

**MINUTES OF THE
IUP UNIVERSITY SENATE**

March 31, 2015

Chairperson LaPorte called the March 31, 2015 meeting of the University Senate to order at 3:30 PM, in Eberly Auditorium.

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

Agenda items for the March 31, 2015 meeting were **APPROVED**.

The minutes from the March 3, 2015 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

President Driscoll began by providing information regarding the budget.

- Governor Wolf had requested a 45.3 million dollar increase for the state system and also wants a tuition freeze for the future.
- There is still significant uncertainty about the final budget plan.
- The Board of Governors will decide on tuition increases at its July meeting.
- The Chancellor provided testimony to both the House and Senate budget committees. It can be found online.

Dr. Driscoll then commented on the unsponsored St. Patrick's Day celebration. Progress has been made with respect to students' behavior, but there are still considerable challenges that need to be addressed. Dr. Driscoll is proud of the students that acted in positive ways.

Dr. Driscoll congratulated the basketball team for being ranked number 2 in the nation. The behavior of the team's players and coaches was excellent both on and off the court. There will be a celebratory event possibly on the afternoon of Monday, April 6.

Dr. Driscoll spoke about the tragic passing of Cody Miller, an IUP student. Cody is a Sutton Scholar and a member of the track team. The track team held an event after his passing where they came together as a family. Additionally, IUP's student-athletes came forward to provide support to Cody's family and they took care of each other. Dr. Driscoll also expressed sympathy for the recent passing of Christina Arroyo, a staff member in the Office of International Education. Dr. Driscoll stressed the importance of looking out for each other.

Lastly, Dr. Driscoll encouraged everyone to take the campus climate survey.

Question: Senator Radell asked if it was possible to use legal means to stop recognized student groups from using IUP's logo in connection with t-shirts that promote unsponsored events such as IUPatty's Day.

- Dr. Driscoll was not aware of any recognized IUP student groups that were selling t-shirts whose content involved IUPatty's Day. If there are such groups doing this then he and the Office of Student Affairs would like to be informed about them.
- Dr. Driscoll indicated that the legal actions IUP can pursue are limited.
- Dr. Luckey described the process that recognized student groups use to get permission to sell t-shirts on-campus.

Provost's Report

Good afternoon.

There are four items I would like to bring to you for information:

- A reverse articulation agreement was signed this morning with Westmoreland County Community College. This agreement allows students to begin at WCCC and then transfer to IUP. Then coursework – primarily liberal studies, can be transferred back to WCCC allowing the student to earn their associate degree while completing their bachelors at IUP. This is a win-win for all concerned, but most importantly for students.
- There is a workshop presented by our Educational Advisory Board partners regarding student success on Friday. This workshop is hosted by Student Affairs. The focus is current trends that impact recruitment and retention.
- Midterm grades at all levels in addition to the required D/F's really make a difference and students benefit! There was a 10 % increase in posted grades each of the last two years. Data indicates that 25% of the students that receive midterm grades increase their letter grade by one level. Those without information either stay steady or drop a letter grade.
- At the next meeting of the Senate, the university strategic plan will be presented. This will be sent to the senate for adoption.

Curriculum Revisions

In response to the Senate recommendations from the March 3, 2015 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:
 - EDSP 479 – Interpreting and Critiquing Educational Research
- B. Program revisions from the following departments that will be forwarded to the Council of Trustees for final approval:
 - Chemistry minor from the department of Chemistry

- Program/departmental name change from Criminology to Criminology and Criminal Justice.
 - Educational Psychology minor from the department of Educational Psychology
 - BSED-Spanish Education from the department of Foreign Languages
- C. New post-baccalaureate certificate in Popular Music from the departments of Music and Communications Media.

From the University-Wide Graduate Committee:

- A. The following courses are approved by me and may be offered immediately:
- QBUS 450/550 – Data Science for Business
 - MKTG 531 – Business-to-Business Marketing
- B. Program revisions from the following departments that will be forwarded to the Council of Trustees for final approval:
- MA in Sociology from the department of Sociology
 - M.Ed. in Education from the department of Professional Studies in Education
 - MA and M.Ed in Counseling from the department of Counseling
 - MA and Ph.D. in Criminology from the department of Criminology
- C. New post-baccalaureate certificate of Reading Specialist from the department of Professional Studies in Education.

Chairperson's Report

The chair began by encouraging everyone to donate to the University Family Drive.

He then talked about a couple of documents that will be coming to the Senate.

- They will not be coming as motions of approval, but instead will be considered for adoption.
- The chair would like there to be a mechanism for committees that are outside the Senate to be able to bring important policies and procedures to the floor of the Senate for discussion. He believes that the motion for adoption is the appropriate parliamentary procedure.
- The Rules Committee and the Senate Parliamentarian have been asked to look into the motion for adoption.

He concluded his remarks by welcoming Dean Randy Martin to the University Senate.

Parliamentarian's Report

There was no report.

Vice Chairperson's Report

There was no report.

Rules Committee Report (Senator Korns)

Senator Korns started by discussing the Phase I elections.

- Phase I of the Senate elections has been completed.
- The completion of the elections were delayed, so as not to compete with the campus climate survey.
- The Rules Committee is reviewing the results and will notify elected senators on April 1, 2015.
- The university community will also be notified about the election results.

He then discussed the Phase II elections.

- Senator Korns will be sending reminders to senators that are not currently serving on committees about the importance of working on them. Recipients of the reminders will be asked that they become self-nominated candidates.
- A new chair and secretary will also be part of the Phase II election. Self-nominations are welcomed.

FOR INFORMATION:

Senate Bylaws Change Request

Proposal: Amend Bylaws I.D regarding asynchronous meeting to approve meeting minutes of last Senate meeting in academic year

Rationale: Updated language to complete process in a more timely fashion. This will enable minutes to typically be approved prior to May meeting of the Council of Trustees.

Current Bylaw:

- D. Following the last scheduled University Senate meeting of the year, an electronic (nonsynchronistic) meeting will be held within one week. The sole purpose of this nonsynchronistic meeting will be to approve the minutes from the previous meeting in order to forward recommendations to the Council of Trustees. The minutes will be distributed to senators via a senate listserv. Any comments, corrections, or concerns that a senator has regarding the minutes can be expressed on the listserv so that all senators will receive the posting. Five business days following the posting of the minutes, the chair of the University Senate will call for a vote and provide an electronic link where senators can vote. Votes can be made during the two business days following the chair's call for a vote. The

completion of the vote must occur prior to commencement. Once tallied, senators will be informed of the outcome via the listserv.

Proposed Bylaw:

- D. Following the last scheduled University Senate meeting of the academic year, an electronic asynchronous meeting will be held to review and approve the minutes from the previous meeting. The minutes will be distributed to senators electronically. Any comments, corrections, or concerns that a senator has regarding the minutes can be expressed electronically so that all senators will receive the posting. At least two business days following the posting of the minutes, the chair of the University Senate will call for a vote and provide an electronic link where senators can vote. At least one business day will be provided for senators to vote to approve or not approve the meeting minutes. Once tallied, senators and other interested entities will be informed of the outcome.

The next meeting will be on Tuesday, April 7 at 3:30 PM in Room 6 of Keith Hall.

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR INFORMATION:

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

Note that the provost is the final signature on these proposals.

- **HIST 198 Explorations in Global History**
- **SAFE 100 The Science of Living Safely**
- **INDS 370 History of Interior Design and Architecture I**
- **THTR/ENGL 347 Playwriting**

FOR ACTION:

1. Corrections from previous Agendas

APPROVED

a. Current Approved Catalog Description:

HPED 175 Prevention and Care of Injuries to the Physically Active **2c-01-2cr**

Prerequisites: Health and physical education, physical education and sport, Coaching minors

Presents general information related to the prevention, recognition, and care of both acute and chronic injuries common to participants of physical activity/fitness, and athletics. Includes prevention techniques, the classification and staging of injury conditions, and basic evaluation techniques, as well as emergency management and follow-up care procedures.

Proposed Catalog Description:

HPED 175 Prevention and Care of Injuries to the Physically Active 2c-01-2cr

Prerequisites: Health and physical education, physical education and sport, Coaching Certificate students

Presents general information related to the prevention, recognition, and care of both acute and chronic injuries common to participants of physical activity/fitness, and athletics. Includes prevention techniques, the classification and staging of injury conditions, and basic evaluation techniques, as well as emergency management and follow-up care procedures.

Rationale: The current approved description was approved at the October Senate meeting. Initially the department proposed a Coaching Minor but after discussion with UWUCC it became a Coaching Certificate.

b. Current Approved Catalog Description:

HPED 375 Physiological Basis of Strength 3c-01-3cr

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

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

Proposed Catalog Description:

HPED 375 Physiological Basis of Strength 3c-01-3cr

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

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

Rationale: An attempt was made in December to correct the prerequisite for this course, but what was submitted was incorrect. Above is the corrected revised prerequisite.

c. Geoscience Program Revisions

<p>Energy Resources Track: Two of the following: GEOS 302, 323, 324 Two of the following: GEOS 330, 352, 355, GEOS 362</p>	<p>Energy Resources Track: Two of the following: GEOS 302, 323, 324 Two of the following: GEOS 352, 353, 355, GEOS 362</p>
<p>Geology Track: Two of the following: GEOS 302, 345, 362 Two of the following:</p>	<p>Geology Track: Two of the following: GEOS 302, 345, 362 Two of the following:</p>

GEOS 330, 352, 354, 355	GEOS 352, 353 , 354, 355
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Rationale: In the December Senate agenda the incorrect number was used for Paleontology. It is GEOS 353 not 330.

2. Department of Communications Media—New Course **APPROVED**

COMM 407 Television Feature Production **3c-0l-3cr**

Prerequisite: COMM 351

Designed to teach students the creative and technical elements necessary to produce feature programming for television. Combines theory and practice, with an emphasis on practice. Provides knowledge and skills on video capture, audio pick-up and mixing, and lighting design for field production and in-studio production. Produces feature stories for television, which includes filming on and off campus, script writing, interviewing and editing as practiced at an international level.

Rationale: To provide a well- rounded skills on television production that includes interviewing, scriptwriting, filming and producing feature stories. The television feature production class serves the college and university by providing additional programs for IUP television. Students who are enrolled in this class will learn to write, edit, shoot and produce stories that happened on the IUP campus, as well as the Indiana community. The class will help create awareness on information and activities that connect the university and the community. This class would also be a good tool to market the university.

3. Department of Music—New Courses **APPROVED**

a. MUHI 333 History of Popular Music Since 1945 **3c-0l-3cr**

Survey of the musical figures, styles, and cultures of popular music in the U.S. and the U.K. since 1945.

Rationale: This course is part of the recently approved Certificate in Popular Music Studies, a joint program of the Music and Communications Media departments. While the primary audience for the course would be students in that program, the course has also been approved as a Liberal Studies Elective in the Global Citizenship category, which would make the course useful to all undergraduates. While existing Music History courses such as MUHI 101 Introduction to Music and MUHI 302 Music History II cover some of the concepts in the proposed course, they also cover classical and world music, leaving insufficient time for a full treatment of popular music.

b. MUSC 420 Professional Practices in Music **2c-0l-2cr**

Prerequisite: Junior standing

Provides an overview of skills needed to be a successful, versatile, and employable musician in the 21st century. Includes curriculum vitae preparation, self-promotion and marketing, finding and creating opportunities, communication skills, grant-writing and resource acquisition, and developing a professional network. Designed primarily for music majors and will be taught in a seminar format with guest lectures.

Rationale: This course is one of the controlled electives for music students electing the Entrepreneurship in Fine Arts minor. This course is not intended to be a Liberal Studies course. The Department of Music does not have any courses at all that cover the area of music business, industry, or professional practices so this content cannot be covered in any existing course. This course does not require changes in any other course in the department. A program revision of the minor in Entrepreneurship in Fine Arts will include this new course among the controlled electives.

4. Department of Human Development and Environmental Studies—Program Revision **APPROVED**

Current Program:

Bachelor of Science in Education—K-12 Family and Consumer Sciences Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 151
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 6cr, FCSE 315, MATH 152, no courses with FCSE prefix

College: 34

Preprofessional Education Sequence:
 COMM 103 Digital Instructional Technology 3cr
 EDSP102 Educational Psychology 3cr
Professional Education Sequence:
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr
 EDEX 323 Instruction of English Language to Special Needs Learners 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
 FCSE 350 Teaching Family Life Education 3cr
 FCSE 450 Teaching Vocational and Family Consumer Science Education 3cr

Major: 34

Required Courses:
 CDFR 218 Child Development 3cr
 CDFR 224 Marriage and Family Relations 3cr
 CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices 3cr
 FCSE 101 Personal and Family Management 3cr
 FDNT 150 Foods 3cr

Proposed Program:

Bachelor of Science in Education—K-12 Family and Consumer Sciences Education (*)

Liberal Studies: As outlined in Liberal Studies section with the 47 following specifications: **47**
Mathematics: MATH 151
Natural Science: CHEM 101-102
Social Science: PSYC 101, SOC 151
Liberal Studies Electives: 6cr, CDFR 218, MATH 152, no courses with FCSE prefix

College: 34

Preprofessional Education Sequence:
 COMM 103 Digital Instructional Technology 3cr
 EDSP102 Educational Psychology 3cr
Professional Education Sequence:
 EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr
 EDEX 323 Instruction of English Language to Special Needs Learners 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
 FCSE 350 Teaching Family Life Education 3cr
 FCSE 450 Teaching Vocational and Family Consumer Science Education 3cr

Major: 34

Required Courses:
 CDFR 224 Marriage and Family Relations 3cr
 CDFR 321 Preschool Education: Play and Developmentally Appropriate Practices 3cr
 FCSE 101 Personal and Family Management 3cr
 FCSE 312 Housing and Culture 3cr

FDNT 151	Foods Laboratory	1cr	FCSE 315	Consumer Economics and Family Finance	3cr
FDNT 212	Nutrition	3cr	FDNT 150	Foods	3cr
FSMR 112	Fundamentals of Clothing Construction	3cr	FDNT 151	Foods Laboratory	1cr
FSMR 314	Textiles	3cr	FDNT 212	Nutrition	3cr
INDS 312	Housing and Culture	3cr	FSMR 112	Fundamentals of Clothing Construction	3cr
			FSMR 314	Textiles	3cr
Controlled Electives:			Controlled Electives:		
Two courses from the following: FSMR 180, 252, 434; CDFR 323, 325, 427, 429, 463; FDNT 213, 245; HRIM 130, 313 (1); HPED 450; INDS 105, 205			Two courses from the following: FSMR 180, 252, 434; CDFR 323, 411, 425, 427, 429; FDNT 213, 245; HOSP 130, 313 (1); HPED 450; INDS 105, 205		
Free Electives:			Free Electives:		
			5		
(#) Total Degree Requirements:			(#) Total Degree Requirements:		
120			120		
(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.			(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.		
(1) Must take the prerequisite HRIM 130.			(1) Must take the prerequisites HOSP 130, 150, and have instructor permission.		
(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on requirements for Graduation.			(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.		

Rationale: Liberal studies electives cannot include courses in the major. CNSV 315 was changed to FCSE 315 and cannot be used as a liberal studies elective by FCSE majors. CDFR 218 meets the liberal studies elective guidelines and is now required for FCSE students. INDS 312 prefix was changed to FCSE, but this was not reflected in the undergraduate catalog description. CDFR 325 changed to CDFR 425. CDFR 463 changed to CDFR 411. HRIM also changed its prefix to HOSP. Footnote one has been updated. Omitted additional requirements in previous controlled elective requirements note.

5. Department of Theater and Dance—New Courses, Program Revision **APPROVED**

a. New Courses:

THTR 231 Improvisation and Creativity **3c-0l-3cr**

Prerequisite: THTR 140 or consent of instructor

Introduces short- and long-form improvisation techniques and scene practice. Explores an overview of improvisatory styles and practitioners. Analyzes how social mores, world events, and prevailing attitudes shaped and continue to shape the world of improvisational theater throughout theater history. Studies and practice culminate in final improvisation performance project.

Rationale: This course is designed for majors in the BA in Theater Program. This course offering is being created as part of a strategic review of the Department’s Curriculum. There are currently no other courses in the department curriculum designed specifically for majors to gain a comprehensive knowledge of improvisation.

THTR 361 The Performance of Caring **3c-0l-3cr**

Prerequisite: Priority enrollment for Nursing and Allied Health Majors, or by permission of instructor

Using acting skills to engender healing relationships. A creative, empathetic and practical approach to preparing future healthcare professionals with enhanced skills in the art of establishing and building patient and colleague relationships. Content in the course will be delivered, and student learning will be facilitated, through the use of approaches common to the training of performing artists.

Rationale: This course has been successfully offered for the last three semesters as a Special Topics course. The students who have taken the course perform better in the Nursing Simulation lab and report feeling both more confident and more competent during interactions with patients. The IUP Department of Nursing and Allied Health recommends that the course continue to be offered. It supports the ongoing interdisciplinary collaboration between the Department of Theater and Dance and the Department of Nursing and Allied Health.

b. Program Revision

Bachelor of Arts--Theater

Bachelor of Arts—Theater

Theater Electives in Concentration Areas:

Theater Electives in Concentration Areas:

Performance Area

THTR 130 Stage Voice or THTR 131
Stage Movement

THTR 240 Acting I

THTR 340 Acting II

Electives: Select one course from the following:

DANC 485 Dance Studio

THTR 341 Acting Styles

THTR 342 Acting Shakespeare

THTR 350 Directing

THTR 487 Acting Studio

3cr

3cr

3cr

3cr

3cr

3cr

3cr

3cr

Performance Area

THTR 130 Stage Voice or THTR 131
Stage Movement

THTR 240 Acting I

THTR 340 Acting II

Electives: Select one course from the following:

DANC 485 Dance Studio

THTR 231 Improvisation and Creativity

THTR 341 Acting Styles

THTR 342 Acting Shakespeare

THTR 350 Directing

THTR 487 Acting Studio

3cr

3cr

3cr

3cr

3cr

3cr

3cr

3cr

Rationale: The Department believes that skill in improvisation is a necessary tool for the theater major taking a performance concentration. Performance is highly dependent upon the ability to improvise in the moment, both within the parameters of a scripted production and in terms of creating theater. One of the objectives of the Department is to prepare students to create their own work opportunities in the field, and improvisation is a viable path that leads to such creation. Further, improvisatory skills are useful in myriad presentational, business, and interpersonal situations.

6. Departments of Professional Studies in Education and Communication Disorders, Special Education, and Disability Services—Program Revision APPROVED

Current Program:

Proposed Program:

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

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 (3 of 4 required)
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 110 Introduction to Special Needs PreK to Grade 8 3cr

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

43.5 Liberal Studies: As outlined in Liberal Studies section with the following specifications: **43.5**
Humanities: HIST 196
Mathematics: MATH 151
Natural Science: SCI 101, 102, 103, 104 (3 of 4 required)
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 (early childhood) 1cr
 EDUC 342 Pre-student Teaching Clinical Experience II (special education) 1cr
 EDUC 442 School Law 1cr
 EDUC 461 Student Teaching 6cr
 EDUC 471 Student Teaching 6cr

63

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
 EDEX 110 Introduction to Special Needs PreK to Grade 8 3cr
 EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool

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 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 323	Instruction of English Language Learners with Special Needs	2cr	EDEX 424	Strategic Assessment and Instruction in Expository Text	3cr
EDEX 424	Strategic Assessment and Instruction in Expository Text	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	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			
Total Degree Requirements:		128.5	Total Degree Requirements:		129.5

(*) 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 in the Teacher Certification.

(*) 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 in the Teacher Certification.

Rationale: Upon reflective analysis of our rubric data, with the focus toward on-going program improvement and feedback from our accrediting agencies NAEYC and CEC; we need to provide additional field experience for our students with a wider range and more depth in our program sequence. We are proposing to 1) add a second Preprofessional II experience, 2) increase credits for each student teaching placement, and 3) delete the professional seminar ECSP 440. This will increase the focus on a variety of early childhood and special education experiences.

7. Department of Developmental Studies—New Course

APPROVED

DVST 200 Academic Transition Seminar

1c-0l-1cr

Prerequisite: Recommended for students from regional campuses

Designed to acclimate the student to the curricular and co-curricular experience of the main campus of IUP. The course will emphasize campus systems and resources, the application of theories of change as related to transition, and major and career planning as lifelong learners. Recommended for transfer students, particularly targeting students moving from a satellite campus to the Indiana campus.

Rationale: Current research suggests an emerging category of developmental student – students in transition, that is, students moving from a smaller satellite or regional campus to a larger main campus, as well as students transferring from another institution (Clausen 2014; D’Amico, Dika, Elling, Algozzine, & Ginn 2014; Jefferson, Steadman, & Laier 2014). The proposed course will specifically address the process of change and transition as students relocate to IUP’s Indiana campus from the two satellite campuses, Punxsutawney and Northpointe. The proposed course is not for students new to college; instead, it is for students transitioning from their first-year to their second or sophomore year at IUP.

8. Department of Political Science—Revision of Minors

APPROVED

<p>a. Current Program:</p> <p>Minor--Political Science 18</p> <p>Required Courses: PLSC 101 World Politics 3cr PLSC 111 Power and Democracy in America 3cr</p> <p>Controlled Electives: Four additional PLSC courses, at least one of which must be 300 level or higher 12cr</p>	<p>Proposed Program:</p> <p>Minor--Political Science 18</p> <p>Required Courses: PLSC 101 World Politics 3cr PLSC 111 Power and Democracy in America 3cr</p> <p>Controlled Electives: Four additional PLSC courses, at least two of which must be 300 level or higher 12cr</p>
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<p>b. Current Program:</p> <p>Minor—International Studies 18</p> <p>Required Courses: PLSC 101 World Politics 3cr</p> <p>Controlled Electives: Five additional PLSC courses (15cr) from the following: 15cr PLSC 280, 282, 283, 285, 383, 384, 387, 388, 389, 422, 465</p>	<p>Proposed Program:</p> <p>Minor—International Studies 18</p> <p>Required Courses: PLSC 101 World Politics 3cr</p> <p>Controlled Electives: Five additional PLSC courses (15cr) from the following, at least two of which must be 300 level or higher: 15cr PLSC 280, 282, 283, 285, 383, 384, 387, 388, 389, 422, 465</p>
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Rationale: To comply with the new PASSHE guidelines.

9. Department of Journalism—Department Name Change and Program Catalog Description Change APPROVED

Current Catalog Description:

Department of Journalism

Students interested in a career in news, public relations, magazines, advertising, visual journalism, online journalism, social media, and marketing, should enjoy this innovative and flexible program. The journalism major combines journalism elective courses, the student’s choice of a variety of courses from other university departments, plus internships that provide on-the-job experience.

The IUP journalism major is flexible for the individual student, who decides, with an advisor, what directions his or her education will take for a mass communications career.

A student wishing to enter the program becomes a journalism major in the College of Humanities and Social Sciences. Then, the student chooses an individual program, in consultation with his/her advisor, within a large group of elective journalism courses, plus a much larger group of courses from various other areas of the university. A student who completes the major graduates with a BA degree in journalism. Because journalism itself covers all areas of life, the journalism major covers many areas of study preparation. With six required courses, the student is free to mold the program to his/her own special interests through both major and free electives.

The journalism major will use journalism courses to fulfill the minimum of 34 credits required for the major. All journalism majors, including dual majors, must complete the

intermediate-level of a foreign language.

The department offers an 18-credit minor designed to complement any major. Three 3-credit courses are required: JRNL 102, 105, and 120. The remaining 9 credits may be taken from the following list of journalism Major courses: JRNL 126, 243, 250, 301, 337, 344, 347, 375, and designated special topics courses. Internship credits do not apply toward the 18-credit minor; however, a student in the minor program may take an internship and apply the credits as free electives.

Proposed Catalog Description:

Department of Journalism and Public Relations

A bachelor of arts degree in journalism and public relations at IUP prepares students to thrive in a wide variety of career fields, such as: news media, public relations, entertainment, magazines, advertising, visual journalism, online journalism, web design, marketing and social media.

In addition to these traditional, journalistic career fields, you will find our graduates combining their outstanding communication skills with other fields about which they are passionate, and landing jobs in hospitals, hotels, politics, advocacy, sports and planning, just to name a few, where strategic communication is essential.

This major's curriculum is flexible enough to allow students to pick up a second major, or a minor or two, and still graduate within four years. This is how our majors differentiate themselves in the workforce.

With six required courses (18 credits), students are empowered to individualize their degrees specifically in line with their interests and passions. Students choose six more major electives (18 additional credits), out of the 24 (72 credits) the department offers, to complete the major requirements.

Students in the College of Humanities and Social Sciences are also required to reach the intermediate level of a foreign language, which typically translates to three semesters (12 credits) of the student's choice of a foreign language. This requirement also makes our graduates more marketable.

For students who choose to major in something else at IUP, the department of journalism and public relations offers an 18-credit minor that complements any major.

Our many successful alumni of this program, scattered throughout a plethora of fields across the world, provide internships, which are plentiful and strongly encouraged. In fact, these experiences often lead to job opportunities. Employers know, if you can communicate, you can succeed.

Students who choose to study journalism and public relations at IUP graduate as accomplished communicators. Study with us, and you will learn to change the world with

your words.

Rationale: The IUP journalism department has aggressively evolved with the discipline and the many career fields it feeds for at least the past five years, and the word “journalism,” alone, no longer adequately encompasses the education we are providing. We hear parents at many Academic Expos and other similar forums telling their children that “there are no jobs in journalism” or “journalism is dying.”

Journalism is not dying. The advent of the internet, blogs, social media and a 24-hour news cycle – to name just a few threats/opportunities – has drastically changed the way we gather and distribute the news. It has also drastically changed how public relations practitioners function as well. We are struggling to develop a new business model in the field. The United States will always need strong journalists to be the watchdogs of our democracy. We are living what history will likely call “a tumultuous time in the field.” But, journalism has experienced turmoil at every juncture of new and emerging technology – the telegraph, radio, television, etc. Today is no different. We will adapt, settle into our new model and prosper.

By changing our department name to Journalism and Public Relations, we believe we can better position ourselves among the competition, more accurately reflect and communicate our offerings, and appeal to a broader audience of parents, potential students and employers. The IUP Journalism Department has been considering a name change for some time. After much research and discussion, the faculty submitted suggestions and ultimately voted to change the department’s name to the department of journalism and public relations.

10. Department of Biology—Course Revision

APPROVED

Current Catalog Description:

BIOL 115 Biotic Diversity of North America

3c-01-3cr

Prerequisite: Non-biology majors/minors only

An introduction to the biological diversity of North America from Barrow, Alaska, to Tehuantepec, Mexico. All major aquatic and terrestrial biomes occurring in North America are examined with regard to plant forms, animal composition, and environmental (abiotic) conditions.

Proposed Catalog Description:

BIOL 115 Biotic Diversity of North America

3c-01-3cr

Prerequisite: Non-biology majors/minors only

An introduction to the biological diversity of North America from Barrow, Alaska, to Tehuantepec, Mexico. All major aquatic and terrestrial biomes occurring in North America are examined with regard to plant forms, animal composition, and environmental (abiotic) conditions.

Rationale: This revision is being done to meet Liberal Studies requirements for the new curriculum. These changes will allow students to take this course as a Liberal Studies

elective (Non-lab Science).

11. Department of Nursing and Allied Health Professions—Program Revision

APPROVED

Current Program:	Proposed Program:
Bachelor of Science—Respiratory Care/Certified Respiratory Therapist Track	Bachelor of Science—Respiratory Care/Certified Respiratory Therapist Track
(1) Students in this track are exempt from the 100- and 300-level courses in the Respiratory Care program and will receive 33cr via articulation. (2) RESP 400-level courses are completed at Western Pennsylvania Hospital School of Respiratory Care in Pittsburgh.	(1) Students in this track may be exempt from the 100- and 300-level courses in the Respiratory Care program and may receive 33cr via articulation. (2) RESP 400-level courses are completed at Western Pennsylvania Hospital School of Respiratory Care in Pittsburgh.

Rationale: Students may be exempt from the 100 and 300 level courses depending on respiratory care clinical experience and work experience. If they do not have a work history, or minimal experience, they may need to take some or all of the 300 level courses.

12. Department of Foreign Languages—Program Catalog Description Changes and Course Deletions and a Course Revision

APPROVED

a. Program Catalog Description Changes:

i. French Current Catalog Description:

IUP Course Credit for Acquired Proficiency

Incoming students may receive course credit for their oral proficiency levels in French through the American Council on Education (ACE) Credit Recommendation Service and Language Testing International (LTI), the assessment agency for the American Council on the Teaching of Foreign Languages (ACTFL). Students who have taken an ACTFL Oral Proficiency Interview (OPI) through LTI, received a proficiency rating by LTI, and received credit recommendation by ACE may receive the following course credits in French at IUP.

ACTFL Oral Proficiency Ratings (rated by LTI)	ACE Credit Recommendations	IUP French Course Equivalencies
Intermediate-Mid	4 Lower Division credits	Either FRNC 102 or 201, depending on placement on departmental written exam
Intermediate-High/Advanced Low	8 Lower Division credits	FRNC 102 and 201
Advanced-Mid or higher	10 Lower Division credits	FRNC 201, 220 and approved conversation elective

To begin the process, students must contact LTI by e-mail (testing@languagetesting.com) to request an ACE College Credit Recommendation by OPI Examination information package and application. There is a fee for the OPI and an ACE application fee to be paid by the candidate.

Proposed French Catalog Description:

Incoming students may receive course credit for their oral proficiency levels in French through the American Council on Education (ACE) Credit Recommendation Service and Language Testing International (LTI), the assessment agency for the American Council on the Teaching of Foreign Languages (ACTFL). Students who have taken an ACTFL Oral Proficiency Interview (OPI) through LTI, received a proficiency rating by LTI, and received credit recommendation by ACE may receive the following course credits in French at IUP.

ACTFL Oral Proficiency Ratings (rated by LTI)	ACE Credit Recommendations	IUP French Course Equivalencies
Intermediate-Mid	4 Lower Division credits	Either FRNC 102 or 201, depending on placement on departmental written exam
Intermediate-High/Advanced Low	8 Lower Division credits	FRNC 201 and 220
Advanced-Mid or higher	10 Lower Division credits	FRNC 201, 220 and approved conversation elective

To begin the process, students must contact LTI by e-mail (testing@languagetesting.com) to request an ACE College Credit Recommendation by OPI Examination information package and application. There is a fee for the OPI and an ACE application fee to be paid by the candidate.

Rationale: Some of the courses mentioned in the current catalog description are being deleted, necessitating the revision of the course equivalencies.

ii. Addition to Catalog Description:

German

Incoming students may receive course credit for their oral proficiency levels in German through the American Council on Education (ACE) Credit Recommendation Service and Language Testing International (LTI), the assessment agency for the American Council on the Teaching of Foreign Languages (ACTFL). Students who have taken an ACTFL Oral Proficiency Interview (OPI) through LTI, received a proficiency rating by LTI, and received credit recommendation by ACE may receive the following course credits in German at IUP.

ACTFL Oral Proficiency Ratings (rated by LTI)	ACE Credit Recommendations	IUP German Course Equivalencies
Intermediate-Mid	4 Lower Division credits	Either GRMN 102 or 201, depending on placement on departmental written exam
Intermediate-High/Advanced Low	8 Lower Division credits	GRMN 201 and 220
Advanced-Mid or higher	10 Lower Division credits	GRMN 201, 220, and approved conversation elective

To begin the process, students must contact LTI by e-mail (testing@languagetesting.com) to request an ACE College Credit Recommendation by OPI Examination information package and application. There is a fee for the OPI and an ACE application fee to be paid by the candidate.

Rationale: This is a new policy for giving students credit for their language proficiency. Similar policies exist for Spanish and French.

b. Course Catalog Description Change

Current Catalog Description:

GRMN 372 Childhood Enchantment: The Fairy Tale in German Culture and Literature **3c-01-3cr**

Prerequisite: GRMN 252 or instructor permission

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

Proposed Catalog Description:

GRMN 372 Childhood Enchantment: The Fairy Tale in German Culture and Literature **3c-01-3cr**

Prerequisite: GRMN 201 or instructor permission

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

Rationale: The original prerequisite GRMN 252 has been deleted because it was replaced by GRMN 201.

c. Course Deletions:

FRNC 202 Intermediate French II	3c-01-3cr
FRNC 331 Intermediate French Conversation	3c-01-3cr
FRNC 341 French Grammar	3c-01-3cr

FRNC 353 Intermediate French Composition	3c-01-3cr
FRNC 373 French Civilization	3c-01-3cr
GRMN 151 German I	3c-01-3cr
GRMN 152 German II	3c-01-3cr
GRMN 253 Intermediate Composition and Conversation	3c-01-3cr

Rationale: FRNC 202 Intermediate French II (3cr) has been replaced by FRNC 201 Intermediate French (4cr); FRNC 331 Intermediate French Conversation has been replaced by FRNC 220 Intermediate French Conversation; FRNC 341 French Grammar has been replaced by FRNC 230 Intermediate French Composition and Grammar; FRNC 353 Intermediate French Composition has been replaced by FRNC 230 Intermediate French Composition and Grammar; FRNC 373 French Civilization no longer fits into the new minor. GRMN 151 German I (3cr) has been replaced by GRMN 101 Elementary German I (4cr); GRMN 152 German II (3cr) has been replaced by GRMN 102 Elementary German II (4cr); GRMN 253 Intermediate Composition and Conversation has been replaced by GRMN 230 Intermediate German Composition. Deleting these old courses will free up the numbers to be used for future new course development, if needed.

13. Department of Anthropology—New Course

APPROVED

ANTH 310 Voyages of Discovery

3c-01-3cr

Focuses on human diasporas through key explorations and explorers, spanning the period from 40,000 years ago to the late 19th century and touching on every inhabited continent. Through these voyages of discovery, it addresses the diffusion of ideas, the migration of peoples, technological development and its role in culture change, and the historical and cultural circumstances involved in geographic expansion. Cultures from across the globe and throughout time will be discussed in terms of their expansion and their responses to the expansion of other cultures. Discusses the historical roots of globalism and its archaeologically visible results.

Rationale: This course is designed as a Liberal Studies Elective. No existing course at IUP focuses on the topic of culture contact through voyages of exploration. The topic of culture contact is addressed ANTH 110 Contemporary Anthropology and ANTH 211 Cultural Anthropology and early human diasporas (e.g. the initial populating of the earth) are discussed in ANTH 213 World Archaeology and ANTH 222 Biological Anthropology, they do so only as one of many topics that such introductory courses must cover.

14. Liberal Studies Committee and UWUCC approved the above courses in the following Categories (JRNL 375 was approved at the November Senate Meeting): **APPROVED**

- **BIOL 115 Biotic Diversity of North America was approved as a Liberal Studies Natural Science course in the Non-Lab Science category.**
- **MUHI 333 History of Popular Music Since 1945 was approved as a Liberal Studies Elective in the Global Citizenship category.**

- **ANTH 310 Voyages of Discovery** was approved as a **Liberal Studies Elective in the Global Citizenship category and as a Global and Multicultural Awareness Course.**
- **JRNL 375 World News Coverage** was approved as a **Liberal Studies Elective in the Information Literacy category and as a Global and Multicultural Awareness Course.**

University Wide Graduate Committee (Senator Piper)

FOR CORRECTION:

HPED 515 was incorrectly listed as being offered for 2 credits on the November, 2014 agenda. The course will be offered for 3 credits.

Corrected proposed catalog description is as follows:

Proposed Catalog Description:

HPED 515 Lifestyle Behavior Management for Physical Activity 3 credits

Examines a variety of strategies necessary to modify health behavior with an emphasis on physical activity. Focus is placed on development of skills necessary to work with clients/patients in group leadership and group-process activities in order to assess and assist with behavior change for both the apparently healthy and those with multi-faceted chronic disease as it relates to physical activity.

Prerequisites: Graduate standing

FOR ACTION:

1) Variability of Delivery

APPROVED

Program Title: Employment and Labor Relations and Health Services Administration

Department: Employment and Labor Relations and Nursing and Allied Health Professions

Catalog Start Date: Summer, 2015

Brief summary:

The Master of Science in Health Services Administration degree will consist of 36 credits. The Department of Nursing and Allied Health Professions will offer 18 credits, the Department of Employment and Labor Relations will offer 15, and students would also choose one 3-credit elective from IUP courses that are appropriate for their needs

and interests and meet the program objectives. Courses offered by the Employment and Labor Relations, Sociology, and Psychology departments might be of particular interest to students for this elective. Students that anticipate continuing their education in a doctoral program could choose to complete a thesis instead of an elective course. The thesis would require 6 credit hours, bringing their degree total to 39 credits. These requirements meet the minimum master's degree requirements of the School of Graduate Studies and Research.

Rationale for change:

The program is being revised to allow students from Monroeville and Northpointe to enroll as full-time students to each program. Currently the programs at Northpointe and Monroeville are listed as part-time programs. With the Departments new video conference technology, it is now possible for students at Monroeville, Northpointe and all other off-campus admitted students to access any class the Department is offering. Therefore these students can now enroll full-time into both programs.

2) **New Course**

APPROVED

Department: Educational Psychology

Course: EDSP 789

Catalog Start Date: Summer, 2015

Catalog Description:

Advanced Psychometric Theory

3 credits

The purpose of this course is to help students obtain knowledge and understanding of the components of psychometric theory and to develop analysis, synthesis, and evaluation skills which will allow them to deal with existing instruments, refine existing measurement instruments, and develop new instruments.

Prerequisites: None

3) **COURSE REVISION-** Catalog Description Change

APPROVED

Department: Communication Disorders, Special Education, and Disability Services

Course: EDEX 785

Couse Title: Practicum and Internship (severe)

Catalog Start Date: Summer, 2015

Rationale for Proposed Changes

- Dr. Beatrice Fennimore
- Dr. Ben Ford
- Dr. Rajendar Garg
- Mr. Nathan Heuer
- Dr. R. Scott Moore
- Dr. Lilia Savova
- Dr. Teresa Shellenbarger
- Dr. Yaya Sissoko
- Dr. Marissa McClure Sweeny

Senator Bonach provided information about the upcoming Research Appreciation Week.

Student Affairs Committee (Senator Stocker)

FOR INFORMATION:

Mr. Frank Trenney, the head athletic trainer at IUP spoke at the March 17, 2015 meeting. He shared that the Pennsylvania State Athletic Conference (PSAC) has made a push to create a Concussed Student Athlete Academic Plan based on the concerns about what accommodations were being made for concussed athletes in the classroom. Mr. Trenney outlined the educational components that are shared with coaches and athletes on an annual basis. Other annual activities include (from a provided handout):

- “University Faculty and Staff will be presented educational materials regarding cerebral concussion etiology, symptoms, and effect on academic performance (PSAC Concussion Sheet, NCAA Concussion Video Link). IUP will coordinate this communication through the Faculty Athletics Representative.
- IUP student-athletes, coaches, and athletic administration will be presented information regarding cerebral concussion etiology, symptoms, and effects on academic performance and activities of daily living.
- Student-athletes will be provided the choice on The IUP Division of Sports Medicine’s ‘Student-Athlete Authorization/Consent for Disclosure of Protected Health Information (PHI)’ form to allow their PHI to be released to current professors in situations where this knowledge may assist in academic issues.”

Mr. Trenney further explained the Protected Health Information portion to those present as it relates to the faculty role on campus. Also shared during this presentation were the various

levels of assistance that can be provided to student-athletes. This discussion included an example of the following:

- Concussed Student-Athlete: Professor/Faculty Notification Form
- Athletic Clearance/Restriction Form
- Concussion School/Sports Excuse (from the Center for Orthopedic & Sports Medicine)
- Information sheet from the Disability Support Services Office at IUP.

Mr. Trenney also shared the philosophy that student athletes should be able to participate in the classroom before being back “on the field” in relation to accommodations.

The next meeting will be on April 7 at 3:30 in Stabley 101.

University Development and Finance Committee (Senator Wick)

The next meeting will be April 7 at 3:30 in Stabley 302.

Academic Affairs Committee (Senator Dugan)

FOR ACTION:

APPROVED

CURRENT VERSION:

Internship/Cooperative Education

Students may apply for an internship if they have completed 60 credits and have at least a 2.0 GPA. Internship sites are normally located within a 500- mile radius of the campus. Overseas placements are located near an IUP center. Internships are available in state and federal offices; businesses at the local, state, and national level; state-related agencies; corporations; and foundations.

Students may apply for a co-op if they have completed 30 credits and have at least a 2.0 GPA. Two experiences are required. Sites are national and international. Placements parallel those of the internship program.

Because internships are viewed as an integral part of the student’s academic program, students who are interested in specific internship programs should consult with the internship advisor in the department of their major. A maximum of 12 credits is applicable to an undergraduate degree program from any combination of co-op and internship experiences.

Credit/Exemption Examinations

There are a variety of examinations through which students may earn college credit or exemptions. Courses for which credits or exemptions are awarded by examination will not be used in the determination of grade point averages.

When a student receives credit for a course by examination, the credit will be applied to graduation requirements just as though the course had been taken. A student who passes an exemption examination will be exempt from taking that course in his/her academic program. If a student is granted exemption only (no credits) from a course, he/she may need to take another course to fulfill degree requirements.

Advanced Placement Examinations

Courses taken by students before college admission under the Advanced Placement Program of the College Entrance Examination Board may be recognized by the award of college credit. Those who earn a score of 3, 4, or

5 in the Advanced Placement Examination may be granted credit toward the number of credits required for graduation.

CLEP Examinations

Students who have had other opportunities for instruction or who have advanced in a given field may gain credit for a course through the College Level Examination Program (CLEP) offered by the University Testing Services.

International Baccalaureate Examinations

Courses taken by students before college admission under the International Baccalaureate Program may be recognized by the award of college credit. Those who take and pass the Higher Level examination with a 4 or higher may be granted credit toward the number of credits required for graduation.

Departmental Examinations

In some departments, students have an opportunity to gain exemption or credit through successful completion of comprehensive examinations by requesting from the academic department an exam as a substitute for completing all the usual requirements of the course.

Prior Learning/Portfolio Assessment

Prior Learning Assessment Programs

IUP offers several methods for earning university credit for college-level learning gained through work and life experience. Through the Office of Adult and Continuing Education, the College Level Examination Program (CLEP) offers standardized examinations in general and specific subjects. In addition, departmental examinations are available in specific areas on a limited basis.

Where examinations are not available, portfolio assessment may provide the student with the opportunity to present evidence of learning for evaluation by a university faculty member. Through portfolio assessment, work and life experiences are evaluated to determine their appropriateness and applicability for university credit. Credits earned through prior learning assessment may not be applied toward university residency requirements for awarding of degrees. In addition, no more than one-half of the credits required for a student's major may be earned by CLEP, departmental examination, and portfolio assessment. Contact the Office of Adult and Continuing Education for information regarding portfolio assessment.

Policy

IUP has authorized a policy for assessment of prior learning that took place outside traditional classrooms in a procedure known as Portfolio Assessment. It is particularly designed for adults with extensive documentable knowledge from work experience, travel, independent study, or other out-of-class experiences.

Principles

1. Credit awarded through portfolio evaluation must conform to specific course titles listed in this catalog. Credit awards for general broad areas (block credit) will not be permitted.
2. To request a portfolio assessment, the student must be currently enrolled at IUP. Credit awarded must be intended for use as part of a degree or certificate program.
3. Each department will determine the maximum number of credits to be awarded for prior learning for its major. In no case will more than one-half of the major be earned through CLEP, challenge examinations, and other forms of prior learning assessment.
4. Credits earned through portfolio assessment may not apply as residency credit for the purpose of awarding degrees.
5. Credits earned through portfolio assessment may be awarded only as regular course credit.
6. If a related examination is available through CLEP or if a challenge examination has previously been established for the course, a portfolio assessment of those credits will not be accepted.
7. Acceptance of portfolio assessment credits by the department will be indicated by the signature of the chairperson of the department offering the course. The dean of the appropriate IUP college and the director of the Office of Adult and Continuing Education must also indicate approval.
8. Students may qualify solely for undergraduate (not graduate) credit.
9. The title of the course, the credits, and the indication that credit was earned through portfolio assessment will be recorded on the academic record.

Procedures

1. Student meets with the director of the Office of Adult and Continuing Education to determine the feasibility of earning credits through portfolio evaluation. Standard outlines of related courses are provided to the student.
2. Preliminary Application Form—Student must provide a résumé and answer the following questions:
 - a. What have you learned that relates to this course?
 - b. Where and when have you learned it?
 - c. What documentation do you have that supports the claim?
3. A handbook to assist students in compiling a portfolio will be printed. It will show how to relate to the written portfolio learning gained through work experience, independent study, and other experiences. Evidence of learning through documentation of experience, completion of a project, and written examination will be explained. If there is sufficient demand, a workshop will be conducted to assist students.
4. Fees: application fee per assessment, \$15; assessment fee, one-half the current rate of tuition per credit for each credit requested, to be paid when portfolio is submitted for evaluation.
5. The application will be submitted to the director of the Office of Admissions. Upon approval, the chairperson of the department offering the course will be requested to suggest the name of a faculty member to the dean of the college for approval.
6. The faculty member will meet with the student to determine the technique of assessment or a combination of techniques to be used, including interviews, documentation, observation of performance, examination, etc.
7. After the portfolio has been prepared by the student, it will be submitted to the director of the Office of Adult and Continuing Education for review, then forwarded to the appointed faculty member for assessment.
8. The faculty member will evaluate the portfolio, then make a recommendation for or against the award of credit and the amount of credit in the form of a letter, which must be approved and countersigned by the chairperson of the department offering the course. The portfolio will be forwarded to the dean of the college that oversees the student's curriculum to approve and verify that the course will be accepted as part of the student's program. Finally, the portfolio is sent to the director of the Office of Adult and Continuing Education, who will notify the student and the registrar.
9. The registrar will list the course title, credit, and an indication that credit was earned through portfolio assessment.

REVISED VERSION:

Experiential Learning

Internship Experiences

University-sponsored internships are often an important part of an academic program. Students may apply for an internship if they have completed 60 credits and have at least a 2.0 GPA. Forty hours of supervised internship is equivalent to one academic credit hour. A maximum of 12 credits is applicable to an undergraduate degree program from internship experiences. Internships are available at a variety of venues, such as governmental agencies, businesses, foundations, and other organizations.

Students who are interested in internships must consult with their program's academic advisor, since they may need to meet additional internship requirements specific to their program, department or college.

In all cases, an approved agreement between the university and the external organization at which the internship will be performed must be in place before the student can be enrolled for internship credit.

Cooperative Education (Co-ops)

Some departments allow students to participate in cooperative education experiences. These experiences provide students with opportunities to gain practical work experiences related to their academic programs.

These experiences may be the first contact students have working in their profession, and are often offered for zero credit, and are typically unpaid.

Students may apply for co-ops if they have completed 30 credits and have at least a 2.0 GPA. They typically participate in these programs during their sophomore or junior years, often during the summer. Interested students need to consult with their academic advisors concerning the availability and requirements of co-ops within their department.

In all cases, if students decide to register for a co-op course, an approved agreement between the university and the external organization at which the co-op experience will be performed must be in place before the student can enroll in the course.

Prior Learning and Credit/Exemption Examinations

There are a variety of examinations through which students may earn college credit or exemptions. Courses for which credits or exemptions are awarded by examination will not be used in the determination of grade point averages.

When a student receives credit for a course by examination, the credit will be applied to graduation requirements just as though the course had been taken. A student who passes an exemption examination will be exempt from taking that course in his/her academic program. If a student is granted exemption only (no credits) from a course, he/she may need to take another course to fulfill degree requirements.

Where examinations are not available, portfolio assessment may provide a student with the opportunity to earn university credit for college-level learning gained through work and life experience. Each department will determine the maximum number of credits to be awarded for portfolio assessment for its majors.

No more than one-half of the credits required for a student's major may be earned through any combination of examinations or portfolio assessment, nor can these credits be applied toward university residency requirements for awarding of degrees.

Advanced Placement Examinations

Courses taken by students before college admission under the Advanced Placement Program of the College Entrance Examination Board may be recognized by the award of college credit. Those who earn a score of 3, 4, or 5 in the Advanced Placement Examination may be granted credit toward the number of credits required for graduation. For questions regarding the granting of Advanced Placement examination credits, consult with Transfer Services in the Admissions Office.

CLEP Examinations

Students who have had other opportunities for instruction or who have advanced in a given field may gain credit for a course through the College Level Examination Program (CLEP) offered through University Testing Services. For questions regarding the granting of CLEP examination credits, consult with Transfer Services in the Admissions Office.

International Baccalaureate Examinations

Courses taken by students before college admission under the International Baccalaureate Program may be recognized by the award of college credit. Those who take and pass the Higher Level examination with a 4 or higher may be granted credit toward the number of credits required for graduation. For

questions regarding the granting of International Baccalaureate examination credits, consult with Transfer Services in the Admissions Office.

Departmental Examinations

In some departments, students have an opportunity to gain exemption or credit through successful completion of comprehensive examinations by requesting from the academic department an exam as a substitute for completing all the usual requirements of the course.

Portfolio Assessment

Portfolio assessment may provide some students with the opportunity to present evidence of learning for evaluation by a faculty member. It is designed for those with extensive documentable knowledge from work experience, travel, independent study, or other out-of-class experiences. Through portfolio assessment, these experiences are evaluated to determine their appropriateness and applicability for university credit.

Credit awarded through portfolio assessment must conform to specific course titles in the undergraduate catalog (i.e., no credits will be awarded for general areas of knowledge), and will only be awarded for undergraduate courses. Only currently enrolled students are eligible to request portfolio assessment, and any credits awarded must be intended for use as part of a degree or certificate program.

Before portfolio assessment credits can be awarded, approval must be obtained from the chairperson of the department offering the course, the dean of the appropriate IUP college, and the director of the Office of Extended Studies. Once approved, the title of the course, the credits, and indication that credit was earned through portfolio assessment will be recorded on a student's academic record.

If a related examination is available through the College Level Examination Program (CLEP) or if a departmental examination has previously been established for the course, a portfolio assessment of those credits will not be accepted.

For information about portfolio assessment fees and instructions on how to apply for portfolio assessment, consult with the Office of Extended Studies.

RATIONALE

Several related policies and policy subsections were reviewed as a part of the five year cycle. The policies are inter-related and the revision has grouped them by type – experiential vs. prior learning. Assessments were defined and the locations from which further information might be gotten were added. Language was added that reflects the current situation and office name changes. Policy and procedure were separated and procedure removed. Guiding principles were retained and written into the policies.

Awards Committee (Senator Lipinski)

FOR ACTION:

APPROVED

The IUP Staff Service Award is drawn from the Mission and Vision Statement for IUP. The criteria for this award seeks to recognize a staff member who engages in activities to help connect the university with community members, students, faculty alumni and other staff members. The criteria for this award focuses on the following values:

- Demonstrating their commitment and helpfulness to IUP students
- Demonstrating a collaborative engagement with faculty and other staff members
- Promoting IUP's values to the community
- Demonstrating that they have taken the initiative to go above and beyond their required duties

The award requires a personal statement and encourages letters of support for the nominee.

Senator Korn suggested that the committee consider the possibility of adding a staff member position to the Awards Committee. This would require an amendment to the bylaws.

Noncredit Committee (Senator O'Neil)

FOR INFORMATION:

The Non-credit subcommittee met with Dr. Lawrence Kupchella on Tuesday, March 17, 2015 in Stouffer 109. Dr. Kupchella is the director of the 'Visiting Scientist Program' for the schools of Western Pennsylvania.

Through the continued financial support from the **Society for Analytical Chemists of Pittsburgh**, the IUP Department of Chemistry has been offering the "Visiting Scientist Program" for the past 47 years. This marks the 48th consecutive year that the Chemistry department has offered the program.

It is an outreach program that reaches to all schools in the ARIN 28 Intermediate Unit and Cambria County. In addition, a visit was also made to a school in Westmoreland County. The audiences for presentations range from pre-school through 12th grade. In the 2013-2014 school year 1,388 students attended 42 presentations.

Some of the more popular presentation topics included:

The Amazing Properties of Liquid Nitrogen

Molecular Properties Using PC Spartan

The Chemistry of Eggs

The Chemistry Show

Seasonal Sky and Sky Motion

The Night Sky

Relating Molecular and Physical Properties of Liquids

Aspirin Synthesis and PC Spartan Calculations

Presenters are faculty members in the Chemistry and Geoscience departments.

The next meeting will be on April 15 at 4:00 in Stouffer 109.

RECOMMENDATIONS

The Committee commends the Chemistry in this excellent Outreach program. Our only suggestion would be to place a link on the department's webpage to further advertise the program.

Library and Educational Services Committee (Senator Ford)

The next meeting will be April 7 at 3:40 PM in Stapleton 203.

University Planning Council Report (Senator Stocker)

There was no report.

Presidential Athletic Advisory Council Report (Senator Castle)

The next meeting will be on April 6.

Academic Computing Policy Advisory Committee Report (Senator Brzycki)

The next meeting will be April 15 at 3:00 PM in Stouffer 138.

University Budget Advisory Committee Report (Senator Radell)

Senator Radell concurred with Dr. Driscoll's previous update about the budget and he stressed the uncertainty about the final plan. He believes there is about a 12 million spread between the best and worst case scenarios.

New Business

The meeting was adjourned at 4:20 PM.

Respectfully submitted by
Russell Stocker
University Senate Secretary