

**MINUTES OF THE
IUP UNIVERSITY SENATE**

Sept 10, 2013

Chairperson LaPorte called the September 10, 2013 meeting of the University Senate to order at 3:35 PM, in Eberly Auditorium.

Attendance at the Senate meeting can be found on the Senate website under Meeting Minutes.

Agenda items for the September 10, 2013, meeting were **APPROVED**

Nominations were taken for the Vice Chairperson's position; Kevin Popeck was nominated and seconded. Nominations were closed. Kevin Popeck was then elected to the position of Vice Chairperson.

REPORTS AND ANNOUNCEMENTS

Presidents Report

- Welcome back for a new academic year
- Fabulous move in with all the new students and returning ones
 - Thanks for all the volunteers who helped with move in weekend including members of Student Affairs, University Police, and Facilities.
- We are moving ahead with some great new construction:
 - Construction is under way for the new cafeteria—Crimson Cafe
 - Construction will begin soon on the new Humanities and Social Science Building
 - Please be aware things might be a mess with the construction and if you know if we can do something better please tell us. Our motto is “Mud is Good.”
- On August 1st Dr. Pablo Mendoza was named Assistant to the President for Social Equity. This in addition to the arrival of two deans during the summer, this completes a full leadership team.
- The Board of Governors of the PASHEE has selected Mr. Frank Brogan to be the new chancellor beginning October 1st. The presidents of the 14 institutions will be meeting with him after that date.
- IUP Northpointe will be celebrating it's 50th anniversary. All are invited to a reception and dinner in recognition of this achievement.
- Former football coach Frank Cignetti was among the members of the 2013 Divisional College Football Hall of Fame Class honored this summer in Atlanta, GA.
- Budget and Enrollment
 - The number of students is projected to be between 14,800 and 15000 but the final number could be a little lower.
 - The projected budget shortfall is \$1.1 million and that number could be higher.
 - Performance funding fell about \$350,000.
 - While enrollment numbers lower than hoped, admission standards are not going to be lowered

- We do not want to admit everyone that applied
- The average SAT score was 997 with 3.2 being the average high school GPA
- Sutton Scholars begun funded by the foundation with 260 high school students with an average SAT of 1142 and average high school GPA of 3.79
- UBAC will be meeting next week to begin looking at the 3 year projection and making decisions on how to proceed. We are good for now but decisions need to be made about the next 3-5 years.
- Some new IUP commercials are being shown on local television as a way to excite prospective students and parents.
- MyIUP portal was launched in earlier September. This is a new tool for students and faculty.
- Questions – Are the numbers down all over PA or just at this our university?
 - Answer- Yes. However some, West Chester and Bloomsburg, numbers were up
 - We are only down 2.5% while other institutions are down 10-19%

Provost's Report

Good afternoon. I want to welcome everyone back from summer break and congratulate new senators. Over the past several weeks we've been welcoming those who are new to IUP. I'd like to congratulate new senators and recognize our two new academic deans,

- Lara Luetkehans – College of Education and Educational Technology
- Mark Correia – College of Health and Human Services
- The largest cohort of international students in IUP's history. We have 320 individuals from 42 different countries that have joined our IUP community.

In addition to great new people, we have some new – or differently clad – toys.

- DegreeWorks is now available for graduate student use and advising.
- The second is the new MyIUP portal. This portal provides the university community with the first personalized web experience in IUP's history with a single sign-on to a number of key computing systems like URSA.
 - This portal was developed with the participation of hundreds of faculty, staff and students who helped to shape it and made sure that our academic mission is front and center.
- Not as widely known perhaps, but still import is that IUP is participating in a 6-month pilot of the PennRen fiber optic network that runs between State College and Pittsburgh. This has provided the university with redundant general Internet connectivity while more than doubling our bandwidth.
 - Not just for NetFlix. It allows access to more world-class computing resources for our faculty and students. We are already beginning to leverage these high-performance computing facilities. A great example is the Pittsburgh Super Computing Center and related National Science Foundation resources that has been utilized by faculty members in our College of Natural Sciences and Mathematics.

- Additionally, IUP has entered agreements with the Office of the Chancellor and Edinboro University to use IUP's expertise to assist them in completing major data warehousing initiatives – and in doing this, several very gifted IT professionals with new skills are joining the university without cost to IUP.

Additional positive developments include;

- The Winter Session calendar has been approved.
 - o Classes will begin on Thursday, December 19, 2013 and conclude Friday, January 1, 2014.
- Our faculty continue to bring in external funding for research with our total grant awards increasing by slightly more than 1 million compared with last year and our federal awards increasing by almost 400,000.
- The Taskforce for Accessibility Guidelines group continues to address the issue accessibility of IUP's electronic media. Their recent awareness activity includes a webinar on Universal Design that available for all faculty on the X drive.

As I mentioned in the Academic Year opening remarks

- Higher education is in a time of profound and rapid change. It's important to keep in mind that we control many of the things that determine where we will be in the coming years. And of the things we don't control, we can exert strong influences. Think about...
 - o Student recruitment and enrollment
 - o Retention
 - o Time to graduation
 - o Graduation rates

Each of these influence how we interact with our students, the quality of our courses and programs, our institutional reputation – in short, the emergent sum of the things we do every day.

- Let's give ourselves permission to think about our processes and procedures. Can we apply technology to something that is now paper driven? Technology aside, let's ask: can we streamline something and make it more nimble, accessible, and responsive? What can we do to make sure that our most precious resources – our people and our time – are doing the most valuable things?

This will be a very busy year, with things launching that will determine our near term and long-range future.

- Strategic Visioning Project, which is now wrapping up, and which many of you participated in.
- The vision that results will be a primary input in establishing the next version of our institutional strategic plan. Work on the strategic plan begins this year, with delivery target of May 2015.
- We've already begun preparation for our accreditation self-study, which is at the center of our upcoming review by the Middle States Commission on Higher Education.
 - o The call for volunteers for our MSCHE work has been up for 24 hours. Laura Delbrugge tells me that the response has been "incredible" and represents people from all corners of the University.

o Wow...

Tomorrow marks the 12th anniversary of the 9/11 tragedies. A memorial program will be held at 8:30 a.m. in front of the September 11 memorial and the World Trade Center relic in the Oak Grove. If the weather is inclement, the program will be held in Gorell Recital Hall. Your participation is voluntary. At your prerogative, it may be appropriate to recess class between 8:30 and 9:00 am or to excuse students who wish to attend the program. The program may provide opportunity for classroom-based discussions and reflection exercises. Regardless, I respectfully ask that you not penalize students who may miss class because they choose to attend the ceremony.

Thank you for a successful start, and I wish you all a very happy and productive academic year.

Curriculum Revisions

In response to the Senate recommendations from the April 30, 2013 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:
 - HPED 143 – Contemporary Women’s Wellness
 - ACCT 475 – Accounting for the Oil and Gas Industry
 - EOPT 130 - Introduction to Optics
 - ENGL 415 - English Language Studies for Teachers
 - MGMT 461 – Business Leadership Theory
 - MGMT 462 – Applied Business Leadership Skills
- B. Program revision from the Human Development and Environmental Studies department of the Bachelor of Science – Interior Design.
- C. Program revisions from the Physics department of the Associate of Science – Electro-Optics and Laser Engineering Technology, and the Bachelor of Science – Physics/Electro Optics track.
- D. Program revision from the Special Education and Clinical Services department of the Dual Certification – Special Education Grades 7-12 for Secondary Education Majors.
- E. Program revision from the English department of the Bachelor of Science in Education – English Education.
- F. Program revision of Robert E. Cook Honors Program.
- G. Program revision from the Chemistry department of the Bachelor of Science in Education – Chemistry.
- H. Program revision from the Professional Studies in Education of the Bachelor of Science in Education – Early Childhood Education /Special Education, and the Bachelor of Science in Education – Early Childhood Education/Special Education Urban track.
- I. Revision of the Student Grade Appeal Policy.

From the University-Wide Graduate Curriculum Committee:

- A. The following course is approved by me and may be offered immediately:

- ENGL 649 – Introduction to Research in Applied Linguistics and TESOL
 - GEOG 544 – Energy Development and Compliance I
 - GEOG 545 – Energy Development and Compliance II
 - ACCT 575 - Accounting for the Oil and Gas Industry
 - BLAW 539 – Energy Law
 - SOC 517 – Global Service Learning
 - FIN 501 – Energy Finance
 - PHYS 501 – Theoretical Physics
 - IFMG 560 – Analysis and Logical Decision
 - MUSC 640 – Formative Assessment and Action Research in Music Education
- B. Program concentration name change from Master of Arts in English – Generalist, to Master of Arts English – Composition and Literature.
- C. Program revision from the Educational and School Psychology and Special Education and Clinical Services of the Gifted Education Certificate of Recognition. This will have a change of designation from a Certificate of Recognition to a Letter of Completion.
- D. A new Certificate of Recognition from the Nursing and Allied Health Professions in Simulation and Technology.
- E. Program revision from Music for the Master of Arts in Music Education.
- F. Program revision from the Eberly College of Business and Information Technology of the FLEX Master of Business Education (MBA)

Chairperson's Report

I'd like to welcome everybody back to our first senate meeting of the year and welcome new members of the senate.

I'd like to start by first apologizing to my colleagues in the Theater Department for jokes I made at their expense during the opening meeting of the year. To be quite clear to everyone: I never called the Theater Department seeking something and was never rebuffed by them. More importantly, by no means do I want the provost to cut funds to that department. Departments such as Theater are feeling rather vulnerable with the prospect of big changes to our universities that may include the elimination of programs and departments. My comments demonstrated a lack of sensitivity to their plight and for that I apologize to them.

Next, I'd like to introduce, or re-introduce you to John Bercik. John is the University Senate's first graduate assistant and many of you remember him when he sat next to me last year as co-chair of the Senate. I'm going to give you a bit of history about this position and his selection. A few years ago funds to the Senate were cut just below the point where we could afford to have a secretary for the Senate. Last year I broached the idea with the new President, Provost, and Dean of Graduate Studies of taking the money that was allocated and funding a 10 hour graduate assistantship. We crafted the language of the assistantship position and I identified 4 departments with graduate programs where I thought an assistant might reasonably be found: Administration & Leadership Studies, Employment & Labor Relations, Public Affairs, and Student Affairs in Higher Education. I want to highlight the fact that program in Clinical Psychology was not on that list. As director of that program I did not want to abuse what little power I have as chair of the Senate by considering students from my own program even though we are desperate for

assistantships. (This did not make me popular in my program.) I sent emails to program chairs from each of those programs asking them to forward nominees for the position. I received two nominations. I then asked the chairs of each of the curriculum committees and the chair of the Rules Committee to review the resumes and make a recommendation to me. I made it clear to all that in the absence of any policy, the Senate Chair would make the final selection. I did this in part because two of the three individuals whom I solicited a recommendation from had put forth a nominee from their program. At the end of the day, all recommended John and I too felt he was the best person for the position and hence his appointment. He will be available to senate subcommittees as we work out the details of exactly what he will be doing. Given the demands of the UWUCC and the Rules Committee, especially during the election cycles, it is expected that most of his time would be spent with those committees. I'd like to thank President Driscoll, Provost Moerland, and Dean Mack for making the position a reality especially in light of the university's budget. To my mind it demonstrates their commitment to the Senate and I appreciate it.

Since there was nothing to guide the chair (i.e., me) in this process I hereby formally charge the Rules Committee to draft language regarding the selection of the University Senate Graduate Assistant for inclusion in the Senate Bylaws. I would ask that they consider making the Senate Chair the supervisor of that individual so that disputes or issues regarding use of their time or other matters could be dealt with by the Chair, and not pit committee chairs against each other or put the graduate assistant in the middle. Additionally, I would also ask that they consider what other graduate programs on campus might also offer candidates for the assistantship position.

Next, I would like to remind returning senators and inform new senators that if you are your departmental representative, then the expectation is that you will represent your department's interests and communicate back to your department matters that transpire during Senate meetings. Members-at-large should take a broader view and your obligation lies with the best interests of the university and not to a particular department or program. Indeed, for all senators, we are gathered to work together to help this university succeed. Please keep the overall success of this university as the goal you move toward in our discussions and in the decisions we make.

I'd like to add that Senator Will Radell who has graciously agreed to once again take up the mantle of Senate representative to the University Budget Advisory Committee.

I met with the local chapter president of APSCUF, Dr. Mark Staszkievicz at the beginning of the year as I did last year. We discussed issues where we thought working together would help the university move forward. This year we identified the curriculum process at the undergraduate level as something worth improving. I believe it is fair to say that the general perception among faculty on campus is that the curricular process is burdensome, time consuming, and daunting. To be clear, this is not to disparage the work of the University Wide Undergraduate Curriculum Committee (UWUCC). They do a fantastic job of reviewing curriculum proposals. The sheer volume they contend with on a yearly basis makes them, in my mind, the hardest working committee on campus. They deserve our thanks. So it is the process NOT the committee that is viewed as an impediment. Last year we saw the UWGC make major changes to streamline the curricular process at the graduate level. We think the time has come to do so at the undergraduate level. The advantage of this is that with a more nimble curricular process we will be better able

to adapt to changes in the landscape under our feet including changes in enrollment, changes in the marketplace as far as jobs are concerned, etc. This will allow us to preserve excellence by retaining faculty and meeting the needs of our students. It will also keep our curriculum fresh, contemporary, and relevant to the interests and needs of our students and prospective employers. Ideally this would be something that would be done by the curriculum committee itself, much like the UWGC did last year. However, they are so busy, in large part because of the curricular process that we have in place now, that they don't have the time to actually do this and the work they are already doing. The University Planning Counsel, which is under the wing of the Provost's office, has recently constituted a number of subcommittees charged with specific domains. One of those domains is Academic Excellence and it would appear that the curricular process might reasonably be something that they could tackle. The co-chairs of that committee are Randy Martin (and there is no Randy Martin joke to follow) and the senate secretary Edel Reilly. I am also on that committee. The remainder of that committee has yet to be constituted but I will recommend to the co-chairs that the APSCUF appointed co-chairs of the senate curriculum committees also be included, along with appropriate student representation. This would provide the broad representation across the university community necessary to examine this issue and formulate changes. It is my expectation that the revised process that emerges from that committee would then be brought to the UWUCC for review, changes, recommendations and then to the senate for full discussion, debate and vote.

Finally, I want to thanks and introduce Senator Dawn Smith-Sherwood who once again has graciously agreed to serve as Senate Parliamentarian.

Parliamentarian's Report

Robert's Rules 'Tip of the Month'

What do I do if I want to speak?

Stand up and say Mr. Chair or raise your hands

Your name will be said and then you can speak

If you sit down you have yielded your time

We go through this process because some people that want to speak are not senators

Someone knew has preference to speak compared to those who have already spoken

Please sent me the top 10 reasons to be a IUP Senator

My number one reason is Robert Rules my life

Chapter II. The Conduct of Business in a Deliberative Assembly (20-57)

3. Basic Provisions and Procedures

Obtaining and Assigning the Floor

"Before a member in an assembly can make a motion or speak in debate . . . he must *obtain the floor*; that is, be *recognized* by the chair as having the exclusive right to be heard at that time" (29).

Member: [Stands] "Mr. Chair."

Chair: "Senator X." [*Assigns the floor*].

Member: [*Obtains the floor*.] "I wish to X, Y, Z . . ."

[Sits when finished speaking. *Yields the floor*.]

OR

Member: [Stands] "Mr. Chair."

Chair: "Would you please identify yourself?"

Member: "Senator X from Y."

Chair: "Senator X." [*Assigns the floor*]

Member: [*Obtains the floor*.] "I wish to X, Y, Z . . ."

[Sits when finished speaking. *Yields the floor*.]

Preference in being recognized

- 1) A member making a motion
- 2) A member who has not spoken on the motion
- 3) A member speaking 'for' / 'against' the motion – rule of alternation

Quoted excerpts from Robert's Rules of Order Newly Revised 11th ed. (2011)

Vice Chairperson's Report

I would like to thank all for being elected this this position. So far this academic year the SGA helped with move-in day. We have also been involved in the work on Middle States and hope to get students involved in this.

Rules Committee (Senator Korns)

Welcome back to the University Senate and welcome to all the new senators.

I. Senate Orientation - Tuesday, September 24, 2013 at 3:30 pm G98 Walwork Hall

The first orientation was held last year and it was well received.

In it, you'll learn the history of the Senate and its unique role in the shared governance of the University. The composition of the Senate and roles of each senator. The election process. Parliamentary Procedures. We surveyed attendees last year and from the feedback have changed the orientation to make it more workshop-oriented and have expanded the amount of time we spend in this area. The Parliamentarian will prepare some hands-on activities to better understand how you can actively participate in Senate meetings. We invite all senators, new and old alike to attend and as soon as we revise the agenda, I will send it out to all senators. However, we would especially appreciate some seasoned senators to attend to offer their perspective and assistance in some of the activities.

II. Senate Attendance - Post report of attendance on Senate website

This will enable senators to track their attendance for tenure and promotion purposes.

III. Senate and Committee Membership

There are several faculty vacancies in the Senate in the at large and department senators. We are working to get those filled. Also, we are waiting to learn the ratio of undergraduate and graduate students in order to determine the exact number of student senators. Once we have that we will provide it to the SGA and GSA Presidents. I will be sending the roster out this week for your review. If you see any errors in your senate membership I'll ask you to let me know.

Committee assignments were reported to committee members after the election last year. I do want to point out one significant error of omission and that is for the Awards Committee. I neglected to include Senator Wisnieski in what I sent last semester and want to correct that today. She is the current chair of the committee and has been a member of the committee for a number of years and we are glad for that and regret that omission.

There are however, a number of vacancies in committees, particularly for faculty. When I send you the roster, I will make a plea to those senators not presently serving on a committee to please do so. As my mentor, Senator Soni used to say, service to the Senate is not a privilege, and includes membership on committees where much of the work of the senate takes place.

IV. Next rules committee meeting next Tuesday, September 17 at 3:30 pm in Keith Hall Room 6

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

PASSHE Board of Governors Policy 1990-06 A: Academic Degrees was amended on January 19, 2012. For Bachelor of Arts degrees the “major program should not exceed 42 semester credit hours including required cognate courses, unless approved by the chancellor.” For the Bachelor of Science degrees the “courses required by the major, including required cognate courses in related disciplines, must comprise at least 40 semester credit hours but no more than 60 semester credit hours, unless approved by the chancellor.” All programs need to be in compliance by August 1, 2015.

FOR ACTION:

1. Correction from March 20, 2012 Approved Minutes

APPROVED

Current Approved Title:

FRNC 201 Intermediate French I

4c-0l-4cr

Proposed Approved Title:

FRNC 201 Intermediate French

4c-0l-4cr

Rationale: When the four credit version of Intermediate French was approved in March 2012 the I was accidentally included in the title when it should have been removed.

2. Corrections from April 30, 2013 Approved Minutes

APPROVED

a HPED 375 Correction:

Approved Catalog Description:

HPED 375 Physiological Basis of Strength Training

3c-3l-4cr

Prerequisites: HPED, PESP-EXSC, ATHL majors and HPED 221 with a grade of C or higher

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

Proposed Catalog Description:

HPED 375 Physiological Basis of Strength Training

3c-0l-3cr

Prerequisites: HPED, PESP-EXSC, ATHL majors and HPED 221 with a grade of C or higher

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

Rationale: The credits were incorrectly listed on both the current and proposed catalog descriptions for this course.

b BS-Physics/Electro-Optics correction:

APPROVED

Approved Program Description:

Proposed Program Description:

Bachelor of Science–Physics/Electro Optics Track

Bachelor of Science–Physics/Electro Optics Track

Major:	38
Required Core Courses:	
PHYS 131 Physics I-C Lecture	*cr (1, 2)
PHYS 132 Physics II-C Lecture	*cr (1, 2)
PHYS 141 Physics I-C Lab	*cr (1)
PHYS 142 Physics II-C Lab	*cr (1)
PHYS 331 Modern Physics	3cr
PHYS 345 Optics	3cr
PHYS 441 Classical Mechanics	3cr
PHYS 451 Electricity and Magnetism	3cr

Major:	38
Required Core Courses:	
PHYS 131 Physics I-C Lecture	*cr (1)
PHYS 132 Physics II-C Lecture	*cr (1)
PHYS 141 Physics I-C Lab	*cr (1)
PHYS 142 Physics II-C Lab	*cr (1)
PHYS 331 Modern Physics	3cr
PHYS 345 Optics	3cr
PHYS 441 Classical Mechanics	3cr
PHYS 451 Electricity and Magnetism	3cr

Rationale: In the Major Required Core Courses section of the BS-Physics/Electro Optics Track program revision there should have only been a footnote reference for footnote one next to PHYS 131 and 132.

c BSED-English Education Correction:

APPROVED

Approved Program Description

Proposed Program Description:

Controlled Electives: (3)	
One Film Studies Track course	3cr
One British Literature Survey course from ENGL 210 or 211	3cr
One Literary, Textual, and Cultural Studies Track course: Choose one course from the following LTC Track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463	3cr
One general English elective (any track)	

Controlled Electives (2)	
One Film Studies Track course	3cr
One British Literature Survey course from ENGL 210 or 211	3cr
One Literary, Textual, & Cultural Studies Track course	3cr
Choose one course from the following LTC Track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463	3cr
One general English elective (any track)	3cr

Rationale: On the BSED-English Education Program revision the footnote by Controlled Electives was incorrectly numbered (3) when it should have been (2). Also there was a 3cr missing across from One general English elective (any track).

d EDEX 415 correction

APPROVED

Current Approved Catalog Description:**EDEX 415 Preschool Education for Children with Disabilities****3c-0l-3cr****Prerequisites:** Disability Services majors, EDEX minors, 2.75 GPA

Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood special education, as an elective for other interested students in related fields, and as a required course for Disability Service majors.

Proposed Catalog Description:**EDEX 415 Preschool Education for Children with Disabilities****3c-0l-3cr****Prerequisites:** Disability Services majors, Special Education minors, 2.75 GPA

Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood special education, as an elective for other interested students in related fields, and as a required course for Disability Service majors.

Rationale: The name of the minor recently was changed from EDEX to Special Education but the old name was listed incorrectly on the April agenda.

e BSED/Chemistry—Corrections**APPROVED****Current Approved Program:****Proposed Program:****Bachelor of Science in Education – Chemistry (*)****Bachelor of Science in Education – Chemistry (*)**

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

Mathematics: MATH 125

Natural Science: PHYS 111-121 and 112-122

Social Science: PSYC 101

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

College:**Preprofessional 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
EDEX 323	Instruction of English Language Learners with Special Needs	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	

44	Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	44
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Mathematics: MATH 125

Natural Science: PHYS 111-121 and 112-122 or 131-141 and 132-142

Social Science: PSYC 101

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

College:**Preprofessional Education Sequence:**

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

Professional Education Sequence:

44	EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr
	EDEX 323	Instruction of English Language Learners with Special Needs	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 441	Student Teaching	12cr
EDUC 442	School Law	1cr
EDUC 451	Teaching Science in the Secondary School	3cr
Major:		36-37
Required Courses:		
CHEM 111	General Chemistry I or	
or 113	Advanced General Chemistry I	4cr
CHEM 112	General Chemistry II or	
or 114	Advanced General Chemistry II	4cr
CHEM 214	Intermediate Inorganic Chemistry	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 325	Analytical Chemistry I	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 343	Physical Chemistry Laboratory I	1cr
CHEM 390	Chemistry Seminar II	1cr
CHEM 498	Problems in Chemistry	1cr
Controlled Electives: (2)		
BIOC 301 or CHEM 351		3-4cr
At least 3cr additional CHEM or BIOC at or above the 300 level		3cr
Other Requirements:		8
BIOL 111	Principles of Biology	4cr
GEOS 201	Foundations of Geology	4cr

Free Electives: 0-1

Total Degree Requirements: 120

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

(1) Program contains one writing-intensive course (CHEM 343), students need to acquire another W-course in Liberal Studies or as an elective.

(2) Students in the chemistry education program who wish to earn an ACS-certified degree in chemistry must take two credits of CHEM 498, including a written report, and complete at least 7cr, including two lab courses, of CHEM or BIOC at or above the 300-level.

	Experience II	1cr
EDUC 441	Student Teaching	12cr
EDUC 442	School Law	1cr
EDUC 451	Teaching Science in the Secondary School	3cr
Major:		36-37
Required Courses:		
CHEM 111	General Chemistry I or	
or 113	Advanced General Chemistry I	4cr
CHEM 112	General Chemistry II or	
or 114	Advanced General Chemistry II	4cr
CHEM 214	Intermediate Inorganic Chemistry	3cr
CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 325	Analytical Chemistry I	4cr
CHEM 341	Physical Chemistry I	4cr
CHEM 343	Physical Chemistry Laboratory I	1cr
CHEM 390	Chemistry Seminar II (1)	1cr
CHEM 498	Problems in Chemistry (1, 2)	1cr
Controlled Electives: (2)		
BIOC 301 or CHEM 351		3-4cr
At least 3cr additional CHEM or BIOC at or above the 300 level		3cr
Other Requirements:		8
BIOL 111	Principles of Biology	4cr
GEOS 201	Foundations of Geology	4cr

Free Electives: (1) 0-1

Total Degree Requirements: 120

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

(1) Program contains one writing-intensive course (CHEM 343), students need to acquire another W-course in Liberal Studies or as an elective.

(2) Students in the chemistry education program who wish to earn an ACS-certified degree in chemistry must take two credits of CHEM 498, including a written report, and complete at least 7cr, including two lab courses, of CHEM or BIOC at or above the 300-level.

Rationale: An additional Natural Science option in Liberal Studies and the location of the numbered footnotes were missing from the revision that was approved by Senate in April.

f Corrections to BSED-Early Childhood Education/Special Education and BSED-Early Childhood Education/Special Education Urban Track

APPROVED

Current Approved Program:

Proposed Program:

Bachelor of Science in Education–Early Childhood Education/Special Education (*)

Bachelor of Science in Education–Early Childhood Education/Special Education (*)

Liberal Studies: As outlined in Liberal Studies section 43.5(1) with the following specifications:

Humanities: HIST 196

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, 104 (three of four required)(2)

Liberal Studies: As outlined in Liberal Studies section 43.5 with the following specifications:

Humanities: HIST 196

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, 104 (three of four required)(1)

Social Science: GEOG 101, 102, or 104, PSYC 101
Liberal Studies Electives: 3cr, MATH 152

College:**Preprofessional Education Sequence:**

COMM 103 Digital Instructional Technology *or* 3cr
 EDEX 103 Special Education Technology 3cr
 EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

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 442 School Law 1cr
 EDUC 461 Student Teaching 5cr
 EDUC 471 Student Teaching 5cr

Major:**Required Courses: (1)**

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 250 Language Development 3cr
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr
 ECED 351 Literacy for the Emergent Reader PreK-Grade 1 Learners 3cr
 ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr
 ECED 451 Literacy for the Developing Reader Grades 2-4 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
 ECSP 340 Introduction to Classroom and Behavior Management 3cr
 ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners 2cr
 EDEX 111 Introduction to Exceptional Persons 3cr
 EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence 3cr (3)
 EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence 3cr (4)
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr
 EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr
 EDEX 435 Methods and Curriculum (Severe-Profound Disabilities) 3cr
 EDEX 460 Family Perspectives on Disability 3cr
 MATH 320 Mathematics for Early Childhood 3cr
 MATH 330 Teaching Mathematics in the Elementary School 3cr (7)

Total Degree Requirements:

128.5

(*) 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) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

Social Science: GEOG 101, 102, or 104, PSYC 101
Liberal Studies Electives: 3cr, MATH 152

College:**Preprofessional Education Sequence:**

COMM 103 Digital Instructional Technology *or* 3cr
 EDEX 103 Special Education Technology 3cr
 EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

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 442 School Law 1cr
 EDUC 461 Student Teaching 5cr
 EDUC 471 Student Teaching 5cr

Major:**Required Courses: (2)**

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 250 Language Development 3cr
 ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr
 ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr
 ECED 351 Literacy for the Emergent Reader PreK-Grade 1 Learners 3cr
 ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr
 ECED 451 Literacy for the Developing Reader Grades 2-4 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
 ECSP 340 Introduction to Classroom and Behavior Management 3cr
 ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners 2cr
 EDEX 111 Introduction to Exceptional Persons 3cr
 EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence 3cr
 EDEX 278 Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence 3cr
 EDEX 323 Instruction of English Language Learners with Special Needs 2cr
 EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr
 EDEX 435 Methods and Curriculum (Severe-Profound Disabilities) 3cr
 EDEX 460 Family Perspectives on Disability 3cr
 MATH 320 Mathematics for Early Childhood 3cr
 MATH 330 Teaching Mathematics in the Elementary School 3cr

Total Degree Requirements:

128.5

(*) 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) Students will select three of the four sciences.

(2) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

Current Approved Program:**Bachelor of Science in Education–Early Childhood Education/Special Education Urban Track (*)**

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

Humanities: HIST 196

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, 104 (2)

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

Liberal Studies Electives: 3cr, MATH 152

College:

23

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology *or* EDEX 103 Special Education Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

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 342 Pre-Student Teaching Clinical Experience II 1cr

EDUC 442 School Law 1cr

EDUC 461 Student Teaching 5cr

EDUC 471 Student Teaching 5cr

Major:

63

Required Courses: (1)

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 250 Language Development 3cr

ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr

ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr

ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners 3cr

ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr

ECED 451 Literacy for the Developing Reader Grades 2-4 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

ECSP 340 Introduction to Classroom and Behavior Management 3cr

ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for all PreK to Grade 4 Learners 2cr

EDEX 111 Introduction to Exceptional Persons 3cr

EDEX 269 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury 3cr

EDEX 278 Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities 3cr

EDEX 323 Instruction of English Language Learners with Special Needs 2cr

EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 33cr

Proposed Program:**Bachelor of Science in Education–Early Childhood Education/Special Education Urban Track (*)**

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

Humanities: HIST 196

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, 104 (1)

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

Liberal Studies Electives: 3cr, MATH 152

43.5

College:

23

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology *or* EDEX 103 Special Education Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

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 342 Pre-Student Teaching Clinical Experience II 1cr

EDUC 442 School Law 1cr

EDUC 461 Student Teaching 5cr

EDUC 471 Student Teaching 5cr

Major:

63

Required Courses: (2)

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 250 Language Development 3cr

ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr

ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr

ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners 3cr

ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr

ECED 451 Literacy for the Developing Reader Grades 2-4 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

ECSP 340 Introduction to Classroom and Behavior Management 3cr

ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for all PreK to Grade 4 Learners 2cr

EDEX 111 Introduction to Exceptional Persons 3cr

EDEX 269 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury 3cr

EDEX 278 Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities 3cr

EDEX 323 Instruction of English Language Learners with Special Needs 2cr

EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr

EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)	3cr	EDEX 435	Methods and Curriculum (Severe-Profound Disabilities)	3cr
EDEX 460	Family Perspectives on Disability	3cr	EDEX 460	Family Perspectives on Disability	3cr
EDEX 478	Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities	3cr	MATH 320	Mathematics for Early Childhood	3cr
MATH 320	Mathematics for Early Childhood	3cr	MATH 330	Teaching Mathematics in the Elementary School	3cr
MATH 330	Teaching Mathematics in the Elementary School	3cr	Other Requirements:		5
Other Requirements:			FDED 440	Orientation to Teaching in Urban Centers	2cr
FDED 440	Orientation to Teaching in Urban Centers	2cr	FDED 441	Field Experiences in Urban Centers	3cr
FDED 441	Field Experiences in Urban Centers	3cr	Total Degree Requirements:		134.5
Total Degree Requirements:		134.5			

(*) 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) A 3.0 cumulative GPA is required to register in the teacher certification sequence 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) Students will select three of the four sciences.
 (2) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

Rationale: Footnotes were misnumbered in the text and footnote one was missing at the end. EDEX 478 was replaced by EDEX 278 but was still listed in the program and the credits for Other Requirements were missing.

3. Department of Mathematics—Course Revisions

i Current Catalog Description:

APPROVED

MATH 101 Foundations of Mathematics

3c-0l-3cr

Introduces logic and mathematical way of analyzing problems; develops an appreciation for nature, breadth, and power of mathematics and its role in a technological society; introduces useful mathematics or mathematics related to student interest. Possible topics include logic, problem solving, number theory, linear programming, probability, statistics, intuitive calculus, introduction to computers, mathematics of finance, game theory.

Proposed Catalog Description:

MATH 101 Foundations of Mathematics

3c-0l-3cr

Introduces logic and a mathematical way of analyzing problems; develops an appreciation for the nature, breadth, and power of mathematics and its role in a technological society; introduces useful mathematics or mathematics related to student interests. Possible topics include logic, problem solving, number theory, linear programming, probability, statistics, intuitive calculus, introduction to computers, mathematics of finance, game theory.

ii Current Catalog Description:

APPROVED

MATH 105 College Algebra

3c-0l-3cr

Prerequisite: MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson

Note: May not be taken after successfully completing either a calculus course or MATH 110

without written Mathematics Department chairperson approval.

Prepares students for the study of calculus for business, natural, and social sciences. Topics include detailed study of polynomial, exponential, and logarithmic functions.

Proposed Catalog Description:

MATH 105 College Algebra

3c-0l-3cr

Prerequisite: MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson

Note: May not be taken after successfully completing either a calculus course or MATH 110 without written Mathematics Department chairperson approval.

Teaches students to appropriately analyze and interpret numerical, graphical, and algebraic representations to enable them to model complex situations using mathematical structures and increase their problem-solving skills. Particular focus will be given to polynomial, exponential, and logarithmic functions in order to prepare students for further study in business calculus and/or statistics.

iii Current Catalog Description:

APPROVED

MATH 110 Elementary Functions

3c-0l-3cr

Prerequisite: MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson

Note: May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

Prepares mathematics and science students for the study of calculus. Topics include detailed study of polynomial, exponential, logarithmic, and trigonometric functions.

Proposed Catalog Description:

MATH 110 Elementary Functions

3c-0l-3cr

Prerequisite: MATH 100 or appropriate placement test score or permission of the Mathematics Department chairperson

Note: May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

Prepares mathematics and science students for the study of calculus. Topics include detailed study of polynomial, exponential, logarithmic, and trigonometric functions.

iv Current Catalog Description:

APPROVED

MATH 115 Applied Mathematics for Business

3c-0l-3cr

Prerequisites: MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson

Note: May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Business majors are introduced to the central ideas of calculus (limit, derivative, and integral).

Applications to business and economics are emphasized.

Proposed Catalog Description:

MATH 115 Applied Mathematics for Business

3c-0l-3cr

Prerequisites: MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson

Note: May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Business majors are introduced to the central ideas of calculus (limit, derivative, and integral).

Applications to business and economics are emphasized.

v Current Catalog Description:

APPROVED

MATH 121 Calculus I for Natural and Social Sciences

4c-0l-4cr

Prerequisite: MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson

Note: May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Natural and social science majors are introduced to the central ideas of calculus, including limit, derivative, and integral. Applications to natural and social sciences are emphasized.

Proposed Catalog Description:

MATH 121 Calculus I for Natural and Social Sciences

4c-0l-4cr

Prerequisite: MATH 105 or 110 or appropriate placement test score or permission of the Mathematics Department chairperson

Note: May not be taken after successfully completing a calculus course without written Mathematics Department chairperson approval.

A review of elementary functions, including logarithmic and exponential functions. Natural and social science majors are introduced to the central ideas of calculus, including limit, derivative, and integral. Applications to natural and social sciences are emphasized.

vi Current Catalog Description:

APPROVED

MATH 122 Calculus II for Natural and Social Sciences

4c-0l-4cr

Prerequisite: MATH 121

Applications of integrals to natural and social sciences, functions of several variables, trigonometric functions, sequences and series, numerical methods, and differential equations.

Proposed Catalog Description:

MATH 122 Calculus II for Natural and Social Sciences

4c-0l-4cr

Prerequisite: MATH 121

Applications of integrals to natural and social sciences, functions of several variables,

trigonometric functions, sequences and series, numerical methods, and differential equations.

Rationale: These courses are currently approved Liberal Studies Mathematics courses and are being revised to meet the new curriculum criteria for this category.

4. Department of Physics—Course Revisions

i Current Catalog Description:

APPROVED

PHYS 101 Energy and Our Environment

3c-0l-3cr

An overview of the areas of energy, transportation, and pollution. These topics are approached via the relevant concepts of physical science and physics. A nonlaboratory course for Liberal Studies requirements.

Proposed Catalog Description:

PHYS 101 Energy and Our Environment

3c-0l-3cr

An overview of the areas of energy, transportation, and pollution. These topics are approached via the relevant concepts of physical science and physics. A nonlaboratory course for Liberal Studies requirements.

Rationale: The only significant change for this class is rewriting the objectives to be student centered and mapping of course objectives to the Expected Undergraduate Student Learning Outcomes.

ii Current Catalog Description:

APPROVED

PHYS 105 The Physics of Light and Sound

3c-0l-3cr

The study of light and sound as applied in the production of objects of art and the production of music. Includes the study of vision, light in nature, photography, and artistic media and the study of hearing, musical sound, musical instruments, and room acoustics.

Proposed Catalog Description:

PHYS 105 The Physics of Light and Sound

3c-0l-3cr

The study of light and sound as applied in the production of objects of art and the production of music. Includes the study of vision, light in nature, photography and artistic media; the study of hearing, musical sound, musical instruments, and room acoustics. A non-laboratory course for Liberal Studies requirements

Rationale: The primary objectives, topics and course activities are not being significantly changed. The purpose of this course revision is to map the course objectives to the new Liberal Studies Expected Undergraduate Student Learning Objectives. This has been incorporated into the course objectives.

5. Department of Foreign Languages—Course Revisions

i Current Catalog Description:

APPROVED

GRMN 102 Elementary German II

4c-0l-4cr

Prerequisite: GRMN 101 or equivalent

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

Proposed Catalog Description:

GRMN 102 Elementary German II

4c-0l-4cr

Prerequisite: GRMN 101 or equivalent

A continuation of GRMN 101. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate a limited number of personal needs, handle a range of interactions related to their daily lives, and manage simple social transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 102 when credit has already been received for a higher-numbered GRMN course.

ii Current Catalog Description:

APPROVED

GRMN 201 Intermediate German

4c-0l-4cr

Prerequisite: GRMN 102 or equivalent

A continuation of GRMN 102. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations. Students will be able to negotiate an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 201 when credit has already been received for a higher-numbered GRMN course.

Proposed Catalog Description:

GRMN 201 Intermediate German

4c-0l-4cr

Prerequisite: GRMN 102 or equivalent

A continuation of GRMN 102. Emphasizing communication through reading, writing, speaking, and listening. Focus on pronunciation and expansion of grammatical concepts to enable students to communicate in present, past, and future tenses in a variety of situations.

Students will be able to negotiate an increasing number of personal needs, handle a range of interactions related to their daily lives, and manage simple social situations and transactions. They expand their cultural knowledge of German-speaking countries. Attendance is required. Students may not register for or take a D/F repeat in GRMN 201 when credit has already been received for a higher-numbered GRMN course.

Rationale: These course outcomes were revised from the current syllabi of record to fit the Expected Undergraduate Student Learning Outcomes so that the courses can be considered Liberal Studies Electives in the category of Oral Communications. The course objectives remain aligned with the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages* and *National Standards for Foreign Language Education*. The proposals also add language with regard to non-textbook readings that are used in foreign language courses.

6. Department of Economics— Revision of Minor, Track Revision, New Course, and Course Revisions

a Revision of Minor

APPROVED

Current Minor:

Minor-- Economics

Required Courses:

ECON 121	Principles of Macroeconomics	3cr
ECON 122	Principles of Microeconomics	3cr
Three courses from ECON 200 or higher		9cr

Proposed Minor:

15 Minor-- Economics

Required Courses:

ECON 121	Principles of Macroeconomics	3cr
ECON 122	Principles of Microeconomics	3cr

Controlled Electives:

Four courses from ECON 200 or higher (1)

12cr

(1) MATH 214/MATH 216/MATH 217 or another quantitative class approved by the Chair may be substituted for ECON 355.

18

Rationale: Change from 15 to 18 credits for minor in economics program as mandated by the Pennsylvania State System of Higher Education Board of Governors.

b Program Revision:

APPROVED

Current Catalog Description:

Economics Honors Program

The honors program is open by departmental permission to economics and economics/pre-law majors in the College of Humanities and Social Sciences with a minimum 3.25 cumulative GPA and a 3.25 GPA in economics courses. Students complete ECON 355, 356, 483, and HNRC 499, which fulfills the Liberal Studies synthesis requirement. Students must earn at least a grade of C in each course completed for the track. Students should consult their advisors to determine how honors track courses will be integrated into existing requirements for the economics or economics/pre-law majors.

To apply, an application should be filed with the chairperson of the Department of Economics.

Economics Honors Track

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Required Courses:

ECON 355	Statistics for Economists	3cr
ECON 356/H/	Introduction to Econometrics	3cr
ECON 483/H/	Honors Thesis in Economics	3cr
HNRC 499	Honors Senior Synthesis	*cr (1)

(1) Credits for HNRC 499 are counted in the Liberal Studies synthesis requirement.

Proposed Program:

Economics Honors Program

The honors program is open by departmental permission to economics and economics/pre-law majors in the College of Humanities and Social Sciences with a minimum 3.25 cumulative GPA and a 3.25 GPA in economics courses. Students complete ECON 355, 356, and 483. In addition, students must choose one class from the following: FIN 310, FIN 315, MATH 225, MATH 363, MATH 371, MATH 417, MATH 418, or HIST 487/H/. Students must earn at least a grade of C in each course completed for the track. Students should consult their advisors to determine how honors track courses will be integrated into existing requirements for the economics or economics/pre-law majors.

To apply, an application should be filed with the chairperson of the Department of Economics.

Economics Honors Track

12

Required Courses:

ECON 355	Statistics for Economists (1)	3cr
ECON 356/H/	Introduction to Econometrics	3cr
ECON 456/H/	Advanced Econometrics	3cr
In addition, students must choose one class from the following:		
FIN 310	Fundamentals of Finance	3cr
FIN 315	Financial Analysis Using Electronic Spreadsheets	3cr
MATH 225	Differential Equations	3cr
MATH 363	Mathematical Statistics I	3cr
MATH 371	Linear Algebra	3cr
MATH 417	Statistical Applications	3cr
MATH 418	Sampling Survey Theory and Its Application	3cr
HIST 487/H/	Honors Colloquium in History	

(1) MATH 214, 216, or 217 may be substituted for ECON 355

Rationale: In light of LBST 499 courses ceasing to exist after Spring 2012 and the paucity of HNRC 499 courses, we must revise the Department of Economics Honors Track.

c New Course:

APPROVED

Before the vote to approve this course there was some discussion regarding the name of the course. While the senator questioning the name understands the challenges in Africa the title as it stands could be taken in a derogative way.

ECON 338 Poverty in Africa

3c-0l-3cr

Prerequisite: ECON 101 or 121 or 122

Examines African poverty as an economic as well as a social phenomenon. It investigates the many sided nature of poverty and the importance of going beyond generalizations about the poor, including the various causes of poverty in Africa. It stresses the powerful ill effects of a combination of sluggish past economic growth, widening income inequalities, and anti-poverty strategies implemented by many African nations.

Rationale: The course has been designed as a complement to ECON 339 Economic Development I. It provides an opportunity to more deeply understand the causes and consequences of poverty in the context of several specific African countries. The course will be an elective course for majors and an elective course for non-majors, including students in Pan-African Studies or Economics minors. The course is being proposed for inclusion in the Liberal Studies Global and Multicultural Awareness category.

d Course Revisions:

i Current Catalog Description:

APPROVED

ECON 122 Principles of Microeconomics

3c-0l-3cr

Economics of the firm; theory of consumer demand; determination of price and output in different market structures; distribution of income; economic growth.

Proposed Catalog Description:

ECON 122 Principles of Microeconomics

3c-0l-3cr

Economics of the firm; theory of consumer demand; determination of price and output in different market structures; distribution of income; economic growth.

Rationale: The course currently is approved as a Liberal Studies Elective and is being revised to meet the new curriculum criteria for this category.

ii Current Catalog Description:

APPROVED

ECON 345 International Trade

3c-0l-3cr

Prerequisites: ECON 121 and 122 or instructor permission

A study of the microeconomic segment of international specialization and exchange, including theories of international trade and their application to commercial policies, historical survey and examination of current problems of international trade, and the institutional setting of

international trade.

Proposed Catalog Description:

ECON 345 International Trade

3c-01-3cr

Prerequisites: ECON 121 and 122 or instructor permission

A study of the microeconomic segment of international specialization and exchange, including theories of international trade and their application to commercial policies, historical survey and examination of current problems of international trade, and the institutional setting of international trade.

iii Current Catalog Description:

APPROVED

ECON 346 International Finance

3c-01-3cr

Prerequisites: ECON 121 and 122 or instructor permission

A study of the macroeconomic segment of international specialization and exchange, including analysis of balance of payments, exchange rates, and the mechanism of international economic and monetary adjustments; international macroeconomic policy; historical survey and examination of current international financial problems; and the institutional setting of international payments.

Proposed Catalog Description:

ECON 346 International Finance

3c-01-3cr

Prerequisites: ECON 121 and 122 or instructor permission

A study of the macroeconomic segment of international specialization and exchange, including analysis of balance of payments, exchange rates, and the mechanism of international economic and monetary adjustments; international macroeconomic policy; historical survey and examination of current international financial problems; and the institutional setting of international payments.

Rationale: These two international courses were not previously included in the set of Non-Western cultures classes. Nevertheless, given the new curriculum criteria for the Global and Multicultural Awareness category, we believe the courses satisfy the criteria and should be included as an option for students to satisfy their degree requirements.

7. Department of History—New Course and Catalog Description Changes

a New Course:

POSTPONED

HIST 385 People in Nature: An Introduction to Environmental History

3c-01-3cr

Prerequisites: Sophomore standing and three credits of college history

Examines the ways in which human perceptions of nature, human manipulations of nature, and natural constraints on human activities have interacted and changed over time. Drawing material from early modern and modern Europe as well as the United States, this course will treat the effects of climate change, industrialization, agricultural crisis, deforestation, and

modern conservation and environmentalism through rotating case studies. We will examine the following comprehensive questions with each case study: How have climate, soil, biota, and other natural factors shaped human ways of making a living from the land? How have they influenced culture more generally? How has human action, in various times and places, modified natural ecosystems? How do we describe the resulting “hybrid” landscapes? How have different cultures described and analyzed nature?

Rationale: This course will be both an upper-level elective course for History and Social Studies Education majors, as well as a Liberal Studies elective in the Global Citizenship category for all undergraduates. The course content is discrete and cannot be incorporated into existing History courses.

b Catalog Description Changes:

APPROVED

Current Catalog Descriptions:	Proposed Catalog Descriptions:
HIST 401 Topics in United States History 3c-0l-3cr Prerequisites: HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to historical issues of the United States of America. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.	HIST 401 Topics in United States History 3c-0l-3cr Prerequisites: HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to historical issues of the United States of America. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.
HIST 402 Topics in European History 3c-0l-3cr Prerequisites: HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to European historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.	HIST 402 Topics in European History 3c-0l-3cr Prerequisites: HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to European historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.
HIST 403 Topics in Non-Western History 3c-0l-3cr Prerequisites: HIST 200 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to non-Western historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.	HIST 403 Topics in Non-Western History 3c-0l-3cr Prerequisites: HIST 395 and junior/senior HIST, HIST/PLAW, or SSED majors or by instructor permission An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to non-Western historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.
HIST 404 Topics in Comparative History 3c-0l-3cr Prerequisites: HIST 200 and junior/senior, HIST, HIST/PLAW, or SSED majors or by instructor permission An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to comparative historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.	HIST 404 Topics in Comparative History 3c-0l-3cr Prerequisites: HIST 395 and junior/senior, HIST, HIST/PLAW, or SSED majors or by instructor permission An upper-division course emphasizing lecture, reading, discussion, and writing on specialized topics relating to comparative historical issues. The theme varies from semester to semester according to the expertise of the faculty member teaching the course.

Rationale: The 400-level topics courses are specialized upper-division courses that require students to demonstrate a set of acquired skills. HIST 200, which had prepared students for the more demanding 400-level topics courses, is being replaced by HIST 295 and HIST 395. HIST 295 will serve as a prerequisite for HIST 395. HIST 395 will focus specifically on

teaching the fundamentals of research in history. This change should not be implemented until fall 2015.

8. Department of Political Science—Course Title Change and Catalog Description Change

APPROVED

Current Catalog Description:

PLSC 370 Introduction to Public Administration

3c-0l-3cr

Theories of organization and structural organization, personnel processes, executive functions, financial administration, the politics of administration, public relations, and problems of democratic control of bureaucracy.

Proposed Catalog Description:

PLSC 370 The Practice of Public Administration

3c-0l-3cr

Examines the environment and structure of public sector organizations, organizational theory, organizational culture, intergovernmental and intra-organizational relations, leadership and ethics, the planning, management and evaluation of programs and services, the administration of human resources, budgeting and finance, and management information. Emphasizes the integration of theory and practice through case studies and projects.

Rationale: This course for decades has served as an upper level political science elective. The proposed changes are made to address the misperception caused by the word Introduction in the old course title. Students believe the title indicates a lower level course. The proposed changes in the title and description will more accurately represent what is covered in the course as well as how it is presented. It has been offered as a dual level course. Both the graduate and undergraduate committees have been asked to approve the proposed changes.

9. Department of Biology—New Courses

i Proposed Catalog Description:

APPROVED

BIOL 107 Introduction to Forensic Biology

3c-0l-3cr

Prerequisites: Non-Biology department majors and minors only

A broad overview of basic principles underlying modern applications of biology in forensic science. The course explores the science of forensic biology, traditionally known as serology, and the broad scope of laboratory tests used to investigate crimes involving DNA, blood, and other body fluids. Focuses on the issues related to DNA fingerprinting as they apply to public or legal proceedings in the law enforcement arena. (Does not count toward Biology Electives, Controlled Electives, or Ancillary Sciences for Biology majors and minors.)

Rationale: This course is intended to satisfy the Liberal Studies Natural Science non-Lab Science requirement. It will give the student an up-to-date introduction of a particular field of forensic biology that is intended to be relevant to their everyday lives. The content of this course reflects growing recognition of the importance of biological evidence in forensic

science. It will include several topics not taught in any of the courses offered by the Biology Department.

ii Proposed Catalog Description:

APPROVED

BIOL 451 Evolutionary Biology

2c-3l-3cr

Prerequisites: BIOL 201, 203

A comprehensive survey of evolution and evolutionary biology, including the history of evolutionary theory, natural selection, microevolutionary and macroevolutionary processes, and the phylogenetic history and classification of life on earth. In laboratory, focuses on learning current methods in population-level and phylogenetic analysis, and presenting and leading peer discussions of important and current research in the field.

Rationale: This course is designed for upper division undergraduate biology majors and biology graduate students. It will replace BIOL 271 Evolution, supplementing the lecture content previously offered in BIOL 271 with a laboratory that will provide biology students with detailed hands-on instruction in the theory, methods, and application of evolutionary analysis. This course will be required for the Ecology, Conservation, and Environmental Biology Track, and will be a controlled elective available for all other biology tracks.

10. Department of Professional Studies in Education—Course Catalog Description Change

Current Catalog Description:

APPROVED

ECED 200 Introduction to Early Childhood Education

3c-0l-3cr

Prerequisite: ECED/EDEX majors only

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them.

Proposed Catalog Description:

ECED 200 Introduction to Early Childhood Education

3c-0l-3cr

Prerequisite: ECSP majors only

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them.

Rationale: All ECED and EDEX majors are now ECSP majors.

11. Department of Accounting—Revision of Minor

APPROVED

Current Minor:

Proposed Minor:

Minor—Accounting (1)

18

Minor—Accounting (1)

18

(for business majors in the ECOBIT only)

(for business majors and students majoring in: Criminology, Hospitality Management, Employment and Labor Relations, Sports Administration, Fashion Merchandising, Economics, and Computer Science)

Required Courses:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
ACCT 303	Financial System Analysis	3cr
ACCT 304	Intermediate Accounting I	3cr
Two courses from the following:		
ACCT 305	Intermediate Accounting II	3cr
ACCT 311	Cost Accounting <i>or</i>	
	ACCT 300 Managerial Accounting	3cr
ACCT 421/422	Federal Tax I/Federal Tax II	3cr/6cr
ACCT 431/432	Auditing/Forensic and Internal Auditing	3cr/6cr

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

Prescribed Liberal Studies:**Mathematics:** MATH 214 or 217**Social Science:** ECON 121**Liberal Studies Electives:** BTED/COSC/IFMG 101**Required Courses:**

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
ACCT 304	Intermediate Accounting I	3cr
ACCT 305	Intermediate Accounting II	3cr
Two courses from the following:		
ACCT 303	Financial System Analysis	3cr
ACCT 311	Cost Accounting	3cr
ACCT 401	Advanced Accounting	3cr
ACCT 421/422	Federal Tax I/Federal Tax II	3cr/6cr
ACCT 431/432	Auditing/Forensic and Internal Auditing	3cr/6cr

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

Rationale: The primary change is the removal of the statement (for Business Majors in the ECOBIT only). Since the Associate of Arts in Business Specializing in Accounting, has been placed in moratorium, there is no current program in which non-business majors can acquire the accounting foundation critical to their respective disciplines or for their own personal knowledge.

The prescribed Liberal Studies addition to the program is to assure that those non-business majors have the prerequisite knowledge for success in the accounting minor that business majors are expected to have. The old program did not include this section in the minor since these courses are required for all business majors. Lastly ACCT 303 has been removed from a required course to one of the two courses that may be chosen by the student. The accounting faculty believes that the 12 required credits should consist of the two principle courses and the two intermediate courses, which provide the framework for the upper level accounting courses.

University-Wide Graduate Committee (Senator Piper)**FOR CORRECTION:****APPROVED**

GEOG 535: Geography of Energy was erroneously listed as a course revision in the minutes of the March, 2013 meeting. The correct designation for GEOG 535 is a **new dual-level course**. The rest of the information noted in the minutes is correct.

We just wanted to remind curriculum proposers that they can access graduate curriculum tracking log on the Graduate Studies and Research website. If your course is not on the log then the gradate office has not yet received your course.

Also, last April the graduate committee has approved the graduate handbook and we have established a campus wide meeting to go over the handbook. This will describe what we are looking for in proposals. We will also answer any questions you may have for the Graduate Committee. Please let us know if you are planning on attending.

Academic Affairs Committee (Senator Dugan)

FOR ACTION:

Academic Standards Policy (Original) COMMITTEE WITHDREW THE PROPOSAL

A. Purpose: The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate students. Designated subpopulations are subject to modifications listed in Section F.

B. Definitions

1. *Academic Good Standing:* Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
2. *Probation:* Students whose CGPA falls below the 2.00 standard are on probation during the next fall, spring, or summer semester for which they are registered.
3. *Extended Probation:* Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on extended probation.
4. *Academic Recovery Plan:* Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving academic good standing.

C. Administrative Review and Enforcement of Standards

1. Each college, regional campus, and the Department of Developmental Studies will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each fall, spring, and summer semester.
 - a. Students earning a 0.00 CGPA at the end of their first semester of full-time enrollment will be dismissed from the university.
 - b. Other students falling below the 2.00 CGPA standard will be continued on probation for one semester and be required to develop and implement an Academic Recovery Plan.
 - c. Students still below the 2.00 cumulative GPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward academic good standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of

reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.

- d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.
- e. Students who regain academic good standing but again fall below the 2.00 CGPA standard in a subsequent semester are awarded another semester of probation and, where appropriate, extended probation.

D. Academic Recovery Plan: Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to academic good standing. The plan must be developed with and approved by the appropriate Academic Standards Officer.

- 1. **Analysis:** Students must identify the factors causing their unsatisfactory achievement.
- 2. **Planning:** Plans must include a schedule of minimum grades needed to achieve academic good standing.
- 3. **Commitment:** Students must commit to the changes in behavior necessary to achieve academic success. This might include changes in time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer.
- 4. **Documentation:** Each plan must include a satisfactory method of documentation. Records of attendance at classes and support services, journaling of activities supporting academic success, and conferences are potential vehicles to be considered.

E. Dismissal and Readmission

- 1. Students dismissed under this policy may not be readmitted for at least one calendar year.
- 2. Dismissed students are not eligible for enrollment in any session (including summer sessions) for at least one calendar year. After one calendar year dismissed students may enroll in summer courses, but they are cautioned against enrolling without consulting their Academic Standards Officer.
- 3. Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
 - a. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
 - b. Decisions for readmission of students in university probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, are the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision.

c. The Registrar's Office will officially change the major based on the officer's readmission letter to the student.

4. Students may be readmitted only once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy after two or more years of separation or the Fresh Start Policy after three or more years of separation.

F. Special Populations

1. Department of Developmental Studies/Act 101 Program:

Students admitted through the Department of Developmental Studies remain under the direction of the Department of Developmental Studies until reaching the 2.00 CGPA standard. Students dismissed after earning a 0.00 CGPA in their initial Department of Developmental Studies/Act 101 program may apply for readmission only to the next Department of Developmental Studies/Act 101 program.

2. Regional Campuses:

Students admitted through a regional campus must remain at that campus until reaching the 2.00 CGPA standard.

3. Part-time Students: Continuing Education and Others:

This policy will be applied on a pro-rata basis for part-time students. Students are considered to be part-time if, at the close of the drop-add period of the given semester, they are enrolled in fewer than 12 credits of classes.

Academic Standards Policy 2013 Revision

- A. Purpose: The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate students.

B. Terminology

1. *Academic Good Standing*: Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
2. *Probation*: Students whose CGPA falls below the 2.00 standard are on Probation during the next fall, spring, or summer semester for which they are registered.
3. *Extended Probation*: Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on Extended Probation.
4. *Academic Recovery Plan*: Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving Academic Good Standing.

5. *Academic Recovery Hold*: An Academic Recovery Hold is placed on the records of students who fail to submit an Academic Recovery Plan, preventing them from processing any registration transaction

C. Administrative Review and Enforcement of Standards

1. Each college, regional campus, and the Department of Developmental Studies will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each fall, spring, and summer semester.
 - a. Students earning a 0.00 CGPA at the end of their first semester of enrollment will be dismissed from the university, except for students enrolled in only one course (up to four credit hours), who may be placed on probation at the discretion of the appropriate Academic Standards Officer.
 - b. Other students falling below the 2.00 CGPA standard will be placed on probation at the end of the semester. They may continue on probation for one semester. They will be required to develop and implement an Academic Recovery Plan.
 - c. Students still below the 2.00 CGPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward Academic Good Standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.
 - d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.
 - e. Students who regain Academic Good Standing but again fall below the 2.00 CGPA standard in a subsequent semester are permitted another semester of probation and, where appropriate, extended probation.
 - f. Students who fail to establish an Academic Recovery Plan prior to the beginning of registration for the next semester will incur an Academic Recovery Hold preventing registration.
 - g. Students referred by the Office of Admissions for first year study at a regional campus may transition to the Indiana Campus upon achieving 24 credits through two regular academic terms at a 2.00 CGPA.
 - h. Students admitted through the Department of Developmental Studies remain under the direction of the Department until reaching the 2.00 CGPA standard.

- D. Academic Recovery Plan:** Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to Academic Good Standing. The plan must be developed with and approved by the appropriate Academic Standards Officer (or designee).

1. **Analysis:** Students must identify the factors contributing to their unsatisfactory achievement.
2. **Planning:** Plans must include a schedule of minimum grades needed to achieve Academic Good Standing.
3. **Commitment:** Students must commit to changes in behavior necessary to achieve academic success. This might include better time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer (or designee).
4. **Documentation:** Each plan must include an explanation of satisfactory methods of documentation. It is the student's responsibility to provide documentation supporting compliance with the agreed upon plan, if requested.

E. Readmission

1. Students dismissed under this policy may not be readmitted for at least one calendar year.
2. Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
 - a. A decision for readmission of a student in probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Academic Standards Officer of the college the student wishes to enter. If the student is seeking admission to a new college, the officer of the new college will consult with the officer of the former college before making a decision. The Registrar's Office will officially change the major based on the Academic Standards Officer's readmission letter to the student.
 - b. A decision for readmission of a student enrolled at a regional campus at the time of dismissal or voluntary withdrawal, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Academic Standards Officer of the regional campus.
 - c. A decision for readmission of a student enrolled in the Department of Developmental Studies/Act 101 at the time of dismissal or voluntary withdrawal is the responsibility of the DVST Academic Standards Officer.
3. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
4. Students may be readmitted only once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy or the Fresh Start Policy.

Rationale:

As a part of its five year review of academic policies, the Academic Committee revised the “Academic Standards Policy” in order to better represent the intent of the policy, the needs of all undergraduate populations served by the policy, and the changes in the IUP academic calendar. As a result of this review and conversations with the populations affected, changes to the policy included:

1. Cleaning up and tightening terms and definitions.
2. More accurately representing the policy’s impact on the now continuous academic year.
3. Including what was formerly known as “special populations” within the main policy because they follow the same policy.
4. Aligning the provisions of the policy for regional campus students with the provisions of transition for said students elsewhere within the policy, so that they are in agreement.
5. Clarifying that the policy is in force for any period during which there are classes, even if only one course is taken.

Minor revisions include:

1. Clarification of administrator roles and when designees are acceptable.
2. Clarification of responsibilities for students and administrators.
3. Clarification of readmission procedures after dismissal.

Research Committee (Senator Bonach)

The USRC met on May 7, 2013. At the start of the meeting it was announced that per the suggestion by the USRC, Dr. Creely checked with the A Deans and Deans regarding electronic submissions of Senate Fellowships and changing the submission dates to allow faculty more time to prepare their proposals. There was no objection by the A Deans or Dean. The USRC guidelines and website reflect these changes starting AY 13/14. The meeting was devoted to reviewing the University Senate Research Committee proposals. Overall there were 29 USRC Small Grant proposals and the decision was made to fund 24 proposals totaling \$43,855.00. The next meeting is Tuesday, September 17, 2013 at 3:15 pm in 301 Stright Hall.

- | | |
|---|----------------------------|
| • Dr. Beverly Chiarulli | • Dr. Steven Jackson |
| • Dr. Katherine Farnsworth | • Dr. Krys Kaniasty |
| • Dr. Kate Hanrahan | • Dr. Yongtaek Kim |
| • Dr. Lora Ott | • Dr. Werner Lippert |
| • Dr. Shannon Phaneuf & Dr. Jonathon Cooper | • Dr. Shijuan “Laurel” Liu |
| • Dr. Thomas Simmons | • Dr. Dante Mancini |

- Dr. Kevin Eisensmith
- Dr. Erika Davis Frenzel
- Mr. John Hepler
- Dr. Steven Hovan
- Dr. Eun Jin Hwang
- Dr. Eun Jin Hwang
- Dr. Joann Migyanka
- Dr. John Mueller
- Dr. Bharathan Narayanaswamy
- Dr. Jeffery Ritchey
- Dr. Joan Van Dyke
- Dr. Andrew Zhou

University Planning Council (UPC) (Senator Reilly)

UPC met on Tuesday Sept 3rd. There were four items on the agenda.

1. **Middle States Report**—Laura Delbrugge and Hilliary Creely gave a presentation on the Middle States Accreditation and Self Study Process. They reviewed the goals of the self-study process, the self-study participants, sub-committee chairs, the timeline for the self-study, and ways to get involved. Information is available on the following website:
<http://www.iup.edu/middlestates/>

2. **Enrollment Briefing** –Jim Begany

Sept 16th will be the freeze date. This year's enrollment is expected to be between 14,750 and 14,770. The quality of students has been maintained. Upcoming meetings with the deans will focus on setting goals on how to proceed. Lower enrollment will continue to be an issues due to the currently declining population of high school graduates. University Budget Advisory Committee (UBAC) will be working on developing a plan for a multiple year budget model rather than yearly based on this current trend.

3. **Budget Briefing** – Cornelius Wooten—items discussed can be found on pages 33 and 34.

4. **UPC Sub-committees – Structure and Charge**—Randy Martin

Work continues on the creation of subcommittees that begun at the end of the last academic year. Sub-committee c-chairs will work on soliciting members. Committee members do not have to be members of UPC. It is hoped that in the next few weeks, the subcommittees will have an opportunity to meet. Please see a list of the 12 subcommittees and their respective co-chairs starting on page 35.

**Updated Original Budget
Indiana University of Pennsylvania
Basic Budget Assumptions - FY2013-14**

1. FY2012-13 Level State Appropriation Funding with Allocation Adjustment resulting in an increase of \$321,524
2. Enrollment Projection - 14,800
3. Tuition Increase - 3.0%
4. Technology Fee Increase - 3.0%
5. Salary and Wage increases based on current CBA(s)
Non Represented Employees - (Management) - 3.0%
6. a. Benefit Increase Prior to Permanent Reductions - 8.9%*
b. Benefit Increase After Permanent Reductions - 6.2%*
7. Utility Increase - 5.0% (Less E&G share of revenue which is projected to be \$359,152)
8. The following changes were incorporated into the budget projection:
 - A. Personnel Budget based on the SAP PBM Position Control System
 - B. Assumed an 3% increase in Bad Debt expense
 - C. Increase in the Student Service Fee - Addition revenue of \$950,000
 - D. Performance Funding Expense kept at FY 2011/2012 Level
 - E. \$210,000 for additional Graduate Assistants - One Time
 - F. New item for Multi-University Enrollment Application - \$100,000 (5 year commitment)
 - G. Strategic Initiative Reserve has been used to offset the budget deficit.
 - H. Permanent elimination of Furniture Reserve for \$400,000

*Benefit rates are based on the latest PASSHE assumptions and the new Position Budget Management system.

**Indiana University of Pennsylvania
FY2013-14 Budget Projections**

	SPRING RE-BUDGET	ORIGINAL BUDGET	UPDATED ORIGINAL BUDGET *
	FY2012-13	FY2013-14	FY2013-14
FALL ENROLLMENT	15,379	15,000	14,800
NEW SOURCES			
State Appropriations	\$ 47,850,700	\$ 47,850,700	\$ 48,172,224
Performance Funding	5,130,520	4,560,978	4,560,978
Tuition and Fees	126,908,373	128,427,854	126,949,947
New Student Service Fee	3,000,000	4,000,000	3,950,000
Investment Income	1,000,000	900,000	900,000
Other Sources	953,015	995,000	995,000
TOTAL NEW SOURCES	\$ 184,842,608	\$ 186,734,532	\$ 185,528,149
NEW USES			
PERSONNEL:			
Faculty Salaries	\$ 64,219,675	\$ 66,909,709	\$ 64,744,343
Staff Salaries and Wages	33,445,359	34,859,094	33,933,179
Benefits	38,175,322	41,557,095	40,562,391
TOTAL PERSONNEL	\$ 135,840,356	\$ 143,325,898	\$ 139,239,913
OPERATING:			
Operating and Maintenance	\$ 31,747,389	\$ 29,892,980	\$ 29,451,589
Utilities	6,688,501	6,663,774	6,663,774
Graduate Assistantship Waivers	7,108,134	7,558,808	7,521,377
Debt Payments with Kovalchick	2,953,000	3,172,000	3,172,000
Divisional Net Excess Reduction Target	505,228	98,822	556,879
TOTAL OPERATING	\$ 49,002,252	\$ 47,386,384	\$ 47,365,619
TOTAL NEW USES	\$ 184,842,608	\$ 190,712,282	\$ 186,605,532
NEW SOURCES LESS NEW USES	\$ -	\$ (3,977,750)	\$ (1,077,383)
Divisional Targeted Permanent Reductions	-	3,977,750	-
Use of One-Time Funding Sources	-	-	1,077,383
NET SOURCES LESS USES	\$ -	\$ -	\$ -

* The FY2013-14 Updated Original Budget reflects the implementation of the \$3,977,750 Divisional Permanent Reductions.

UPC Subcommittee Groups

Academic Excellence	Branding	Campus Facilities Master Plan	Development	Enrollment Management
Randy Martin – co chair Randy.martin@iup.edu Edel Reilly – co chair e.reilly@iup.edu David LaPorte David.LaPorte@iup.edu Elaine Blair Elaine.blair@iup.edu	Michelle Fryling – co chair Michelle.fryling@iup.edu Bob Camp – co-chair Robert.camp@iup.edu Mark Correia Mark.correia@iup.edu	Tom Borellis – co chair w.borellis@iup.edu Todd Cunningham – co-chair Todd.cunningham@iup.edu Mike Lemasters Michael.Lemasters@iup.edu	Bill Speidel – co-chair William.speidel@iup.edu Michael Hood – co-chair Michael.hood@iup.edu	Jim Begany – co-chair James.begany@iup.edu Yaw Asamoah – co-chair Yaw.asamoah@iup.edu Mary Williams Mary.e.williams@iup.edu John Kilmarx John.Kilmarx@iup.edu Michael Husentis M.H.Husenits@iup.edu Stuart Chandler Stuart.Chandler@iup.edu Michelle Fryling Michelle.Fryling@iup.edu Parimal Bhagat Parimal.Bhagat@iup.edu
Performance Funding	Research/Scholarly Activity	Resource Management/UBAC	Social Equity/Diversity	Space Allocation
Barbe Moore – co-chair Barbara.moore@iup.edu Jack Makara – co-chair Jack.makara@iup.edu Susie Sink Susanna.sink@iup.edu Chris Kitas Chris.kitas@iup.edu Alex Heckert Alex.Heckert@iup.edu Michele Norwood Michele.Norwood@iup.edu	Tim Mack – co-chair Timothy.mack@iup.edu Deanne Snaveley – co-chair Deanne.snaveley@iup.edu Calvin Masilela Calvin.masilela@iup.edu	Cornelius Wooten – co-chair Cornelius.wooten@iup.edu Bill Balint – co-chair William.balint@iup.edu	Pablo Mendoza – co-chair Pablo.Mendoza@iup.edu Helen Kennedy – co-chair Helen.kennedy@iup.edu	John Kilmarx – co-chair John.kilmarx@iup.edu Mark Geletka – co-chair Mark.geletka@iup.edu Luis Gonzalez Luis.gonzalez@iup.edu

Strategic Planning	Student Success
Tim Moerland – co-chair Tim.moreland@iup.edu Michele Papakie – co-chair Michele.papakie@iup.edu	Rhonda Luckey – co-chair Rhonda.luckey@iup.edu Mary Williams – co-chair Mary.e.williams@iup.edu Sondra Dennison Sondra.Dennison@iup.edu Tammy Manko Tammy.Manko@iup.edu Luke Faust Luke.Faust@iup.edu Katie Farnsworth Katie.Farnsworth@iup.edu