

MINUTES OF THE UNIVERSITY SENATE
December 5, 2000

Chairperson Nowell called the December 2000 meeting of the University Senate to order at 3:20 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: M. Bayles, D. Bish, J. Bullard, R. Camp, D. Chang, R. DiStanislao, S. Durbin, L. Federoff, M. Ghobashy, T. Holm, R. Johnson, A. Kaniasty, S. Krevel, R. Marx, A. Nelson, J. Peterson, L. Pettit, E. Rosenberger, L. Savova, M. Schwietz, J. Solak, H. Soltis, M. Staszkievicz, A. Yang.

The following Senators (students) were **excused** from the meeting: A. DePalma, L. Zack.

The following Senators were **absent** from the meeting: T. Alt, Janice Baker, N. Bharathan, B. Carter, J. Fisher, D. Foltz, M. Gerwick, J. Heckroth, R. Hinrichsen, R. Horton, M. Howe, D. Hulings, R. Juliette, M. Howe, R. Juliette, D. Luo, F. Nee, C. Rodrigues, E. Ruffner, M. Twal, J. Van Dyke, M. Vella, S. Wheatley, P R. Woan.

In addition, the following Senators (students) were **absent** from the meeting: R. Ambrose, D. Anderson, J. Baker, M. Dively, D. Dix, J. Ellis, A. Fakhri, M. Feridun, T. Foreman, W. Getchel, J. Hardee, K. Hertz, D. Hubbard, A. Hughes, J. Johns, T. Johnson, L. Klink, S. Kupchella, M. Lawther, J. Mehall, T. Minor, J. Perash, R. Perez, M. Petrowski, J. Raheem, C. Richardson, K. Swanger.

The minutes of the November, 2000 meeting were **ACCEPTED**.

Agenda items for the December 5, 2000 meeting were **ACCEPTED**.

REPORTS AND ANNOUNCEMENTS

Dr. Pettit was excused from the meeting due to illness. No report was made.

Dr. Staszkievicz was excused from the meeting due to business off campus. No report was made.

We had a very successful Meeting of the Masses this semester, with representatives from all areas of the administration including Michele Fryling, Rhonda Luckey, Jim Froelicher, Dennis Hulings, Terry Appolonia, and Provost Mark Staskiewicz. We would like to thank all of you who attended, and thank Laura and the Public Relations

STUDENT AFFAIRS COMMITTEE

The Student Affairs Committee reported the following items were under consideration/being addressed by this committee:

1. the solicitation policy regarding credit card vendors on campus;
2. the university civility policy (a sub-committee was set up) which is being reviewed by various sources;
3. pedestrian safety.

The next meeting will be held on January 23, 2001.

UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE

Reported that the next meeting will be on December 12, 2000 in Ackerman Hall.

ACADEMIC COMMITTEE

Revised version of the Three-Step Process for Teacher Education PASSED

Recommendation of 5 Professors for Emeritus Status PASSED

(For complete text details pertaining to each item, refer to **Appendix B-page 20**)

AWARDS COMMITTEE

This committee has met and information pertaining to all awards is available on the Senate Web Page.

UNDERGRADUATE CURRICULUM COMMITTEE (Chairperson Sechrist)

Senate action was taken on the following 2 items:

1. Description Change/Course Title Change
Department of Finance and Legal Studies PASSED
2. New Course (BIOL 471) PASSED

(For complete text details pertaining to each item, refer to **Appendix C-page 30**)

NEW BUSINESS

Senator Laura Kramer asked a question regarding changes in the summer Learning Center program and the reduced number of participants. Senator Luckey addressed this, pointing out that as a result of an extensive study by the Learning Center, the program

will be reduced from five to four weeks, and the students will take a reduced course load (from seven to four hours of study). In addition, Senator Luckey stated that the ideal number of students has been determined to be 300 participants. Finally, these students will be provided a tuition waiver, but other fees (housing, health, facility and activity) would be the responsibility of the individual student.

With no further business, the meeting was adjourned at 4:20 p.m.

Respectfully submitted,

Jonathan B. Smith, Ed.D.
University Senate Secretary

APPENDIX A-GRADUATE COMMITTEE
(Chairpersons Chambers and Kondo)

FOR SENATE ACTION

1. New Course: (Spring 2001) (Passed)

LTCY 850 Thesis

1-6sh

2. Major Program Revision (Passed)

M.S. in Nursing (Summer 2001)

Department of Nursing and Allied Health Professions

A. Catalog Revision:

Current Catalog Description:

The Master of Science degree in Nursing is designed to prepare the graduate for the role of nurse educator or nurse administrator and serves as a foundation for doctoral study. The nurse educator is prepared for a career in a nursing education program or a nursing staff development setting or as a patient educator. The nurse administrator is prepared for management positions in a variety

Collegiate Nursing Education.

- Synthesize knowledge of theories and concepts from the arts, sciences, and nursing to support advanced, competent practice in nursing education and administration
- Contribute to nursing science by using a comprehensive knowledge of the research process and skills to investigate problems, participate in conducting research, and promote the use of research findings
- Provide leadership, which influences nursing practice and advances the nursing profession
- Demonstrate skill in applying advanced holistic nursing assessment to determine appropriate nursing interventions with acutely and chronically ill adults in the role of either nursing educator or nurse administrator

The Adult Health Clinical Component is required of all students. It is designed as an adjunct to the study in leadership, nursing education, and nursing administration. The clinical component builds on the knowledge and skills of baccalaureate nursing education and provides for the attainment of advanced knowledge and related theories in nursing and their application to advanced practice. A variety of primary, secondary, and tertiary health care settings in a wide geographical area are utilized for clinical practice sites.

Proposed Catalog Description:

The program leading to a Master of Science degree in nursing is fully accredited by the Commission on Collegiate Education. It is designed to prepare the graduate for an advanced practice nursing role as a nurse administrator or a community health clinical nurse specialist and may serve as a foundation for doctoral study.

Upon completion of the program the student is prepared to:

B. Comparison of Current vs. Proposed Program -

C. Summary

In summary, the department proposes the deletion of the Education track and the implementation of the Clinical Nurse Specialist (CNS) Track. The following new core courses are proposed for both the CNS and Administration tracks:

NURS 610

Rationale: This is a required course in the community health Clinical Nurse Specialist track. It provides a foundation for the clinical courses, in which advanced assessment skills will be used.

NURS 555 Introduction to Nursing Informatics 3c-0l-3sh (Summer 2001)

This is an introductory and overview course in the application of the disciplines of nursing science, computer science and information science in collecting, processing, and managing information to promote decision making in nursing. Prerequisite: None.

Rationale: In an era with rapid and advanced technology utilization in the health care setting, nurses must be prepared to address technological advances impacting the delivery of nursing care. This course helps students increase their knowledge of technology use and information tools. This new course will provide the student with the opportunity to explore the application of technological advances to enhance patient care, productivity, and communication in the health care arena. The course may be used as an elective in both tracks.

NURS 610 Health Promotion and Social Issues 3c-0l-3sh (Summer 2001)

This course enhances the ability of the student to develop an understanding and appreciation of human diversity and social issues in health and illness. The focus will be on the analysis of the cultural and social issues affecting health including ethnicity, race, gender, age, and geographic locations. Students will compare health care norms and practices and develop solutions to health care problems. Prerequisites: None.

Rationale: This is a required core course for both tracks. It will act as an introduction to the subsequent community health nursing courses and will help to build a comprehensive knowledge base for students. The inclusion of this content helps student develop an understanding and appreciation of human diversity in health and illness and to assure the delivery of appropriate health care. Prerequisite: None.

NURS 612 Pathophysiology for Advanced Practice Nursing 3c-0l-3sh (Summer 2001)

This course will provide an advanced study of the basic mechanisms that explain organ/system function and dysfunction. Emphasis will be placed on pathologic processes underlying common health problems. The rationale for diagnostic studies and therapeutic interventions will be underscored. Systems to be examined include immune, cardiovascular, respiratory, gastrointestinal, renal and neurologic. Prerequisite: None.

Rationale: This is a required course in the community health Clinical Nurse Specialist (CNS) track. This course provides a foundation for the community health CNS students in understanding the pathological processes underlying common health problems, diagnostic studies and therapeutic interventions. Also, this course is recommended by the American Association of Colleges of Nursing (AACN) as a required course for programs offering clinical nurse specialist tracks in order to meet the current trends in advanced practice nursing.

NURS 613 Pharmacology for Advanced Practice Nursing 3c-01-3sh (Summer 2001)

and technology as well as issues and trends that impact on nursing management are explored.
Prerequisites: NURS 614, NURS 619 and NURS 622.

Rationale: This course is required for students in the Nursing Administration track. It is one of four courses specifically selected and designed to prepare the nurse administrator. It provides essential content about the structure of health care organizations, strategic planning, and the process of change, focusing on how these influence and are influenced by the nurse administrator within a variety of health care systems.

NURS 730 Financial Management in Health Care 3c-0l-3sh (Summer 2001)

This course will provide an overview of financial decision-making processes used by health care managers in a rapidly changing financial environment. Emphasis will be on assessing and developing financial plans and making financial decisions in a variety of health care settings.
Prerequisite: NURS 619.

NU 618 Professional Role Development

Rationale: Consistent with the AACN *Essentials* document and due to rapid change in the health care system, the content of this course no longer addresses the needs of the future advanced practice nurse. Elements of this course will now be included in NURS 610 Health Promotion and Social Issues and NURS 614 Health Care Organizations and Policy.

NU 621 Nursing Inquiry

Rationale: The content of this course did not adequately reflect the content recommended by the AACN *Essentials* document. Two new research courses, NURS 622 The Practice of Nursing Research I and NURS 623 The Practice of Nursing Research II provide the content recommended

NU 640 Dynamics of Health in the Adult

Rationale: Course deleted from curriculum with the proposal of the new clinical nurse specialist track. This new track more effectively meets the needs of the changing health care system and students.

NU 641 Nursing Management of Adults Under Stress

NU 740 Administration Practicum

Rationale: This required course in the Administration track has been replaced by other courses, with a change in focus, in the proposed curriculum.

NU 741 Education Practicum

Rationale: The Education Track, which includes this course, will be deleted in the new curriculum. The new track prepares clinical nurse specialists in Community Health, which more effectively meets the needs of the changing health care system and students.

NU 742 Adult Health Nursing Practicum

Rationale: Course deleted from curriculum with the proposal of the new clinical nurse specialist track. This new track more effectively meets the needs of the changing health care system and students.

Resource Implications

The curriculum revision does not require any additional resources. Current resources are sufficient to meet the needs of the department

within a consistent philosophy. The proposed changes that have evolved are influenced by several factors:

- The current policy is more than 10 years old.
- The ability and need to track some of the information required by the policy have changed.
- The regulations governing Pennsylvania Teacher Certification ~~have changed and additional changes are imminent~~ were published on October 7, 2000 as 22 PA Code Chapter 354. This new set of state requirements mandates a number of specific changes when students apply for admission to be an official part of the teacher education program and what academic requirements and qualifications they must present. These requirements also change what is expected for program completion to be eligible for state certification as a professional educator. According to the Pennsylvania Department of Education these changes are implemented immediately on a phased in basis and supercede the university

- In addition, all education majors who have either K-12 Certification or K-6 Certification will need to take the new Elementary School Content Knowledge test.
- c. Candidates will not be permitted formal admission to the PA Teacher Preparation Programs until ~~45~~ 48 credits or approximately 3 semesters of college level work have been completed. The current stipulation is completion of 29 credits or approximately 2 semesters.
 - d. Candidates must have completed 6 semester hours of English composition and literature and 6 semester hours of college level mathematics to be formally admitted to teacher education.
2. Accreditation agencies including NCATE and PDE are now requiring portfolios for each teacher candidate; therefore this requirement has been added.
 3. Criminal Record Checks (Act 34) and Child Abuse Clearances (Act 151) are now required by all school districts for candidates participating in field experiences and are valid for a maximum of one year. When the Four-Step Process was originally developed, one clearance for Act 34 was required, and it was good for the entire collegiate career of the student. Since then it has become mandated that Act 34 and Act 151 clearances be acquired annually.
 4. The Federal HEA Title II Legislation of 1998 now mandates each state to gather comparison reporting information on each teacher preparation institution in the state. A primary data set for this comparison is candidate performance on the

will be public information and will show rank order of all institutions in the state. After the information is forwarded to the U.S. Government, it will be published in rank order for the nation. Federal funding to institutions for teacher preparation will be determined by the performance of candidates on these exams. The program completers will comprise the population used for this comparison. Therefore, we are proposing that all PRAXIS exams be passed with the current state qualifying score before a student is eligible for student teaching. This will ensure that all our program completers will have scored sufficiently high on the exams to meet the state minimum standards and they will be the only ones to appear in the data gathering that will subsequently be used to rank and evaluate the IUP Teacher Preparation Program.
 5. The Communications Media Department has agreed to eliminate the prerequisite of (EP 202/EDSP 102) for taking (CM 301/COMM 1xx). In the Four-Step Process it was a prerequisite.
 6. The Educational School Psychology Department has agreed to eliminate the prerequisite of PSYC 101 before taking (EP 202/EDSP 102). This was a stipulated prerequisite in the current Four Step Process. However, education majors still will take PSYC 101, just not as a prerequisite to (EP 202/EDSP 102).

7. *Teacher Education students will be required to take (CM 301/COMM 1xx), (EDSP 102), and (FE 202/FDED 1xx) prior to formal admission to the IUP Teacher Certification Program. Under the current Four-Step Process, these courses were to be taken after being admitted to Step One of Teacher Certification.*
8. The major change from the Four Step Process to the Three Step Process is the elimination of one step. We are in effect eliminating the current Junior Standing Step. After a student is admitted to the Teacher Certification Program in step one, he/she will continue to complete all requirements specified, an will occur in conjunction with clearance for Student Teaching. If all requirements are met, the candidate will be eligible to student teach.

Note: The following course numbers will need to be changed to a lower number when they move to the freshman year:

- (FE 202/FDED 202) will be changed to: FDED 1xx
 - (EP 202/EDSP202) ~~will be~~ has been changed to: EDSP 102
[approved IUP Senate 11/7/00]
 - (CM301/COMM 301) will be changed to COMM 1xx
- These changes are under current consideration.

Resource Issues:

1. Moving required courses such as COMM 301, EDSP 202 and FDED 202 to the freshman level may impact the number of seats that will need to be available. There are many more freshman than sophomores, juniors or seniors.
2. Moving required courses such as COMM 301, EDSP 202 and FDED 202 to the freshman level would necessitate offering some of these courses at the branch campuses. This may be a resource issue.

Summary of Changes from 4 Step Process to 3 Step Process

| | <u>4 Step Process</u> | <u>Proposed Revised 3 Step Process</u> |
|---|--|---|
| 1 | QPA 2.5 | <u>QPA for entrance and exit is 2.6 for 2001-2002; 2.8 for 2002-2003; 3.0 for 2003-2004. Probably moving incrementally to 3.0 QPA</u> |
| 2 | Act 34 Clearances once | Act 34 & 151 Clearances annually |
| 3 | Step I: EDSP 202, FDED 202, COMM 301 | Pre-Step I: EDSP 102, FDED (1xx), COMM (1xx) |
| 4 | No required exam for admission to Teacher Certification Program | PRAXIS I exams required by state for admission to Teacher Certification Program |
| 5 | Admission to Step I Teacher Certification after a minimum of 29 credits earned | Admission to Step 1 Teacher Certification after a minimum of 45 <u>48</u> credits earned |

| | | |
|---|--|--|
| 6 | Step II Junior Standing is part of Four Step Process | No Junior Standing results in reduction to Three Step Process |
| 7 | No portfolio requirement | Portfolio required and checked at each step |
| 8 | PRAXIS II exams passed with PDE established scores before recommendation for Teacher Licensure | PRAXIS II and other designated exams passed with PDE established scores before recommendation for student teaching |

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taken a maximum of 2 times before the student is ineligible for admission to IUP Teacher Certification Programs. The writing section of the PRAXIS I exams

Requirements

- A. Completion of all requirements in Admission to Teacher Certification including:
1. All required professional education core courses with a minimum grade of
 - a. (EX 300/EDEX 300) or (EX 301/EDEX 301)
 - b. (CM 301/COMM 1xx)
 - c. (FE 202/FDED 1xx)
 - d. (EDSP 102)
 - e. (ED 242/EDUC 242)
 - f. (ED 422/EDUC 442)
 - g. (ED 342/EDUC 342) and
 - h. (ED 377/EDSP 477) (where required)
 2. Methods courses in major area.
 - ~~3. Completion of English 101 or equivalency with a minimum grade of C.~~
- B. Satisfactory completion of at least 91 semester hours with a cumulative minimum grade point average of 2.6 in 2001-2002, 2.8 in 2002-2003, and 3.0 in 2003-2004 as required/revised by Chapter 354 of the Pennsylvania Education Code. Transfer students with sufficient credits (91) must complete one semester (12 s.h. minimum) at IUP to establish a QPA.
- C. Completion of the liberal studies science requirement courses with a minimum
- ~~D. Completion of the liberal studies mathematics requirements with a minimum grade of C.~~
- E. Attainment of a passing score on the currently required PRAXIS II exams (and other Pennsylvania Department of Education examinations required for the specific teaching disciplines), as set annually by the Pennsylvania Secretary of Education.
- F. program coordinator.
- G. Program department evaluation and ap Portfolio based upon the respective program established criteria.
- H. Completion of any other Program Department requirements as outlined in the College Catalog.

Results

If the requirements are met, the Associate Dean for Teacher Education will confirm responsibility to formally register for student teaching during the registration process.

If the requirements are not met, the student will be informed of the denial by letter and administratively removed from the student teaching placement. The student may not

academic record. It may also be determined that the student should be counseled into another field of study.

Step 3. Recommendation for Certification

APPENDIX C-UNDERGRADUATE CURRICULUM COMMITTEE
(Chairperson Sechrist)

FOR SENATE ACTION:

1. Description Change and Course Title Change - Department of Finance and Legal Studies
 - A.