 346 Preventive and Acute Care Skills in Athletic Training 1cr
 HPED 365 Orthopedic Injury Assessment in Athletic Training 4cr
 HPED 375 Physiological Basis of Strength Training 3cr
 HPED 376 Athletic Training Clinical Practicum I 1cr
 HPED 377 Athletic Training Clinical Practicum II 1cr
 HPED 380 Organization and Administration in Athletic Training 3cr
 HPED 385 General Medical Conditions in Athletic Training 3cr
 HPED 411 Physical Fitness Appraisal 3cr
 HPED 446 Therapeutic Modalities 4cr
 HPED 448 Therapeutic Exercise for Athletic Injury Management 4cr
 HPED 476 Athletic Training Clinical Practicum III 1cr
 HPED 477 Athletic Training Clinical Practicum IV 1cr
 HPED 480 Professional Issues in Athletic Training 3cr

Controlled Electives: choose from the following:

5-6

FDNT 245, HPED 242, 263, 285, 347, 349, 410, 414, 447,

BIOL 151 Human Physiology 4cr
 FDNT 145 Introduction to Nutrition 3cr
 HPED 286 Strength/Personal Training Practicum 2cr
 HPED 315 Biomechanics 3cr
 HPED 344 Adapted Physical Activity and Sport 3cr
 HPED 345 Survey of Orthopedic Injuries in Sport and Exercise 3cr
 HPED 346 Preventive and Acute Care Skills in Athletic Training 1cr
 HPED 365 Orthopedic Injury Assessment in Athletic Training 4cr
 HPED 375 Physiological Basis of Strength Training 3cr
 HPED 376 Athletic Training Clinical Practicum I 1cr
 HPED 377 Athletic Training Clinical Practicum II 1cr
 HPED 380 Organization and Administration in Athletic Training 3cr
 HPED 385 General Medical Conditions in Athletic Training 3cr
 HPED 411 Physical Fitness Appraisal 3cr
 HPED 446 Therapeutic Modalities 4cr
 HPED 448 Therapeutic Exercise for Athletic Injury Management 4cr
 HPED 476 Athletic Training Clinical Practicum III 1cr
 HPED 477 Athletic Training Clinical Practicum IV 1cr
 HPED 480 Professional Issues in Athletic Training 3cr

Controlled Electives: choose from the following:

6

FDNT 245, HPED 242, 263, 285, 347, 349, 410, 414, 447,

SAFE 347

SAFE 347

Total Degree Requirements:

120

Note: All students must obtain an Athletic Training Program Overview available from the HPED office or the office of the curriculum coordinator for full details on admission, retention, and program completion requirements.

Total Degree Requirements:

120

Note: All students must obtain an Athletic Training Program Overview available from the HPED office or the office of the curriculum coordinator for full details on admission, retention, and program completion requirements.

Rationale: Several errors were made in what the Senate approved in October 2011, the number of credits for Core Requirements should be 20 not 20-21 then the number for Controlled Electives should be 6 not 5-6.

4 Department of Professional Studies—New Course, New Tracks, Program Catalog Description Revision

a New Course:

APPROVED

EDUC 440 Professional Seminar: Teacher as Leader and Researcher Grades 4-8 2c-0l-2cr

Prerequisite: MIDL major, Concurrent enrollment in student teaching EDUC 421 and 441

Designed to provide support in a teacher candidate's ongoing professional development.

Emphasizes guidelines for professional etiquette, ethical behavior, professional practice, and effective interpersonal relations with teachers, paraprofessionals, school and agency personnel, parents, and students in grades 4-8. Examines the theoretical and research basis for classroom practices.

Rationale: This course is designed for all undergraduates in the Middle Level Education Grades 4-8 major and is to be taken while the student is student teaching.

b New Tracks:

APPROVED

i Bachelor of Science in Education—Middle-Level Education Grades 4-8/Science Specialization (*)

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

44

Humanities: History: HIST 196

Mathematics: MATH 151

Natural Science: BIOL 103, SCI 105

Social Science: GEOG 101, 102, or 104, ECON 101 or 121, PLSC 101 or 111

Liberal Studies Elective: 3cr, MATH 152

College:

28

Pre-professional Education Sequence:

COMM 103 Digital Instructional Technology

3cr

EDSP 102 Educational Psychology

3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings

2cr

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures

3cr

EDUC 242 Pre-Student Teaching Clinical Experience I

1cr

EDUC 342 Pre-Student Teaching Clinical Experience II

1cr

EDUC 421 Student Teaching (Non-science setting)

5cr

EDUC 440 Professional Seminar: Teacher as Leader and Researcher Grades 4-8

2cr

EDUC 441	Student Teaching (Science setting)	5cr
EDUC 442	School Law	1cr
EDUC 499	Multicultural/Multiethnic Education	2cr

Major:

Required Middle Level Courses:

GEOS 101	The Dynamic Earth	3cr
GEOS 102	The Dynamic Earth Lab	1cr
MATH 317	Probability and Statistics for Elementary/Middle-Level Teachers	3cr
MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr
MIDL 221	Literature for Middle Level	3cr
MIDL 222	Reading Instruction and Assessment in Grades 4-8	3cr
MIDL 310	Instructional Theory and Planning for the Middle Level	3cr
MIDL 311	Social Studies Instruction and Assessment Grades 4-8	3cr
MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr
MIDL 315	Classroom Management and Adolescent Development	3cr
MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr

Science Distribution Requirements:

BIOL 113, 114, 115 or 119		3cr
CHEM 101	College Chemistry I	4cr
CHEM 102	College Chemistry II	4cr
GEOS 150	Geology of National Parks or	
GEOS 151	The Age of Dinosaurs	3cr
PHYS 151	Medical Physics Lecture	3cr
PHYS 161	Medical Physics Lab	1cr

Total Degree Requirements: 121

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

ii Bachelor of Science in Education—Middle-Level Education Grades 4-8/Social Studies Specialization (*)

APPROVED

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

Humanities: History: HIST 196

Mathematics: MATH 151

Natural Science: BIOL 103, SCI 105

Social Science: GEOG 101, 102, or 104, ECON 101 or 121, PLSC 101 or 111

Liberal Studies Elective: 3cr, MATH 152

College: 28

Pre-professional Education Sequence:

COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr

Professional Education Sequence:

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDSP 477	Assessment of Student Learning; Design and Interpretation of	

	Educational Measures	3cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr
EDUC 421	Student Teaching (non-Social Studies setting)	5cr
EDUC 440	Professional Seminar: Teacher as Leader and Researcher Grades 4-8	2cr
EDUC 441	Student Teaching (Social Studies Setting)	5cr
EDUC 442	School Law	1cr
EDUC 499	Multicultural/Multiethnic Education	2cr

Major:

31

Required Middle Level Courses:

GEOS 101	The Dynamic Earth	3cr
GEOS 102	The Dynamic Earth Lab	1cr
MATH 317	Probability and Statistics for Elementary/Middle Level Teachers	3cr
MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr
MIDL 221	Literature for Middle Level	3cr
MIDL 222	Reading Instruction and Assessment in Grades 4-8	3cr
MIDL 310	Instructional Theory and Planning for the Middle Level	3cr
MIDL 311	Social Studies Instruction and Assessment Grades 4-8	3cr
MIDL 312	Science Instruction and Assessment in Grades 4-8	3cr
MIDL 315	Classroom Management and Adolescent Development	3cr
MIDL 425	Methods of Teaching Language Arts in Grades 4-8	3cr

Social Studies Distribution Requirements:

18

GEOG 230	Cultural Geography	3cr
HIST 201	Western Civilization before 1600	3cr
HIST 202	Western Civilization after 1600	3cr
HIST 204	United States History to 1877	3cr
HIST 205	United States History since 1877	3cr
SOC 231	Contemporary Social Problems	3cr

Total Degree Requirements:

121

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

Rationale: In response to the Pennsylvania Department of Education's new guidelines for Teacher Certification, this program, Middle Level Education for Grades 4-8 with Science and Social Studies specializations, have been designed to foster an understanding of middle level learners and their learning needs, focusing on teaching of social studies, science and other academic subjects at this level.

Students enrolled in these programs would complete 121 credits as outlined by the Pennsylvania Department of Education. The program has been designed to include 44 credits in Liberal Studies. The number of hours required by PDE, 90 ELL and 270 special education (SPED) requirements, have been met. The final practicum experiences are EDUC 421 Student Teaching and EDUC 441 Student Teaching, which are the field placement components for two unique student teaching experiences, one in Grades 6-8 with each specialization and one in Grades 4-6 without each specialization, providing students with two unique field placements. EDUC 440 Professional Seminar: Teacher as Leader is the professional course that is taken simultaneously with student

teaching.

c Program Catalog Description Revisions

APPROVED

Current Catalog Description:

Middle-Level Education Grades 4-8 Program

The program is designed to prepare preservice teachers to meet the demands of teaching all academic subjects in the middle grades of 4-8. Content and methods courses focus on the developmental and learning characteristics of these students.

Middle-Level Education for Grades 4-8 with The English/Language Arts Specialization

The program is designed to prepare preservice teachers to meet the demands of teaching all academic subjects at the middle level in grades 4-8 with a specialization in English/Language Arts Education.

Proposed Catalog Description:

Middle-Level Education Grades 4-8 Program

The Middle Level Education Program prepares undergraduate students to become highly-qualified, effective teachers in upper elementary grades 4-6 and in middle schools in grades 7-8. The content and methods courses in this program focus on the developmental and learning characteristics of students in this age group. Pedagogy courses present research-based strategies for engaging students in mathematics, science, social studies, and language arts content. Each student focuses on one of these content areas for building a solid, content-rich background to become certified as a middle level educator in grades 4-8. The **English/Language Arts Specialization** is designed to prepare preservice teachers to meet the demands of teaching all academic subjects at the middle level in grades 4-8 with a specialization in English/Language Arts Education. The **Social Studies Specialization** prepares preservice teachers to meet the demands of teaching all academic subjects at the Middle Level in grades 4-8 with a social studies focus. The **Science Specialization** prepares preservice teachers to meet the demands of teaching all academic subjects at the Middle Level in grades 4-8 with a science focus. The **Mathematics Specialization** prepares preservice teachers to meet the demands of teaching all academic subjects at the Middle Level in grades 4-8 with a mathematics focus.

5 Department of Special Education and Clinical Services—Program Revision and Program Catalog Description Revision

APPROVED

a Program Revision

Current Program:

Bachelor of Science in Education—Deaf Education (*)

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

Mathematics: MATH 151, MATH (1)

Social Science: PSYC 101

Liberal Studies Electives: 0cr

Proposed Program:

Bachelor of Science in Education—Deaf Education (*)

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

Mathematics: MATH 151

Humanities: HIST 196

Natural Science: SCI 101, 102, 103, and 104

Social Science: GEOG 101, 102, or 104, PSYC 101

46

Liberal Studies Electives: 3cr, MATH 152

College:	30
Preprofessional Education Sequence:	
COMM/EDEX 103 Digital Instructional Technology (2)	3cr
EDSP 102 Educational Psychology	3cr

Professional Education Sequence:	
EDHL 360 General Methodology for Education of Deaf and	2cr
Hard-of-Hearing Persons I	
EDHL 361 General Methodology for Education of Deaf and	2cr
Hard-of-Hearing Persons II	3cr
EDSP 477 Assessment of Student Learning: Design and	1cr
Interpretation of Educational Measures	1cr
EDUC 242 Pre-Student Teaching Clinical Experience I	6cr
EDUC 342 Pre-Student Teaching Clinical Experience II	6cr
EDUC 421 Student Teaching-Hearing Impaired (Pri-Elem)	1cr
EDUC 441 Student Teaching-Hearing Impaired (Jr-Sr H.S.)	
EDUC 442 School Law	

Major:	42
Required Courses:	
EDEX 111 Introduction to Exceptional Persons	3cr
EDHL 114 Introduction to Deaf and Hard-of-Hearing Persons	3cr
EDHL 115 Introduction to American Sign Language	3cr
EDHL 215 Intermediate American Sign Language	3cr
EDHL 307 Speech for Deaf and Hard-of-Hearing Persons	3cr
EDHL 308 Language for Deaf and Hard-of-Hearing and English Language Learners	3cr
EDHL 314 Deaf Culture	3cr
EDHL 317 Sign Language in Educational Settings	3cr
EDHL 329 Teaching Collaborative Practicum I	1cr
EDHL 330 Teaching Collaborative Practicum II	2cr
EDHL 415 ASL Pedagogy	1cr
EDHL 451 Reading for Deaf, Hard-of-Hearing, and English Language Learners	3cr
EDHL 465 Parent-Preschool Programs for Deaf and Hard-of-Hearing Children	3cr
SPLP 222 Introduction to Audiology	3cr
SPLP 311 Aural Rehabilitation	

Controlled Elective:	3cr
CDFR 218 <i>or</i> EDEX 112	

Free Electives:

(#) Total Degree Requirements: 120

- (*) A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400-level courses. See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) Pennsylvania Department of Education requires two college-level (6cr) math courses. Students may take any Liberal Studies MATH course to fulfill this requirement and the 3cr of Liberal Studies Elective Requirement
- (2) EDEX 103 is a department-specific equivalent of the COMM course.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the Requirements for Graduation section of

College:	24
Preprofessional Education Sequence:	
EDEX 103 Special Education Technology	3cr
EDSP 102 Educational Psychology	3cr

Professional Education Sequence:	
EDHL 440 Professional Seminar: Preparing to be a Teacher, Researcher, Diagnostician and Student Advocate	2cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242 Pre-Student Teaching Clinical Experience I (1)	1cr
EDUC 342 Pre-Student Teaching Clinical Experience II (1)	1cr
EDUC 421 Student Teaching-Hearing Impaired (1)	5cr
EDUC 441 Student Teaching-Hearing Impaired (1)	5cr
EDUC 442 School Law	1cr

Major:	62
Required Courses:	
ECED 117 Family, Community, and School Relationships in a Diverse Society	2cr
ECED 200 Introduction to Early Childhood Education	3cr
ECED 221 Literature for the Young Child and Adolescent	3cr
ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners	3cr
ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners	3cr
ECSP 112 Growth and Development: Typical and Atypical	3cr
ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
EDEX 111 Introduction to Exceptional Persons	3cr
EDEX 340 Introduction to Behavior Management in Special Education	3cr
EDHL 114 Introduction to Deaf and Hard-of-Hearing Persons	3cr
EDHL 115 Introduction to American Sign Language	3cr
EDHL 215 Intermediate American Sign Language	3cr
EDHL 307 Speech for Deaf and Hard-of-Hearing Persons	3cr
EDHL 308 Language for Deaf and Hard-of-Hearing and English Language Learners	3cr
EDHL 317 Sign Language in Educational Settings	3cr
EDHL 360 General Methodology for Education of Deaf and Hard-of-Hearing Persons I	3cr
EDHL 451 Reading for Deaf, Hard-of-Hearing, and English Language Learners	3cr
ELED 313 Teaching Mathematics in the Elementary School	3cr
MATH 320 Mathematics for Early Childhood	3cr
SPLP 222 Introduction to Audiology	3cr
SPLP 311 Aural Rehabilitation	3cr

(#) Total Degree Requirements: 132

- (*) A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400-level courses. See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) EDUC 242, 342, 421, and 441 must include at least one experience with each of the following: PreK, K-1, 2-4, and DHH middle level/secondary grades.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the Requirements for Graduation section of this catalog.

this catalog.

Rationale: NOTE that the Course proposals for this program were all approved in Spring 2012: Change of sign classes' credits. EDHL 115 will go from 1 to 3 credits. EDHL 215 will go from 2 to 3 credits. This will allow more training in American Sign Language and additional cultural information. Change of EDHL 317 from 2 to 3 credits. This reflects the absorption of EDHL 415 into 317. EDHL 314 Deaf Culture is deleted. Cultural information was already in EDHL 114, 115, and 215, and more from 314 will be put into 115 and 215. Content of EDHL 360 General Methodology for Education of Deaf and Hard-of-hearing Persons I, will be modified to drop mathematics and add social sciences. (Science methods will be maintained). EDHL 361 General Methodology for Education of Deaf and Hard-of-hearing Persons II is deleted. Methods contained in new Early Childhood requirements. EDHL 415 ASL Pedagogy is deleted and being absorbed into EDHL 317. EDHL 465 is deleted. Parent and pre-school content in Early Childhood classes.

The following courses are added to meet Early Childhood certification requirements:

- ECED 117 Family, School, and Community Relationships in a Diverse Society
- ECED 200 Introduction to Early Childhood Education
- ECED 221 Literature for the Young Child and Adolescent
- ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners
- ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners
- ECSP 340 Introduction to Behavior Management in Special Education
- ELED 313 Teaching Mathematics in the Elementary School
- MATH 320 Mathematics for Early Childhood

Even though the Provost has placed this degree in moratorium these changes are all required for the current enrolled students to meet PDE requirements.

b Program Catalog Description Revision

APPROVED

Current Catalog Description:

D. Deaf Education

Completion of the sequence of courses in Deaf Education leads to a Bachelor of Science degree in Education and Pennsylvania Department of Education certification as a teacher, "Special Education–Hearing Impaired, N-12" and "Elementary Education, K-6." Students are provided with the basic skills to teach in special classes for hard-of-hearing or deaf individuals, as well as in regular elementary education.

Students enrolled in this sequence of study are prepared to assume positions as itinerant hearing therapists and classroom teachers for individuals ranging from preschoolers to adults. Work settings may include public schools, continuing education programs, and home training situations. Observations, clinical experience, and practica are required before placement in a school environment for the student teaching experience.

Proposed Catalog Description:

D. Deaf Education

Completion of the sequence of courses in Deaf Education (EDHL) leads to a Bachelor of Science degree in Education and Pennsylvania Department of Education certification in “Special Education -- Hearing Impaired, N-12,” and in “Early Childhood, PK-4.” Students are provided with the basic skills to teach in special classes for deaf and hard-of-hearing individuals, and for regular early childhood students.

Students enrolled in this sequence of study are prepared to assume positions as classroom teachers and itinerant hearing therapists for individuals ranging from preschoolers to adults. Work settings may include special schools, public schools, continuing education programs, and home training situations. Observations, clinical experience, and practicum are required prior to placement in a school environment for the student teaching experience.

5 Department of Geosciences—Program Revision, Course Revisions and Catalog Description Change

a Course Revisions

APPROVED

i Current Catalog Description:

APPROVED

GEOS 101 The Dynamic Earth

3c-0l-3cr

Prerequisite: No Geoscience Majors/Minors

Examines the constant changes that affect the rocky surface of our planet. From volcanic eruptions and catastrophic earthquakes to the slow drift of continents and passage of ice ages, earth processes have shaped the history of life and altered the development of human civilization.

Proposed Catalog Description:

GEOS 101 The Dynamic Earth

3c-0l-3cr

Prerequisite: No Geoscience Majors/Minors

Examines the constant changes that affect the rocky surface of our planet. From volcanic eruptions and catastrophic earthquakes to the slow drift of continents and passage of ice ages, earth processes have shaped the history of life and altered the development of human civilization

Rationale: The course objectives were modified from the 1995 syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes. Common Learning Objectives for non-laboratory Natural Science course were incorporated into the content of the course. Updated text and non-textbook to more current books and also updated the bibliography. Added more current citations to the bibliography.

ii Current Catalog Description:

APPROVED

GEOS 102 The Dynamic Earth Lab

0c-2l-1cr

Prerequisite: No Geoscience Majors/Minors

Corequisite: GEOS 101

Introduces the techniques geologists use to study the earth and reconstruct its past. Labs cover

minerals, rocks, map interpretation, fossil identification. Includes field trips during the scheduled lab period.

Proposed Catalog Description:

GEOS 102 The Dynamic Earth Lab

0c-2l-1cr

Prerequisite: No Geoscience Majors/Minors

Corequisite: GEOS 101

Introduces the techniques geologists use to study the earth and reconstruct its past. Labs cover minerals, rocks, map interpretation, fossil identification and may include field trips during the scheduled lab period.

Rationale: The course objectives were modified from the 1995 syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO). Common Learning Objectives for a laboratory Natural Science course were incorporated into the content of the course. Updated text to a more current book and also updated the bibliography.

iii Current Catalog Description:

APPROVED

GEOS 150 Geology of National Parks

3c-0l-3cr

Prerequisite: No GEOS majors/minors

Explores geological processes and earth history using the classic rock formations of America's national parks. Includes national parks such as Arches, Bryce Canyon, Carlsbad Caverns, Grand Canyon, Great Smokies, Mammoth Cave, Shenandoah, Yellowstone, Yosemite, Zion and others.

Proposed Catalog Description:

GEOS 150 Geology of National Parks

3c-0l-3cr

Prerequisite: No GEOS majors/minors

Explores geological processes and earth history using the classic rock formations of America's national parks. Includes national parks such as Arches, Bryce Canyon, Carlsbad Caverns, Grand Canyon, Great Smokies, Mammoth Cave, Shenandoah, Yellowstone, Yosemite, Zion and others.

Rationale: The course objectives were modified from the old syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO). Common Learning Objectives for a laboratory Natural Science course were incorporated into the content of the course. Updated text and non-text to a more current book and also updated the bibliography.

b Program Revision

APPROVED

Current Program:

Proposed Program:

Bachelor of Science in Education—Earth and Space Science

Bachelor of Science in Education—Earth and Space Science

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Liberal Studies Electives: 6cr, MATH 217, PHYS 111, no courses with GEOS prefix	52	Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Liberal Studies Electives: 6cr, MATH 217, PHYS 111, no courses with GEOS prefix	48
College:	31	College:	31
Major:	39	Major:	39
Free Electives:	0	Free Electives:	2
Total Degree Requirements:	122	Total Degree Requirements:	120

6 Department of Human Development and Environmental Studies—New Course, Course Revision, Catalog Description Change, and Course Title Change; and Course Prefix Change

a New Course

APPROVED

FCSE 143 Financial Wellness

3c-01-3cr

Theories and principles related to the physical, social, and emotional wellness aspects of individual money management. Information is focused on building a sound financial foundation as a college student, and can be applied throughout the lifespan to ensure future financial wellbeing. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. This course is cross-listed with ECON 143 and FIN 143. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Rationale: This course is intended as a Dimensions of Wellness Liberal Studies course. This course is designed for all students regardless of major or academic level. The course will be a variable title course. The course will be cross-listed with ECON 143 and FIN 143.

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

APPROVED

Current Catalog Description:

INDS 380 Development of Design II

3c-01-3cr

Prerequisite: INDS 370

Chronological study from mid-19th century to the present of the dominant influences and characteristics of 20th century interiors, furniture, and ornamental design. Emphasis placed upon stylistic detail and its relationship to social, economic, political, religious, and aesthetic influences and to contemporary usage.

Proposed Catalog Description:

INDS 380 History of Interior Design and Architecture II

3c-01-3cr

Prerequisite: INDS 370

Chronological study from mid-19th century to the present of the dominant influences and characteristics of 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 usage.

Rationale: The course title was changed to reflect the catalog description and course objectives. Additionally, INDS 405 Professional Practice is being modified to include the (W) component as it relates to the current Interior Design industry. 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. In all, the changes to INDS 380 reflect new research findings and changes in the field of Interior Design. These changes ensure the course meets requirements for CIDA.

c Course Prefix Change:

APPROVED

Current Course Prefix and Name	Proposed Course Prefix and Name
CNSV 433 Study Tour	FCSE 433 Study Tour

Rationale: The Consumer Services (CNSV) program/degree has been eliminated. Family and Consumer Sciences Education (FCSE) faculty members teach the CNSV courses. The CNSV prefix is confusing to students because the CNSV program no longer exists.

7 Department of Chemistry—New Courses, Course Deletion, Course Revisions and Catalog Description Changes

APPROVED

a New Courses:

- i CHEM 390 Chemistry Seminar II** **1c-0l-3cr**
Prerequisites: CHEM 290 or 232 **APPROVED**

Seminar course intended to provide knowledge to students regarding effective oral and written scientific communication, and the ethics of scientific practice. Students will learn how to read and evaluate a research paper from the literature, how to formulate and write a research proposal, and how to present a research poster. Attendance of seminars outside of class time is required.

Rationale: The course is designed to teach chemistry majors to develop methods to obtain current scientific information, to evaluate it, and to develop an idea into a formal research proposal that is presented in both written and oral (poster) format.

- ii CHEM 490 Chemistry Seminar III** **1c-0l-3cr**
Prerequisite: CHEM 390 **APPROVED**

A discussion of recent trends in chemical thought. Oral and written reports on assigned readings, library, or laboratory research. Guest lecturers. Seminar course intended to provide knowledge to students regarding effective oral and written scientific communication. Students will refine their skills in reading and evaluating research papers from the literature, they will write a formal research paper, and present a research seminar. The combination of CHEM 390-490 counts as one writing-intensive course.

Rationale: CHEM 490 is designed to teach chemistry majors to develop methods to obtain current scientific information, to evaluate it, and to develop an idea into a formal research paper that is presented in both written and oral format (seminar).

b Course Deletion:

APPROVED

CHEM 410 Advanced Inorganic Chemistry Laboratory

Rationale: Advanced Inorganic Chemistry has traditionally been taught in our department as a three credit lecture (CHEM 411) plus the one credit, three hour laboratory (CHEM 410). Both required classes tend to be taken in the fall semester of a major's senior year. In response to changes from our accrediting agency, CHEM 411 has been streamlined into a combined three credit lecture and lab.

c Course Revisions and Catalog Description Changes:

NOT APPROVED

- An objection made to the pre-requisite stating that it is not necessary and that not all students will not be able to make the pre-requisite.
- Dr. Condo was given permission to speak as – Chair of Natural Science and Mathematics College Curriculum. The request is coming from instructor because students are struggling through the second part. We are trying to do it for the students that need the degree.
- Speaking against the motion (pre-requisite): we all have students struggling, something like this is just putting up road blocks for students. It is fine for students in the major but not those just taking it.
- Speaking for the motion: Most students are not biology majors and a D is not a passing grade. If you do not get it you will not pass the class and students should not be allowed to move on if you do not understand it.
- Speaking against the motion: We need to increase science major graduates within the Commonwealth. Let them set their own requirements in Chemistry but not in biology.
- Speaking for the motion: All the chemistry and bio-chem majors need this course and there is a waiting list and only so much lab space and it expensive. There are people can not get into the class and there is people with Ds getting into the class it is not fair for those who deserve to be in it.
- Speaking against the motion: To say it is too expensive and not enough room should not be a reason. This is crossing a boundary. It is fine within the chemistry department but should not be through all departments. This is not encouraging to students.
- Speaking against the motion: It is coming off that if a student does not have a C then they will fail this next course
- Speaking for the motion- This is not based on a whim of individuals, there is many courses that have pre-requisites and this should be one of the courses, so students can be successful.
- Speaking against the motion: For a biology major, for students getting Ds will not be able to graduate without this course and will have to stay an extra semester for just one class. These students are not trying to be pre-med or pre-vet.
- Vote was held by show of hands:
 - i. In favor- 46
 - ii. Against -48
 - iii. Motion is defeated

- i Current Catalog Description:**
CHEM 232 Organic Chemistry II **3c-4l-4cr**
Prerequisite: CHEM 231
A continuation of Organic Chemistry I with an introduction to spectroscopic techniques. Laboratory work emphasizes the synthesis of representative compounds.

Proposed Catalog Description:

CHEM 232 Organic Chemistry II **3c-4l-4cr**
Prerequisite: Grade of C or better in CHEM 231
A continuation of Organic Chemistry I with an introduction to spectroscopic techniques. Laboratory work emphasizes the synthesis of representative compounds.

Rationale: In keeping with the recommendations of the external evaluators about minimum standards, students will need a “C” in CHEM 231 to progress to CHEM 232. Students who do not achieve at least a “C” in CHEM 231 are less likely to pass CHEM 232, which builds on the knowledge in CHEM 231.

The syllabus of record has been updated due to recent changes to the certification requirements of the American Chemical Society. The minimum lab grade of 70% required for passing the course was the recommendation of two external evaluators at our last program review. Faculty approved raising the minimum passing grade from 65% to 70% to improve student learning and standards. The course texts and bibliography were also updated.

- ii Current Catalog Description:** **APPROVED**

CHEM 342 Physical Chemistry II **3c-0l-3cr**
Prerequisite: CHEM 341
A study of solids, liquids, surfaces, chemical kinetics, electrochemistry, and atomic and molecular structure.

Proposed Catalog Description:

CHEM 342 Physical Chemistry II
Prerequisites: CHEM 341, MATH 225 (may be taken concurrently) **3c-0l-3cr**
In-depth exploration and applications of chemical thermodynamics, equilibria, kinetics, quantum mechanics, and spectroscopy.

Rationale: The American Chemical Society (ACS) has recently rewritten its requirements for a certified degree, recommending sequences of foundation and in-depth courses beyond the introductory freshman courses. Currently, BS Chemistry majors and BS Chemistry/Pre-Med majors are required to take CHEM 341 Physical Chemistry I and CHEM 342 Physical Chemistry II, while BA Chemistry and BSED/Chemistry majors only take CHEM 341. To streamline our offerings, to increase enrollment in our upper level courses, and to increase the exposure of Chemical Education and BA Chemistry students to more physical chemistry concepts, CHEM 341 will become a foundation Physical Chemistry course required of all Chemistry and Biochemistry majors, covering all four topics at the intermediate level, with chemical and biochemical applications. CHEM 342 will become an in-depth course, required

for the BS Chemistry and BS Chemistry/PreMed majors, discussing more detailed and complex problems and applications in all four topic areas.

iii Current Catalog Description:

APPROVED

CHEM 411 Advanced Inorganic Chemistry

2c-3l-3cr

Prerequisite: CHEM 341

A study of advanced principles of inorganic chemistry including atomic structure, symmetry, advanced bonding theories, acids and bases, coordination chemistry, and organometallic chemistry.

Proposed Catalog Description:

CHEM 411 Advanced Inorganic Chemistry

2c-3l-3cr

Prerequisites: CHEM 214, 341

Discussion of advanced theories of atomic structure, chemical bonding, acids and bases, coordination compounds, and selected topics. In the laboratory portion of the course, techniques used in the synthesis and characterization of inorganic compounds are explored.

Rationale: The American Chemical Society's Committee for Professional Training (ACS-CPT) calls for students to take foundation course work in all five major areas of chemistry, and in-depth courses in four of the five areas. Whereas the revised CHEM 214 provides students with the foundation course in inorganic chemistry, the revised CHEM 411 is an in-depth course that builds on the prerequisite foundation course work. The additional credit to CHEM 214 was redistributed from CHEM 411/410. Additionally, the CPT requires a minimum of 400 hours of laboratory work beyond General Chemistry for their certified degree. The laboratory portion of the revised CHEM 411 would provide 42 of these hours.

8 Department of Philosophy—Course Deletion, Course Number Changes, Course Title Changes

APPROVED

a Course Deletion

APPROVED

PHIL 100 Introduction to Religion

Rationale: According to the Registrar's Office, the COSMOS Master Course History shows that the last time this course was offered was fall 1984. The course is no longer listed in the catalog. The reason for the deletion is so that we may make use of PHIL 100 as a new number for our current PHIL 120 Introduction to Philosophy.

b Course Number Change

APPROVED

Current Course Number and Title:

Proposed Course Number and Title:

PHIL 120 Introduction to Philosophy

PHIL 100 Introduction to Philosophy

Rationale: We would like our Introduction to Philosophy course to be the lowest numbered course in our listings. As the number "101" is being used by another course we are changing this course number to PHIL 100. Since PHIL 100 with its old title was last offered in 1984 the Registrar's

office confirms that the number can be reused under a new title. Religious Studies sent a letter of support that this course deletion and number change will have no affect on their program or students.

c Course Title Change

APPROVED

Current Course Number and Title:

PHIL 101 Informal Logic: Methods of Critical Thinking

Proposed Course Number and Title:

PHIL 101 Critical Thinking

Rationale: "Informal Logic" is a term that has fallen somewhat out of favor among various philosophers these days as the preferred name for this type of course. "Formal Logic," as studied in our PHIL 221 Symbolic Logic does make sense as description of the content, as there is a formalized system that is used and analyzed. The term "informal logic," though, still has enough and common usage to convey some information to students. Yet because the course is really devoted to critical thinking it seemed best to highlight that fact with the name change. Additionally, some 'formal logic' is also covered in this course, which is another reason to not use "Informal Logic" in the official title, as that would be confusing or misleading at best. So, to give students a better sense of what we have always covered (the content of which is not being changed) we thought it better to go for a less cumbersome, more accurate title.

d Course Number and Title Change:

APPROVED

Current Course Number and Title:

Proposed Course Number and Title:

PHIL 222 Ethics

PHIL 122 Contemporary Moral Issues

Rationale: This course has always been taught as an introductory level course. In order to make it clear to students that this is the case, we are simply re-numbering it as 100-level course. The change in title is to merely give more information to students about the content of the course, which is not being changed.

On the latter point, this course has always included a portion devoted to contemporary debates-- such as abortion, euthanasia, affirmative action, etc. The theoretical component has always been heavy on the traditional thinkers- Mill, Kant, Aristotle. We have thereby long taught this class as a mix of historical theories and contemporary debates. The change in name is simply to reflect to students that we are studying debates of present concern that they might be interested in. Finally, among philosophers, there is no distinction made between "ethics" and "morals". That is a distinction that somehow crept into ordinary usage. A quick look of different introductory level texts, for instance, will show both terms being used.

9 Department of Economics—New Course

APPROVED

ECON 143 Financial Wellness

3c-01-3cr

Theories and principles related to the physical, social, and emotional wellness aspects of individual money management. Information is focused on building a sound financial foundation as a college

student, and can be applied throughout the lifespan to ensure future financial wellbeing. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. This course is cross-listed with FCSE 143 and FIN 143. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Note: Economics majors cannot take this course to satisfy major requirements.

Rationale: This course is intended as a Dimensions of Wellness liberal studies course. This course is designed for all students regardless of major or academic level. The course will be a variable title course. This version of the course will be cross-listed with FCSE 143 and FIN 143.

University-Wide Graduate Committee (Senator Piper)

FOR ACTION

1. New Course

APPROVED

Sponsoring Department: English

Course: ENGL 747/847: Identity, Power, and the Multilingual Writer

Catalog Start Term: Fall 2013

Rationale: Over the last two decades, in the fields of Anthropology, Second Language Acquisition, Second Language Teaching, Applied Linguistics, and Composition there has been a growing understanding of the role of identity in second language acquisition, learning, teaching, and writing/composition. These processes are culturally embedded with notions of power relative to issues such as the ownership of language, native/nonnative constructions/deconstructions, and cultural and academic understandings of language and language processes. As English becomes a major language of academics on global level, the processes of learning English are embedded in the notions of power inherent in academic understandings of language. This is equally true in areas where theories of language acquisition and theories of composition intersect. As an addition to the Composition and TESOL program, this course examines both the theories of composition and their understandings of multilingual writers and theories of second language acquisition and use and their understandings of multilingual writers as it addresses issues of how these theories can be used and developed relative to one another.

This will be an **elective** course.

Catalog Description

ENGL 747/847: Identity, Power, and the Multilingual Writer

3c-01-3sh

This course addresses understandings of current theories on identity as they relate to multilingual writers and develops the ways these theories can be used to analyze processes of identity construction in relation to writers and writing. It explores theories and definitions of identity as fluid, dynamic, and co-constructed in interactions, including writing. It addresses how issues related to notions of power and ownership of language are part of the larger social constructions of multilingual writers identities and considers how these

identities are often indexed in both research about multilingual writing and in multilingual writing itself. Since identity will be addressed as a socially mediated construction, theories to examine these constructions are also addressed.

Prerequisites: None

2. Course Revision

APPROVED

Sponsoring Department: Biology

Course: BIOL 502: Advanced Human Anatomy

Catalog Start Term: Spring 2013

Rationale: This course is designed for upper-division undergraduates in biology and related disciplines along with graduate students in biology. It is especially well suited toward Pre-medical, Pre-veterinary, or other medically related pursuits. Additionally, this course would be suitable for those interested in teaching courses in human anatomy as part of their profession. This upper level biology course will provide students with a broad context and skill set that will lay the ground work for professional training in a medically related field.

Catalog Description

BIOL 502 Advanced Human Anatomy

3c-3l-4sh

An intensive study of the gross anatomical structures and their functions within the human body. The course explores the organization and integration of the human body on a region by region basis. For each region of the body, students will observe all structures within that region simultaneously. This approach allows students to appreciate the integration of different biological systems within the body. Laboratory sessions will center on regional cadaver dissection by groups of students to appreciate 3-dimensional anatomical relationships.

Prerequisite: Graduate student status or permission of instructor; not open to students who have successfully completed BIOL 150.

3. Program Revision: D.Ed. in Curriculum and Instruction

APPROVED

Sponsoring Department: Professional Studies in Education

Catalog Start Term: Spring 2013

Description

The proposed curricular change is a response to program evaluation data gathered from students and faculty. This proposal would replace a six-credit, doctoral-level internship--CURR 798 Supervised Doctoral Internship--with two new, three-credit, doctoral-level research courses. CURR 798 would remain in the catalog as way to meet the requirement for 6 credits of electives, the two new courses would be required. There would be no change to the total number of credits in the program or in evaluation procedures.

Rationale: We have two years of data to suggest that different needs have emerged. Each year, we conduct an exit survey of doctoral candidates during their last regularly scheduled class. An analysis of the open-ended survey responses of four cohorts over the past two years indicated two program weaknesses in

otherwise very positive program evaluations; (1) a need for additional training in comprehensive curriculum evaluation and (2) an additional course in qualitative research that would be completed early in the program. Given the fact that: (1) the doctoral program has become more research-oriented since its transition to Curriculum and Instruction in 1999, (2) the internship supervision poses a recurring scheduling problem, (3) the students and alumni have identified two weaknesses in the program that could be addressed by courses rather than internships, we are proposing that the six-credit CURR 798 Supervised Doctoral Internship be replaced by two new distance education courses.

4. New Course

APPROVED

Sponsoring Department: Professional Studies in Education

Course: CURR 960: Comprehensive Evaluation of Educational Programs

Catalog Start Term: Spring 2013

Rationale: Each year, doctoral candidates complete a program evaluation during their final required course. Based on the results of those exit surveys with cohorts over the past four years, students want an advanced course that prepares them to conduct comprehensive program evaluations. The proposed course, CURR 960 Comprehensive Evaluation of Educational Programs, is a required course that would address those needs and provide additional support for successfully completing the dissertation. The prerequisite for this course is CURR 905 Curriculum Evaluation; the course description from the 2011-12 SGSR catalog makes it clear that it is an introductory course that focuses on the foundational understandings of curriculum evaluation:

Catalog Description

CURR 960 Comprehensive Evaluation of Educational Programs

3-01-3sh

Field-based course that uses the case study method to delve into the theories, models, and evidence-based methods that are used to evaluate educational programs. Doctoral candidates will identify an educational program in basic or higher education, select an appropriate evaluation model, plan a data gathering strategy that involves various stakeholders, and conduct a comprehensive program evaluation that conforms to national ethical standards for evaluators.

Prerequisite: CURR 905 Curriculum Evaluation

5. New Course

APPROVED

Sponsoring Department: Professional Studies in Education

Course: CURR 918: Qualitative Research Design in Education

Catalog Start Term: Spring 2013

Rationale: The proposed course, CURR 918 Qualitative Research Design in Education, would replace 3 credits of the six-credit internship, CURR 798 Supervised Doctoral Internship. This change is being proposed in response to doctoral candidates' and doctoral-eligible faculty members' evaluation of the D.Ed. in Curriculum and Instruction Program. Increasingly, doctoral candidates are using qualitative or mixed-methods research in their dissertations and feel that they need additional training in qualitative research.

Catalog Description

CURR 918 Qualitative Research Design in Education

3cr-01-3sh

Introduces doctoral students to four dimensions of qualitative research: understanding traditions and purposes, formulating research questions, collecting data, and analyzing data. Students will develop the basic skills of the qualitative researcher and be introduced to the major types of qualitative studies.

Prerequisite: None

6. New Dual-Listed Course

APPROVED

Sponsoring Department: Mathematics

Course: MAED 650/ELMA 650: Curriculum and Instruction in Mathematics Education

Catalog Start Term: Summer 2013

Rationale: The course revision is necessary in order to establish a new syllabus of record and to cross-list the course as MAED 650. ELMA 650 is currently a requirement in the M.Ed. in Elementary Middle School Mathematics Education program. MATH 650 will be a requirement in the forthcoming M.Ed. in Mathematics Education - Secondary Mathematics Education track. Prior to being placed in moratorium, the M.Ed. in Secondary Mathematics Education program listed ELMA 650 as an elective.

Catalog Description

MAED 650/ELMA 650 Curriculum and Instruction in Mathematics Education

3c-01-3sh

The purpose of this course is to familiarize the K-12 teacher with the philosophical and psychological issues that guide the development of mathematics curricula. Topics include a history of the development of mathematics curriculum; innovative curricula that have had impact on teaching and learning; state and national standards and their impact on mathematics curricula; methods of implementing a contemporary program; and analysis of current curricula.

Prerequisite: Appropriate major or permission of the instructor.

7. Program Revision: Professional Science Masters in Physics

APPROVED

Sponsoring Department: Physics

Catalog Start Term: Spring 2013

Rationale: The future economic growth of the Commonwealth of Pennsylvania requires the development of a technological workforce at the technician as well as the professional level. The national concern with economic competitiveness and with the country's ability to remain at the leading edge makes the professional science master (PSM) programs and their degree holders particularly significant. The PSM programs are aimed at preparing skilled professionals for the economic sectors that are leading the nation's global innovativeness. The Department of Physics currently proposes to offer a PSM in Nano-science for Industrial Materials to meet the workforce need for professionals trained in science and essential business skills. The continual miniaturization of silicon based integrated circuit technology has revolutionized consumer electronics sector as device dimensions reached submicron ($< 10^{-6}$ m) range. Further research into the nano-scale ($\sim 10^{-9}$ m) domain has found new applications in materials science, biomedicine, communication, energy, environment, heavy industry, and consumer goods. The list of companies at the end of this proposal exemplifies the diverse industrial settings where nanotechnology will have an impact. IUP

physics department has faculty expertise in semiconductor and magnetic nano-materials, which possess industrial potential. Our curriculum incorporates training in equipment and techniques that are essential for nano science research and development. The department has worked in partnership with Penn State Nanotechnology Center in curricular development in the nanotechnology area.

Professionals with technical degrees in physics, chemistry, mathematics or engineering are the target audience for this degree. The PSM in Nano-science for Industrial Materials will provide the graduate with preparation to move into management positions within a company. This professional degree will include an industrial internship where the student will work with academic faculty and industry leaders to give the student practical experience in solving problems in technological business.

Comparison of old and new program

MASTER OF SCIENCE IN PHYSICS	PROFESSIONAL SCIENCE MASTERS in Nanoscience for Industrial Materials
The Master of Science in Physics degree program is designed for students who plan to pursue further graduate work or to undertake research in an industrial position. The degree is	I. Major must take two 600 level and two 500 level courses
wide range of possible courses, students are required to have the consent of their graduate advisors before selecting a	A. Required Courses (12 cr.) (selected from)
course. An advisor is assigned to students as soon as they are accepted into the degree program.	PHYS 520 Advanced Laboratory Practice 3 cr.
	PHYS 531 Modern Physics 3 cr.
	PHYS 545 Optics 3 cr.
	PHYS 551 Electricity and Magnetism 3 cr.
	PHYS 555 Computer Interfacing 3 cr.
	PHYS 575 Physics of Semiconductor Devices 3 cr.
	PHYS 657 Solid State Theory 3 cr.
	PHYS 658 Physics and Applications of Industrial Materials 3 cr.
I. Admission Requirements	B. Electives (3-6 cr.)*
Applicants must have a B.S. or B.A. degree with a major in	
Physics and meet the requirements of the School of Studies and Research and the Department of Physics.	The student may, with the advice and approval of the advisor may select electives from Physics, Chemistry, or Mathematics.
Applicants having other degrees that provide sufficient preparation in physics and mathematics will also be considered for admission.	PHYS 690 : Research Problems in Physics can provide a maximum of six semester hours towards the 30 semester hours necessary for the degree.
II. Subject Matter Concentration	II. Professional Development Courses (6-9 cr.)
A minimum of six courses to be selected with the approval of the advisor from the following: PHYS 536, PHYS 601-602, PHYS 634, PHYS 641, PHYS 651, PHYS 652, PHYS 661-662.	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 (500-600 level) from the Business and Information Technology.
III. Research Requirement	III. Research Experience and Internship (6 cr.)
Each Master of Science student is required to undertake an	A. PHYS 799 Internship Experience (4 cr.)
individual research problem and to complete an acceptable thesis under the supervision of one of the faculty members	Students in the PSM program take 3-6 months internship. The Graduate PSM Coordinator provides guidance in exploring and selecting Internship sites. The student must formally initiate paperwork for the Internship with an Industry Supervisor. The internship may be completed in part in a laboratory at the university with the approval of the industry supervisor and the graduate coordinator.
eligible to teach graduate courses. The student is expected to choose a research advisor by choose a research advisor by the beginning of the second semester in attendance and to submit a written thesis proposal to his or her Thesis Committee for approval by the end of the second semester.	The internship experience must lead to an acceptable written report, approved by the students' academic and industry supervisory committees. The student must present the results of experiences at a seminar open to all graduate students, faculty members and the member of the sponsoring company
The Thesis Committee will be selected by the student in conjunction with his or her research advisor. The student must schedule PHYS 600 for two semester hours and <u>PHYS 795</u> for at least two semester hours	

IV. Comprehensive Examination	B. PHYS 600 Methods of Research in Physics (2 cr.)
The student must pass a comprehensive examination.	
V. Free Electives	
The student may complete the 30-hour requirement by choosing from among the offerings of the School of Graduate Studies and Research, with the advice and approval of the student's graduate advisor.	
COURSE DELETED: UNDERLINED	COURSE ADDED: BOLDFACE CHANGES IN THE REQUIREMENTS*

8. New Course**APPROVED****Sponsoring Department:** Physics**Course:** PHYS 799: Internship Experience**Catalog Start Term:** Spring 2013

Rationale: The essence of the internship plan of education is the sharing of teaching-learning responsibility between a professionally trained individual in the college laboratory and an occupationally proficient individual in the work laboratory. Internship education perceives the work place as an extension of the classroom, and experiential education as an academic experience. This course is required of all students wanting to complete a PSM program in 'Nano-science for Industrial Materials' and is not intended for students wanting to complete a traditional MS degree in Physics

Proposed Catalog Description**PHYS 799 Internship Experience****0c-4l-4sh**

Practical learning experience for students of applying science and business skills in an industrial workplace. Students must initiate and secure internship to participate in a 3-6 month supervised professional work-experience with identified industrial sponsors to advance their individual career objectives. The PSM program coordinator provides guidance to students during their exploration of industrial sites and project options. The internship is a rigorous but flexible training experience with respect to its focus and timeline – it can be paid or unpaid and generally conducted in a non-academic setting.

Prerequisites: Completion of 12 IUP graduate credits with a minimum of a 3.0 grade point average

9. Program Revision: M.A. in Public Affairs**APPROVED****Sponsoring Department:** Political Science**Catalog Start Term:** Spring 2013

Rationale and Description: This revision institutes a common core for all students in the MAPA regardless of field specialization by requiring that International Development Administration specialization students, like those in all other specializations, take PLSC 668 Public Sector Financial Administration. This is an appropriate course for students wishing to work on development strategies for less developed countries.

PLSC 675 International Political Economy will become an elective in the International Development Administration specialization, strengthening the 600-level offerings there. As one elective among many, PLSC 675 will only have to be offered if enrollments in the International Development Administration specialization are robust enough to justify it

For historic reasons, PLSC 575 is not a dual-level course. As a required core course of only one specialization – Local Government Management – it is chronically under-enrolled. Its elimination does not weaken the specialization.

Although included as a graduate course in the catalog and frequently utilized, the Internship has never been explicitly listed as a culminating option under Directed Research Requirement. It has instead been mentioned as one option in the course description of PLSC 690 Professional Practicum. This is administratively clumsy because it results in two different numbers for the same course: PLSC 690 and PLSC 698. This revision clarifies options for the students under this requirement.

We need another option for students who are already employed in a relevant field and, therefore, for whom an internship is not feasible and a thesis not desirable. PLSC 699 Independent Study will provide a third option. It will only be allowed for this group of students.

As presently configured, PLSC 690 Practicum is only offered in the summer and requires “four seminars that meet on four Saturdays”. Because of staffing and other reasons, this is not workable. Therefore the course is to be deleted.

Summary of Revisions

A. Changes in Graduation Requirements

APPROVED

- * PLSC 668 Public Sector Financial Administration required of graduate students in all Field Specializations.
- * PLSC 670, PLSC 672, or PLSC 675 no longer required of students in the International Development Administration specialization.
- * Elimination of PLSC 575 Public Sector Leadership Accountability as Field Specialization Core course in Local Government Management specialization. This reduces the required Field Core courses for that Field Specialization from 9 credits to 6 credits with a corresponding increase of the required Elective Credits from 6 credits to 9 credits.
- * Addition of PLSC 678 Ethical Dimensions of Leadership as an elective in the Local Government Management specialization.
- * Addition of PLSC 698 Political Science Internship as an option under program “4. Directed Research Requirement”.
- * Addition of PLSC 699 Independent Study as an option under program “4. Directed Research Requirement”.
- * Deletion of PLSC 690 Professional Practicum.

B. Editorial Changes:

APPROVED

- * Under first asterisk in Methodology Core, removal of phrase “AND who passes a research methods exam administered by the Political Science Department.”
- * Under International Development Administration, new course PLSC 522 International Law and Organizations indicated. This is a dual-level course the undergraduate version of which has now passed the Senate. The predecessor courses – PLSC 520 International Law and PLSC 521 International Organizations – will be deleted.
- * Under International Development Administration, the proper catalog titles of PLSC 582, 583, 584, and

587 have been used.

- * SOC 740 has been deleted because it no longer appears in the Graduate Catalog.
- * Some minor course title errors have been corrected.

C. Side-by-Side Comparison

OLD PROGRAM	PROPOSED PROGRAM
I. Public Administration Core (12 credits) Students must complete the following four courses: - PLSC 570 Intro to Public Administration - PLSC 666 Public Policy - PLSC 671 Seminar in Public Administration - PLSC 668 Pub Sector Financial Administration* <u>* Students pursuing the International Development Administration field specialization should substitute either PLSC 670 Foreign Policy Studies or PLSC 672 Comparative Political Studies or PLSC 675 International Political Economy for PLSC 668 Public Sector Financial Administration.</u> II. Methodology Core (6-9 credits*) Students must complete both of the following two courses: - PLSC 500 Research Methods in Political Science - PLSC 674 Analytical Techniques Plus one additional course from the following: - CRIM 605 Research Methods - GEOG 612 Quantitative Techniques in Geography and Regional Planning - GSR 615 Elements of Research - SOC 761 Microcomputing Applications in Sociology * A student whose undergraduate transcript shows a “B” or better in a political science research methods course <u>AND who passes a research methods exam administered by the Political Science Department</u> may petition the M.A.P.A. Coordinator for exemption from PLSC 500.	I. Public Administration Core (12 credits) Students must complete the following four courses: - PLSC 570 Intro to Public Administration - PLSC 666 Public Policy - PLSC 668 Pub Sector Financial Administration - PLSC 671 Seminar in Public Administration II. Methodology Core (6-9 credits*) Students must complete both of the following two courses: - PLSC 500 Research Methods in Political Science - PLSC 674 Analytical Techniques Plus one additional course from the following: - CRIM 605 Research Methods - GEOG 612 Quantitative Techniques in Geography and Regional Planning - GSR 615 Elements of Research - SOC 761 Microcomputing Applications in Sociology * A student whose undergraduate transcript shows a “B” or better in a political science research methods course may petition the MAPA Coordinator for exemption from PLSC 500.

III. Field Specializations (15 credits) 1. Local Government Management a. Field Core (9 credits): PLSC 554 Metropolitan Problems PLSC 555 Intergovernmental Relations <u>PLSC 575 Public Sector Leadership Accountability</u> b. Electives (6 credits): GEOG 532 Urban Geography GEOG 534 Political Geography GEOG 564 Land Use Policy ELR 621 Labor Relations PLSC 631/ELR 631 Human Resources Management in the Public Sector 2. Human Resources Management a. Field Core (9 credits) ELR 610 Employee Rights Under Law PLSC 631/ELR 631 Human Resources Management in the Public Sector ELR 632 Compensation Management b. Electives (6 credits) ELR 526 Case Studies in Labor/Management Relations ELR 622 Discrimination in Employment ELR 641 Contract Administration ELR <u>651</u> Conflict Resolution 3. Planning and Regional Development a. Field Core (6 credits) GEOG 550 Introduction to Planning GEOG 552 Planning Methods b. Electives (9 credits) GEOG 531 Population Geography GEOG 554 Planning Design GEOG 558 Land Use Law GEOG 564 Land Use Policy GEOG 568 Planning Theory GEOG 614 Thought and Philosophy in Geography and Regional Planning GEOG 623 Regional Development	III. Field Specializations (15 credits) 1. Local Government Management a. Field Core (6 credits): PLSC 554 Metropolitan Problems PLSC 555 Intergovernmental Relations b. Electives (9 credits): GEOG 532 Urban Geography GEOG 534 Political Geography GEOG 564 Land Use Policy ELR 621 Labor Relations PLSC 631/ELR 631 Human Resources Management in the Public Sector PLSC 678 The Ethical Dimensions of Leadership 2. Human Resources Management a. Field Core (9 credits) ELR 610 Employee Rights Under Law PLSC 631/ELR 631 Human Resources Management in the Public Sector ELR 632 Compensation Administration b. Electives (6 credits) ELR 526 Case Studies in Labor-Management Relations ELR 622 Discrimination in Employment ELR 641 Contract Administration ELR 751 Conflict Resolution 3. Planning and Regional Development a. Field Core (6 credits) GEOG 550 Introduction to Planning GEOG 552 Planning Methods b. Electives (6 credits) GEOG 531 Population Geography GEOG 554 Planning Design GEOG 558 Land Use Law GEOG 564 Land Use Policy GEOG 568 Planning Theory GEOG 614 Thought and Philosophy in Geography and Regional Planning GEOG 623 Regional Development
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4. Human Services Administration a. Field Core (9 credits) SOC 711 Human Services Administration SOC 754 Social Inequality SOC 756 Social Change b. Electives (6 credits) SOC 710 Sociology of Human Services SOC 721 Sociology of Health Care SOC 732 Addiction and the Family <u>SOC 740 Community Development and Social Policy</u> SOC 757 Aging and Society 5. Criminal Justice Administration a. Field Core (9 credits) CRIM 600 Criminological Theory CRIM 610 Legal Issues in Criminology CRIM 632 Organizational Dynamics within the Criminal Justice System b. Electives (6 credits) CRIM 601 Proseminar CRIM 765 Criminal Justice Planning and Evaluation CRIM 770 Seminar in Contemporary Corrections 6. International Development Administration a. Field Core (6 credits) PLSC 521 International Organizations PLSC 589 Developing Nations b. Electives (9 credits) PLSC 520 International Law PLSC 587 Latin American Politics or PLSC 582 African Politics or PLSC 583 Asian Politics or PLSC 584 Middle East Politics ECON 545 International Trade ECON 546 International Payments GEOG 531 Population Geography GEOG 623 Regional Development ELR 621 Labor Relations in the Public	4. Human Services Administration a. Field Core (9 credits) SOC 711 Human Services Administration SOC 754 Social Inequality SOC 756 Social Change b. Electives (6 credits) SOC 710 Sociology of Human Services SOC 721 Sociology of Health Care SOC 732 Addiction and the Family SOC 757 Aging and Society 5. Criminal Justice Administration a. Field Core (9 credits) CRIM 600 Criminological Theory CRIM 610 Legal Issues in Criminology CRIM 632 Organizational Dynamics within the Criminal Justice System b. Electives (6 credits) CRIM 601 Proseminar CRIM 765 Criminal Justice Planning and Evaluation CRIM 770 Seminar in Contemporary Corrections 6. International Development Administration a. Field Core (6 credits) PLSC 522 International Law and Organizations PLSC 589 Developing Nations b. Electives (9 credits) PLSC 587 Political Studies: Latin America or PLSC 582 Political Studies: Africa or PLSC 583 Political Studies: Asia or PLSC 584 Political Studies: Middle East PLSC 675 International Political Economy ECON 545 International Trade ECON 546 International Payments GEOG 531 Population Geography
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Sector SOC 710 Sociology of Human Services SOC 711 Human Services Administration IV. Directed Research Requirement (3 cr.) Students must complete one of the following: PLSC 795 Thesis PLSC 690 Practicum TOTAL PROGRAM CREDIT HOURS: 36 - 39 credits	GEOG 623 Regional Development ELR 621 Labor Relations in the Public Sector SOC 710 Sociology of Human Services SOC 711 Human Services Administration IV. Directed Research Requirement (3 cr.) Students must complete one of the following: PLSC 698 Political Science Internship (3 cr.), Or PLSC 795 Thesis (3 cr.) Or PLSC 699 Independent Study* (3 cr.) *Only allowed for students who are already employed in a relevant field. Must be approved by Graduate Coordinator. TOTAL PROGRAM CREDIT HOURS: 36 – 39 credits
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10. Minor Course Revision**Sponsoring Department:** Political Science**Course:** PLSC 678: The Ethical Dimensions of Leadership**Catalog Start Term:** Spring 2013**Summary**

Remove the following language from the course description: “Students not currently enrolled in the Administration and Leadership Studies Program must have the instructor’s permission to register for this course. Prerequisite: Doctoral students – HMSV 701 Leadership Theories; graduate students – PLSC 666 Public Policy or SOC 610 Human Services Administration.”

Rationale: The course was created and taught by the Political Science Department faculty to support the ALS program by providing appropriate electives for those enrolled in the doctoral program. The Political Science Department no longer participates in the ALS program. Removing the language requiring permission for non-ALS students and pre-requisites opens the course to all graduate level students who have an interest in public sector leadership and ethics.

Current Catalog Description**PLSC 678 The Ethical Dimension of Leadership****3c-0l-3sh**

Focuses on the ethical dimensions of leadership and strategies to integrate ethical considerations into organizational, administrative, decision-making, and policy processes. To facilitate discussion and the application of ethics to professional practice, a series of speakers examines the relationship between ethics and leadership within varying contexts. Case studies, videos, and exercises link theory and practice. Students are expected to complete all assigned readings prior to each class to facilitate their active participation in all discussions. A literature review project provides students with the opportunity to pursue individualized interests related to leadership and ethics. Students not currently enrolled in Administration and Leadership Studies Program must have the instructor’s permission to register for this course. Prerequisite: Doctoral students – HMSC 701 Leadership Theories; graduate students – PLSC 666 Public Policy or SOC 610 Human Services Administration.

Proposed Catalog Description**PLSC 678 The Ethical Dimensions of Leadership****3c-0l-3sh**

Focuses on the ethical dimensions of leadership and strategies to integrate ethical considerations into organizational, administrative, decision-making, and policy processes. To facilitate discussion and the application of ethics to professional practice, a series of speakers examines the relationship between ethics and leadership within varying contexts. Case studies, videos, and exercises link theory and practice. Students are expected to complete all assigned readings prior to each class to facilitate their active participation in all discussions. A literature review project provides students with the opportunity to pursue individualized interests related to leadership and ethics.

Prerequisite: None**11. Minor Course Revision: Title Change****APPROVED**

Sponsoring Department: Political Science

Course: PLSC 588: Dimensions of National Security

Catalog Start Term: Fall 2013

Summary

Change of title to more accurately portray the course content. Course content is unchanged. Incidental correction of a typo in the Graduate Catalog (an absent comma after “budgeting”) so that it reads the same as the PLSC 388 in the Undergraduate Catalog.

Current Catalog Description

PLSC 588 Political-Military Strategy

3c-01-3sh

Deals with national security problems including decision making and budgeting levels of strategy, the utility of force, and the impact of the military on American society.

Proposed Catalog Description

PLSC 588 Dimensions of National Security

3c-01-3sh

Deals with national security problems including decision making and budgeting levels of strategy, the utility of force, and the impact of the military on American society.

12. Course Deletion

APPROVED

Sponsoring Department: Political Science

Course: PLSC 690: Professional Practicum

Catalog Start Term: Spring 2013

Rationale: This “course” was apparently intended to cover directed research as a culminating work in the MAPA program. The existing course description mentions both an internship and a “field-based research project”, in practice handled as an Independent Study. Since the political science graduate internship (PLSC 698) and graduate independent study (PLSC 699) already have their own course numbers, having a separate course designation is administratively confusing. The course also requires “four seminars that meet on four Saturdays” during the summer. Due to staffing and for other reasons, this is not workable.

In the associated program revision, instead of the Practicum, PLSC 698 Political Science Internship and PLSC 699 Independent Study are offered as discrete options as a culminating work in the MAPA program. Since PLSC 690 is already handled administratively as an independent study, no additional resources are required.

13. Dual-Level Course Revision**Sponsoring Department:** Music**Current Title:** MUSC 306/515 – Counterpoint/Canon, Double Counterpoint, & Fugue **2c-01-2sh**

Current Description: A study of the contrapuntal style of J.S. Bach and his contemporaries in the late Baroque era, which includes learning the essence of the “species” counterpoint of J. J. Fux and applying it to written exercises based on a given cantus firmus, as well as original compositions in the style of Bach. In addition to close study of Bach’s *Two-part Inventions* and of the fugues from the *Well-Tempered Clavier*, students will hear and discuss their exercises and compositions in class so that they may learn from each other.

Prerequisites: MUSC 111, 116, 215, 216.**Catalog Start Term:** Spring 2013

Rationale: MUSC 515 will be dual-listed with MUSC 415. This has been taught as a dual-level course in the past (with a 581 section at the graduate level), with the assignment of additional exercises for graduate students, and the addition of more challenging questions on examinations.

Proposed Catalog Description**MUSC 515 –Advanced Counterpoint****3c-01-3sh**

A study of the contrapuntal style of J. S. Bach and his contemporaries in the late Baroque era, which includes learning the essence of the “species” counterpoint of J. J. Fux and applying it to written exercises based on a given cantus firmus, as well as original compositions in the style of Bach. In addition to close study of Bach’s *Two-part Inventions* and of the fugues from the *Well-Tempered Clavier*, students will hear and discuss their exercises and compositions in class so that they may learn from each other.

14. New Course**APPROVED****Sponsoring Department:** English**Course:** ENGL 754/854 World Englishes in Composition and Applied Linguistics**Catalog Start Term:** Summer, 2013

There is an urgent need to propose a course focusing on how the topic of World Englishes influences the fields of composition, writing center, and applied linguistics (prospective students for this course will come from these fields among others).

With the immigration and international study abroad impacting the demographics of today’s classrooms (e.g., high school, community college, university students), it is critical to explore the prior educational histories, linguistic, cultural, and political contexts in which they were educated before coming to the US educational contexts. This exploration will impact the ways in which educators work to address the academic (specifically in how language(s) and cultures are connected) needs of the students from linguistic varieties.

It is the goal of our Composition & Applied Linguistics Program and MATESOL Program housed in the English Department to prepare our graduate students to work with these multilingual/multicultural students who enter their future classrooms. Our graduate students, upon receiving their MA in TESOL and Ph.D. in English enter work in a variety of educational contexts that will be populated by multilingual students from diverse linguistic spaces. We are responsible for preparing them for these future roles in the US professional workforce.

This will be an elective course in MA TESOL program as well as in Ph.D. in Composition & Applied Linguistics Program.

Course Description

ENGL 754/854: World Englishes in Composition & Applied Linguistics **3c-0l-3sh**

An interdisciplinary approach to understanding issues around World Englishes (WE) scholarship where teachers, researchers, teacher educators, and administrators from composition, developmental writing, writing centers, ESL/EFL K-16 and teacher education contexts come together to explore and critique how English(es) is/are positioned around the globe, and how that impacts learning and teaching.

15. Variability in Program Delivery

APPROVED

Sponsoring Department: Educational and School Psychology

Catalog Start Term: Spring 2012

Summary

- Given the credit requirements for the M.Ed. in Educational Psychology degree and the current availability of Distance Education electives, this proposal seeks approval to increase the number of Distance Education courses students can complete under either the 36-credit or 33-credit M.Ed. in Educational Psychology.
- The EDSP Curriculum Committee voted to pursue approval for converting additional courses in the M.Ed. in Educational Psychology to Distance Education. However, before those courses can be approved for Distance Education delivery, this Variability in Delivery proposal must be approved or else the UWGC policy of a 30% maximum threshold of courses within a program earned through Distance Education is violated.
- The total credits and course sequence required for completion of the M.Ed. in Educational Psychology will not change under this present proposal.
- This program would continue to be offered at the IUP main campus. Traditional delivery classes would occur at IUP main campus and Distance Education courses would be delivered via campus faculty's offices.
- All courses in the M.Ed. in Educational Psychology will be offered during fall, winter, spring, or summer semesters per the academic calendar. Traditional courses would continue to meet as currently scheduled. Courses offered in a Distance Education format would meet virtually, whether synchronously, asynchronously, or a combination of the two, for the required minimum of 37.5 hours in a semester.

Rationale:

- The EDSP Department believes that offering more courses in the M.Ed. in Educational Psychology via Distance Education will make IUP more competitive for students who would otherwise not fully matriculate at IUP or for individuals who value the non-traditional instructional delivery methods

and meeting times of classes available via Distance Education. Additionally, given that some electives within the M.Ed. Educational Psychology program are offered by other departments and those departments may convert their courses to a Distance Education format, the EDSP Department believes this proposal proactively allows our students to take electives that may be offered in the future by other departments via Distance Education.

- While many students in the M.Ed. in Educational Psychology come from the greater Pittsburgh area and central region of Pennsylvania, it is anticipated that an approved Variability in Delivery of this program will only open new markets not previously reached. Self-assessment of former and current students' preferences and the changing climate of educators needing access to master's level programs that allow for flexibility in their schedules indicate a need for this proposal to be approved.
- This proposal is not intended to replace the existing M.Ed. in Educational Psychology. Rather, this proposal is sought merely to increase the potential number of courses offered in the degree sequence via Distance Education.

FOR INFORMATION:

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

- EDSP 577: Assessment of Student Learning
- ENGL 766: Topics in Comparative Literature
- CURR 960: Comprehensive Evaluation of Educational Programs
- CURR 918: Qualitative Research Design in Education
- COUN 637: Counseling and Consulting Theories
- ELR 632: Compensation Administration
- MKTG 545: Social Media Marketing
- NURS 722: Measurement & Evaluation in Nursing
- MGMT 500: Compensation Management

University Development and Finance Committee (Senator Wick) No Report

Academic Affairs Committee (Senator Dugan)

FOR ACTION:

1. Dean's List

APPROVED

Current:

Undergraduate students receive recognition on the Dean's List for each semester (or summer session cumulatively) in which they earn at least a 3.25 GPA based on at least 12 credits of graded (not P/F) undergraduate course work, or a combination of graded graduate and undergraduate course work.

Proposed:

Undergraduate students receive recognition on the Dean's List for each semester (or summer session cumulatively) in which they earn at least a 3.25 GPA based on at least 12 credits of graded (not P/F)

undergraduate course work, or a combination of graded undergraduate course work and **graded graduate course work applying to the baccalaureate degree.**

Rationale: This revision is intended to clarify that graduate coursework must apply to the baccalaureate degree in order to be calculate the GPA for Dean's List.

2. Residency Requirement for Awarding of Degrees (p. 9 and p. 43)

APPROVED

Current:

All students receiving an initial IUP baccalaureate degree are required to complete 45 credits in IUP courses. Students must complete at least 50 percent of required credits for an IUP major in IUP courses and a minimum of 6 credits. Normally, the student will complete the final 30 credits in IUP courses, unless specific approval has been secured from the dean of the student's college. This approval is generally sought as part of the process for prior approval of off-campus course work.

IUP courses include all courses listed in the Undergraduate and Graduate catalogs.

Proposed:

All students receiving an initial IUP baccalaureate degree are required to complete **at least** 45 credits in IUP courses. Students must complete at least 50 percent of required credits for an IUP major in IUP courses and ~~a minimum of 6 credits~~ **at least 50 percent of required credits** in IUP courses for a minor. Normally, the student will complete the final 30 credits in IUP courses, unless specific approval has been secured from the dean of the student's college. ~~This approval is generally sought as part of the process for prior approval of off-campus course work.~~

IUP courses include all courses listed in the Undergraduate and Graduate catalogs.

Rationale: This revision is intended to align the residency requirement for minors with residency requirements for majors.

The next meeting is Nov 13 in the HUB Conemaugh Room at 3:30 PM

Awards Committee (Senator Wisnieski) Awards form are available from the Senate website.

Noncredit Committee (Senator Pike) Next meeting is Nov 13th at 3:30 PM in Davis Hall.

Library and Educational Services Committee (Senator Jozefowicz) The next meeting is Nov 13th at 3:40 in 101 Stabley.

Research Committee (Senator Bonach)

The USRC met on October 16, 2012 for a General Business meeting and to review Small Grant proposals. Overall there were 18 USRC Small Grant proposals and the decision was made to fund 15 proposals totaling \$16,326.00. The next meeting will be held on November 13, 2012 at 3:15 pm in Stright 301.

- Dr. Susan Boser

- Dr. Anastasia Hudgins
- Dr. Amanda Poole
- Dr. Brian Sharp
- Dr. Fredalene Bowers
- Dr. Kimberly Desmond
- Dr. Beatrice Fennimore
- Dr. Anastasia Hudgins
- Dr. Christina Huhn
- Dr. Eun Jin Hwang
- Dr. Bruce Novak
- Dr. Lora K. Ott
- Dr. Devki Talwar
- Dr. Veronica Watson
- Dr. Lingyan

FOR ACTION:

The University Senate Research Committee has reviewed and voted unanimously to bring forward for action the "Time & Effort Certification Policy." What is time and effort certification? Individuals whose annual base salary is paid, in full or in part, with organized research or sponsored funds are required by federal and PASSHE regulations to certify a reasonable estimate of the percentage time spent on activities performed. The attached "Time and Effort Certification Policy" describes how IUP complies with the reporting that is required by federal (Federal Office of Management and Budget Circular A-21) and PASSHE (PASSHE Compensation Policy) regulations. Additionally, a sample Time & Effort Certification letter is also provided to help illustrate how individuals to which this policy applies would certify their time.

POLICY STATEMENT

Subject: **Time & Effort Certification Policy**

Date: April 2, 2012 Distribution Code: B,D,E,F,G,H,I

Reference No:

Addition ☐

Deletion ☐

New Item ☒

Originating Office: Finance

President's Approval

Purpose

IUP has to comply with Federal, state, and PASSHE regulations regarding the reporting of the time and effort that is spent on sponsored grants or contracts. By agreeing to voluntarily accept a grant or contract, an employee is indicating that he or she will comply with all of these regulations. This reporting requires the signature of the employee, Principal Investigator (if applicable), and responsible official(s) to confirm that the percentages allocated to each activity represent a reasonable estimate of the work performed. This process is commonly known as "Time and Effort Reporting."

Scope

This policy is applicable to individuals whose annual base salary is paid, in full or in part, with organized research or sponsored funds.

Objective

IUP must comply with the Federal Office of Management and Budget Circular A-21¹ and the PASSHE Compensation Policy. The federal government *requires* reports be submitted twice yearly that document the time and effort that each person spends on a federal grant. A-21 states, "*For professorial and professional staff, the reports will be prepared each academic term, but no less frequently than every six months.*" All employees paid from a grant or contract must complete these reports. A-21 states, "*Reports will reasonably reflect the activities for which employees are compensated by the institution. To confirm that the distribution of activity represents a reasonable estimate of the work performed by the employee during the period, the reports will be signed by the employee, principal investigator, or responsible official(s) using suitable means of verification that the work was performed.*"

In addition to being compliant with the Federal regulations, IUP must also comply with the PASSHE Compensation Policy² requiring faculty members or other University employees to certify time and effort reports in support of salaries, wages and benefits charged to sponsored agreements. The PASSHE Compensation Policy states, "*Pursuant to Act 188, by which the Chancellor has the responsibility to issue system-wide business procedures, the purpose of this document is to create a PASSHE policy that establishes consistent, fair and equitable treatment of reasonable compensation (and related time and effort) that may be paid to faculty members or other PASSHE employees who perform research, educational services or other sponsored activities, which are covered by a federal grant, a state grant, a contract, or similar agreement (collectively referred to as "sponsored agreements"). The policy will facilitate consistent treatment of salary charges among collaborative*

¹ http://www.whitehouse.gov/omb/circulars_a021_2004

² http://www.passhe.edu/inside/asa/resources/sponsoredProjects/Documents/PASSHE_Compensation-Policy-2-18-09.pdf

sponsored projects involving several PASSHE Universities. The policy will assure that salary charges to sponsored agreements are consistent with federal cost principles and Universities are protected from liability for unreasonable and unallowable charges to sponsored agreements.” It further states, “The Federal Cost Principles for Educational Institutions as set forth in OMB Circular A-21 require an institution that receives federal funding to promulgate a policy defining the compensation allowable for personal services performed by a university under a grant, contract or other agreement with the Federal Government. This policy must be institution-wide and be consistently applied to all sponsored activities. ”

Policy

All employees, whose annual base salary is paid in full or in part by sponsored grants or contracts, must certify the time & effort put forth on those projects.

Employees whose salary is charged, in whole or in part, directly or indirectly to a sponsored grant or contract, must complete a Time and Effort report twice each fiscal year.

Time & Effort Reports will reasonably reflect the activities for employees required to certify their time and effort. To confirm that the distribution of activity represents a reasonable estimate of the work performed by the employee during the period, the reports will be signed by the employee, principal investigator or responsible official(s). This policy provides an “after-the-fact” confirmation that the salaries paid to individuals reasonably reflects the actual amount of effort expended on a project. Individuals that serve as Principal Investigators on sponsored grants or contracts are personally responsible for reviewing, and where appropriate, certifying the effort they and other employees spend on sponsored projects under their direction. The reports will reflect 100% of the employees’ base pay.

Definitions

Annual Base Salary - The annual salary the University pays a faculty member or other University employee as defined by the applicable employment agreement. For faculty members and other University employees not employed on a twelve-month basis, the base salary is what an individual is contracted to receive during the academic year³.

Sponsored Funds - Sponsored funds are budgeted and accounted for outside of IUP’s General Fund (E&G).

Time and Effort- The amount of time formally committed to a grant or contract. This is measured by, for example, the faculty release time spent on a project or the amount of time that a graduate assistantship is allocated (20-hours/week or 10 hours/week). Salary appointments are approved before or as services are actually performed.

Roles and Responsibilities:

Vice President for Administration and Finance: This person or his/her designee is responsible for the university’s compliance to the Time and Effort Reporting policy.

³ As defined in article 23, K in the APSCUF Collective Bargaining Agreement.

Dean of the School of Graduate Studies and Research: This person works with the President, the Provost, and the Vice President for Administration and Finance to ensure all Time and Effort reports are submitted on time.

Principal Investigator and Co-Principal Investigators: These individuals are responsible for understanding the Time and Effort Policy and for completing the Time and Effort Reports in a timely manner.

Employees Subject to Time and Effort Reporting Requirements: These are individuals whose time is charged to a grant or contract or associated match during the fiscal year. They are responsible for monitoring, reporting and certifying their time and effort committed to their respective positions.

Procedure:

1. Twice each fiscal year, Grant and Special Fund Accounting will work with the SGSR to compile and distribute Time and Effort Report Forms to all Principal, co-Principal Investigators and other employees who are paid from grants or contracts.
2. Employees who receive these forms must verify the reported information for accuracy. Questions concerning time and effort distributions should be directed to Grant and Special Fund Accounting.
3. Employees must sign their form and forward it to the Project's Principal Investigator and the Principal Investigator's supervisor for signature.
4. Completed forms must be returned to Grant and Special Fund Accounting within the time frame as directed.
5. If the employee is unavailable to certify their time and effort, the Principal Investigator must provide appropriate certification signatures.

Rescission:

Not applicable.

Publication and Distribution Statement:

This policy will be distributed directly to current Principal Investigators by Grant and Special Fund Accounting upon the commencement of the sponsored agreement, or yearly if the grant or contract last for more than a fiscal year. This policy will be maintained by the SGSR on the Research website, under Policies.

DISTRIBUTION:

Code Description

B	All Financial Managers
D	All Deans and Department Chairpersons
E	All Managers
F	All Faculty
G	Senior Administrators
H	President's Staff
I	Vice Presidents

February 10, 2012

Dear Project Director,

First, let me say *congratulations* on receiving an externally funded award. This is a significant accomplishment.

IUP must comply with the Federal OMB Circular A-21 and the PASSHE Compensation Policy. The federal government *requires* reports be submitted twice a year substantiating the time and effort that each person spends on a federal grant. All applicable employees must complete these reports or IUP's ability to submit proposals to the federal government will be jeopardized. This requirement can be found at www.whitehouse.gov/omb/circulars_a021_2004/ section J.10. In addition to being compliant with the federal guidelines, IUP must also comply with the PASSHE Compensation Policy requiring faculty members or other University employees to certify time and effort reports in support of salaries, wages and benefits charged to sponsored agreements.

Please verify the attached report is correct and obtain the appropriate signatures below. This signature page and the attachment must be returned to Tammy Hamilton at the address listed above by **March 1, 2012**. If you feel this report is incorrect, or you have any questions, please contact your grant accountant.

Sincerely,

Cornelius Wooten, Ph.D.
Vice President for Administration and Finance

Dr. Timothy P. Mack, Dean
School of Graduate Studies and Research

I certify my time and effort as stated in the attachment is correct.

Employee

Signature

Date

I have suitable knowledge of all effort expended for the externally funded project. The information presented in the attachment is correct. I certify the effort expended was for the purposes and by the conditions of the award agreement.

Principal Investigator

Signature

Date

I certify that the distribution of effort listed in the attached document is correct.

**Department Head
Or Supervisor**

Signature

Date

Sample

Information

All Pays

Base Pay

Base Salary and Wage Distribution for Faculty and Staff

1. Posting Date* 2. Date for period TLH - T&E



Last Refreshed 2/10/2012 16:22:48

Employee	End Date of For-Per.	Funds Center	Salaries and Wage	Percent Distributed
7xxxx Last Name , First Name	09/09/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	09/23/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	10/07/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	10/21/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	11/04/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	11/18/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	12/02/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	12/16/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	12/30/2011	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
	01/13/2012	4004xxxxxx Personnel Fund - IUP General Fund	\$ 2,436.59	75.000 %
		4034xxxxxx Name-Sponsored Grant or Contract	\$ 812.20	25.000 %
		Result	\$ 3,248.79	
		Result	\$ 32,487.90	

▼ Initial Variable Selections

Employee Number - Single Value*	7xxxx
End Date of for period	Empty Demarcation
Fiscal Year (Optional)	Empty Demarcation

Student Affairs (Senator Desmond) The next meeting will be Nov 13th at 3:30 in the Monongahela Room.

University Planning Council (Senator Reilly)

The University Planning Council (UPC) met on Oct 15, 2012. There were three items on the agenda.

1. Investment for funding Strategic Initiatives—the call for funding proposals was reviewed by the council. The proposal should be 3 pages total—2 pages to be used for submitting a short concise proposal. \$1.1 million was held back to be invested in strategic initiatives. These allocations, which need to be made this year will for one time only. \$100,000 will be a cap on each but this is not hard and fast. A sub-committee of this group was selected to available to review before they go to cabinet for a final decision. Final decisions need to be made by the end of this month.
2. Visioning Discussion—The council divided into four groups and brainstorming two questions:
 - a. What do you think is distinctive about IUP?
 - b. What do you want to be able to celebrate at the sesquicentennial in 2025?

List of answers were generated and have been compiled and are available on the X Drive. The path is: X/Committees/UPC/2012-2013 UPC Meetings/October 15.

3. Performance Funding—an update on performance funding was provided.

Meeting was adjourned at 4:39 PM

Respectfully Submitted by

Edel Reilly

Senate Secretary