





URSA and is being advertised. Secondly, as a result of the survey, SGA will be holding a forum to discuss the issues.

## **STANDING COMMITTEE REPORTS**

### **Rules Committee (Senator Soni)**

#### **FOR INFORMATION:**

- 1) An important reminder to Senate committees: Committee chairs are elected for a one-year term at a time. Perhaps some committees are electing their chair for a two year term, which is in violation of the Senate Bylaws.
- 2) We are gearing up for senate elections. We will have the phase 1 election completed before spring break. Thanks to everyone for your support.
- 3) Some of you must have received an email from the Rules Committee about excessive absences. Please understand that excused absences do not absolve you from your obligation; believe me, I too received a note from the committee as I missed two meetings.
- 4) The next meeting will take place on Tuesday, March 4 in 320 ECOB.

### **University-Wide Undergraduate Curriculum Committee (Senators Sechrist and Numan)**

#### **FOR INFORMATION:**

#### **1. Liberal Studies Committee Report**

Approved LBST 499 You Have Rights! Dr. Gwendolyn Torges, Department of Political Science  
Approved revisions to the Liberal Studies component of B.S. Regional Planning/Environmental Planner Track and B.S. Regional Planning/Land Use Planning and GIS Track

#### **2. Department of Geography and Regional Planning—Course Number Change**

<b>Current Course Number and Title:</b>	<b>RGPL 353 Planning Design I</b>
<b>Proposed Course Number and Title:</b>	<b>RGPL 453 Planning Design I</b>

**Rationale:** Many of our Master's students are entering the M.S. program with insufficient design background. We will subsequently propose this as a dual level course. Credits and course description are unchanged.

learners. How the concept of giftedness has changed, and how these changes have influenced service delivery, will be examined. Students will explore methods of modifying classroom instruction for gifted learners and learn which methods fit best with the various service delivery options. The importance of a systemic approach, that is the reciprocal impact of students, schools and families on each other, will be an underlying theme.

**Rationale:** This course is to eventually be part of a Certificate of Recognition planned with Special Education and Clinical Services. In that regard, it will be part of a new program, not part of existing programs in the Department of Educational and School Psychology. It will also open to any undergraduate student in education who would like to take it. Gifted education can be covered minimally in other courses in Special Education and School Psychology, but not in this depth.

**FOR ACTION:**

**APPROVED**

**2. Department of Nursing and Allied Health—Course Revisions**

**a. Current Catalog Description:**

**NURS 212 Professional Nursing I**

**2c-0l-2cr**

**Prerequisite:** Sophomore Standing

Introduces the discipline of nursing and values that are fundamental to practice. Caring, as a concept central to the practice of professional nursing, will provide the framework for examining the values of the profession. Human diversity and the effects that culture, socioeconomics, ethnicity, and religion have on health status and response to health care will be studied. An overview of the healthcare system in the US and access issues will be examined. As a

P S g l 2c-0l-2cr

**b. Current Catalog Description:**

**NURS 337 Adult Health Clinical I**

**0c-15l-5cr**

**Prerequisites:** FDNT 212, NURS 236, or permission

**Prerequisite or Corequisite:** NURS 316

**Corequisite:** NURS 336

Provides students with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify discharge-planning needs, and differentiate between collaborative and independent nursing activities. Service learning is a component of the course.

**Proposed Catalog Description:**

**NURS 337 Adult Health Clinical I**

**0c-15l-5cr**

**Prerequisites:** FDNT 212, NURS 236, or permission

**Prerequisite or Corequisite:** NURS 316

**Corequisite:** NURS 336

Provides students with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify discharge-planning needs, and differentiate between collaborative and independent nursing activities.

**Rationale:** The service learning reference in the catalog descriptions are being deleted. This will allow faculty the option of incorporating service learning into these courses or not incorporating service learning.

**FOR ACTION:**

Examines contemporary curriculum and methods of instruction used in elementary school mathematics. Students become acquainted with books, materials, and other resources helpful to prospective teachers. Course activities include experiences in teaching elementary school mathematics.

**Rationale:** Additions are being made to the prerequisites because two majors have added ELED 313 to their program requirements (Early Childhood Education/PreK-Grade 6 has changed its program requirement from MATH 320 to ELED 313; Education of Exceptional Persons has changed its program requirement from EDEX 221 to ELED 313). The change is necessary to acknowledge different pedagogy courses in these two majors Early Childhood uses ECED 280 and Education of Exceptional Persons uses either EDEX 222 or EDEX 231. Either of these courses is a satisfactory alternative to ELED 257 Pedagogy I. The course syllabus has also been updated.

**FOR ACTION:**

**APPROVED**

#### **4. Department of Marketing—Course Revisions (Course Amnesty)**

##### **a. Current Catalog Description:**

###### **MKTG 433 Advertising**

**3c-01-3cr**

**Prerequisite:** MKTG 320

An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economic, social, and ethical aspects of advertising are also considered.

##### **Proposed Catalog Description:**

###### **MKTG 433 Advertising**

**3c-01-3cr**

**Prerequisite:** MKTG 320

An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economic, social, and ethical aspects of advertising are also considered.

##### **b. Current Catalog Description:**

###### **MKTG 436 Retail Management**

**3c-01-3cr**

**Prerequisite:** MKTG 320

Introduces all facets of retailing including the history of retailing, retail theories, and decision-making in retailing framework.

##### **Proposed Catalog Description:**

###### **MKTG 436 Retail Management**

**3c-01-3cr**

**Prerequisite:** MKTG 320 and Junior standing

Introduces students to all facets of retailing including the history of retailing, retail theories, and decision-making in retailing framework.

**Rationale:** Updated syllabi were presented as syllabi of record for these courses.

**FOR ACTION:**





**Geography—Economic Geographer Track**

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The Economic Track provides a broad framework of ideas and theories in addition to a task-oriented approach to location analysis. Economic geographers analyze community and regional requirements for economic space, the demands for convenient transport, and the role of private enterprise. This interrelated group of courses is useful to students, because economic geographers are expected to analyze the interactions of concepts and variables. Market analysis for the location of new shopping centers, for example, requires understanding of economic principles, population characteristics, and the local political milieu, all in a spatial context.

**Regional Planning-Environmental Planner Track**

**Geography-Environmental Geographer Track**

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The Environmental Track is designed to prepare majors in geography or regional planning for careers in environmental fields or graduate study that leads to a variety of environmental positions. Students who elect this track acquire knowledge of the physical and human processes that shape the environment, strategies for analyzing environmental issues, and concepts that underlie strategies for ameliorating environmental problems. Students in planning graduate with a working knowledge of subdivision, land use and zoning regulation. They are familiar with strategies of flood plain and wetland regulation, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. The skills acquired in this track enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, watershed planning, or deforestation.

**b. Program Revisions**

**Current Program:**

**Bachelor of Science--Regional Planning/GIS and Cartographer Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **53**  
**Mathematics:** MATH 121 or 217  
**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101 recommended, no course with RGPL prefix

**College:**  
 Foreign Language Intermediate Level (1) **0-6**

**Major:** **42**

**Required Courses:**  
 RGPL 213 Cartography I 3cr  
 RGPL 316 Introduction to Geographic Information Systems 3cr  
 RGPL 350 Introduction to Planning 3cr  
 RGPL 352 Planning Methods 3cr  
 RGPL 353 Planning Design I 3cr  
 RGPL 412 Research Seminar 3cr  
 RGPL 454 Planning Design II 3cr  
 RGPL 458 Land Use Law 3cr  
 RGPL 464 Land Use Policy 3cr  
 RGPL 468 Planning Theory 3cr

**Track Courses:**  
 RGPL 313 Cartography II 3cr  
 RGPL 314 Map and Photograph Interpretation 3cr  
 RGPL 415 Remote Sensing 3cr  
 RGPL 417 Technical Issues in GIS 3cr

**Free Electives:** **19-25**  
 RGPL 493 Internship (strongly recommended) 1-12cr

**Total Degree Requirements:** **120**

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives

**Proposed Program:**

**Bachelor of Science--Regional Planning/Land Use Planning and GIS Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **53**  
**Mathematics:** MATH 217 recommended  
**Liberal Studies Electives:** 9cr, BTED/COSC/IFMG 101 recommended, no course with RGPL prefix

**College:**  
 Foreign Language Intermediate Level (1) **0-6**

**Major:** **48**

**Required Courses:**  
 RGPL 213 Cartography I 3cr  
 RGPL 316 Introduction to Geographic Information Systems 3cr  
 RGPL 332 Urban Geography 3cr  
 RGPL 350 Introduction to Planning 3cr  
 RGPL 352 Planning Methods 3cr  
 RGPL 412 Research Seminar 3cr  
 RGPL 453 Planning Design I 3cr  
 RGPL 454 Planning Design II 3cr  
 RGPL 458 Land Use Law 3cr  
 RGPL 464 Land Use Policy 3cr  
 RGPL 468 Planning Theory 3cr  
 RGPL 493 Internship 3cr

**Track Courses:**  
 RGPL 313 Cartography II 3cr  
 RGPL 314 Map and Photograph Interpretation 3cr  
 RGPL 415 Remote Sensing 3cr  
 RGPL 417 Technical Issues in GIS 3cr

**Free Electives:** **13-19**

**Total Degree Requirements:** **120**

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives

**Rationale:** During the Spring of 2007 the Regional Planning program of the Geography and Regional Planning Department invited an outside evaluator to assess the strengths and weaknesses of the program and concomitantly the department’s chances of successfully becoming an “accredited” planning program. Accreditation of planning programs is done by the National Planning Accreditation Board. Accreditation brings national recognition and ongoing external evaluation; it requires significant continuing education for faculty and immediately improves the employability of our graduates. At present there are only two accredited planning programs in Pennsylvania: The University of Pennsylvania and Temple University.

In spite of an overall positive report, the consultant recommended some curricular changes to both focus the program and to bring it into compliance with PAB standards. First, he recommended going with our strength which is Land Use and GIS, to this purpose we have renamed this track. Second, the program lacks sufficient historical perspective to meet PAB

standards. Urban Geography as it now exists covers much of the history of town planning and design and has been added as a required course. The Internship has been moved from recommended to required because PAB requirements for accreditation list practical experience as a necessary ingredient for a complete planning education. Planning is an applied discipline and an internship allows our students to bring

**c. Deletion of Regional Planning/Town Manager and Regional Planning/Economic Developer Tracks**

As now constituted the Bachelor of Science in Regional Planning has four tracks: Environmental Planner Track, the GIS and Cartographer Track, the Economic Developer Track, and the Town Manager Track. The outside evaluator noted: “While the program has 4 different tracks ... the vast majority of the current students were in the GIS/Cartographer Track. The department needs to leverage its strength (i.e. land use planning, GIS), and avoid unnecessary fragmentation of its curriculum.”

A review of current students and graduates over the past four years shows that there have been 13 students in the Environmental Track, 12 in the GIS Track, 5 in the Economic Developer Track and only 3 in the Town Manager Track. Currently there is one senior in both the Town Manager and the Economic Developer Track and four other students in the Economic Track (3 seniors and 1 junior). The Town Manager Track has not attracted enough interest to warrant continuation. Although the Economic Developer Track does attract some students, it is not as strong as the GIS or Environmental Tracks. In taking the consultant’s report seriously, we have decided that specialization is in the best interests of the department and its students and propose to drop this track as well. Students already in the program will be given the option of finishing under the present requirements and with the present tracks. All students new to the program in 2008-9 will be expected to follow the new curriculum.

**University-Wide Graduate Committee (Senators LaPorte and Williamson)**

**FOR INFORMATION:**

As you can see every day, Residential Revival continues to redefine living on campus. In addition to changing the physical landscape of our campus, it also is making possible very real changes in how students incorporate learning in their lives outside the classroom. In its second year, the Living-Learning Team is implementing a deliberate and purposeful plan to infuse an academic presence in our residential facilities. Some of you have been very involved in this effort to date. At IUP, the living-learning philosophy is grounded in the belief that learning is an active and dynamic process that occurs both within and outside the classroom, and a process in which students use a number of frameworks and modalities to learn. Residence halls provide an ideal, yet often underutilized setting for learning, as

Currently, IUP has 18 living-learning communities:

Suites on Grant  
Robert E. Cook Honors College  
Intensified Study  
ROTC  
Service Learning  
Substance-Free Lifestyle

Eberly College of Business and Information Technology  
Business

College of Fine Arts  
Music  
Crimson Connections

College of Education and Educational Technology  
Education  
Communications Media

College of Health and Human Services  
Criminology  
Crimson Connections  
Nursing and Allied Health

College of Humanities and Social Sciences  
English  
Piso Cervantes

**Living-Learning Initiatives  
Mini-Grant Application  
2007-2008 Academic Year**

Name of Applicant \_\_\_\_\_ Department \_\_\_\_\_

Campus Address \_\_\_\_\_ Email Address \_\_\_\_\_

Name of Budget Officer for College/Department \_\_\_\_\_

Email Address of Budget Officer \_\_\_\_\_ Department SAP# \_\_\_\_\_

<b>Budget Request</b>	<b>Maximum Amount of Request</b>	<b>Amount Requested</b>
Support of programs/activities pertaining to living-learning ( i.e. guest speaker, field trip, performance, resources, equipment)	\$500	
Faculty research and scholarly activity directly related to, and benefiting the development and growth of living-learning at IUP	\$2,500	
Start-up money to develop and establish a new living-learning initiative	\$2,500	
Other (specify)	\$500	
Total Amount of Request	*****	

Describe initiative for which funding is requested: (use additional page if needed)

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Describe how requested funding will facilitate the development and growth of living-learning at IUP:

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Learning outcome(s):

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Explain how learning outcome(s) will be measured:

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Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

**Notes:**

1. Submit the above request to Jack Makara via Campus Mail (Clark Hall, Room B-31) or electronically ([jgmakara@iup.edu](mailto:jgmakara@iup.edu))





Additional information on the Center is available at [www.iup.edu/kcac](http://www.iup.edu/kcac)

The next meeting will be on Monday, March 3 at 3:15pm in Keith 100.

**Library and Educational Committee (Senator Jozefowicz)**

The next meeting will be on Tuesday, March 4.

**Research Committee (Senator Sciulli)**

**FOR INFORMATION:**

The committee met February 5, 2008 and awarded \$20,712 in grants to the following individuals:

- Francis Allard
- Barb Blackledge
- Roger Briscoe
- Miriam Chaiken
- W. Thomas Conelly
- Laura Delbrugge
- Kimberly Desmond
- Arden Hamer
- Valeri Helterbran
- Melanie Hildebrandt
- Tawny Holm
- Werner Lippert
- Sarah Mantel
- John McCarthy
- Michele McCoy

- Maureen McHugh
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Power Outage at Zink Hall – A cable failed adjacent to the lightening arrester in the electrical transformer beside Zink Hall. The problem was above ground and easy to access, isolate and repair.

Reverse 911 – The use of the “Reverse 911” system during the power outage on west campus late last month helped identify several “glitches” in the system. First, the response time was too long. Calls should have been out within minutes and they were not. Second, no, IUP desk phones or cellular telephones were called. Third, the text message component was not used because of unresolved cost issue with Verizon, not all listed numbers were called, and finally, the caller-id number was unrecognizable to most recipients. These issues related to the automated call system are being addressed along with other concerns. Other areas of focus include: 1) making registration for “Reverse 911” easier/more user friendly and more convenient and 2) backing up the automated call system with the emergency blue light phones and installation of a siren.

Parking - Implementation of Pay-by-Space Pratt Drive & Impact of Residential Revival – The pay by space parking on Pratt Drive is up and operational. Some spaces are capable of being reserved when needed through the use of a reversible sign designating the space reserved.

Wilson Hall – Repairs to Wilson Hall are complete and the building is operational. Punch list items are being addressed at this time with landscaping scheduled to be done this spring.

Fisher Auditorium – This project is scheduled for a May 30th completion date

KCAC – The final plans for this project were sent to Harrisburg in early February. The review and approval of these plans is expected to be complete by 2.28.08

Washington Street Parking Lot – The houses have been razed and snow and freezing rain has been delaying efforts to temporarily prepare the lot for use. The parking lot development project will be listed for bid soon with construction to occur this summer.

Capital Spending Plan due to PASSHE April 1, 2008 – It is anticipated that the spending plan approved last November will be made official by the Board of trustees in March and then forwarded to the system for approval.

Space Study by CFP - Carry over to March Meeting

### **New Business**

Electronic Billing – A new electronic billing system has been implemented that will result in significant savings for the university. Many universities are currently using, or switching to, electronic billing systems. Our electronic system allows students to authorize users, allowing them to access only their billing information. Users will be charged a, Council of Trustees approved, “Convenience Fee” that will assist in offsetting the expense of credit card processing fees. One drawback to the system is that VISA cards will not be accepted. Visa is stringent in their operations and will not make necessary changes to accommodate to electronic billing

systems. Many other colleges and universities using electronic billing systems have rejected VISA cards also.

Respectfully Submitted  
Joseph Domaracki  
2/21/2008

The next meeting will be on Tuesday, March 4 at 3:15pm in the University Towers Conference Room.

## **SENATE REPRESENTATIVE REPORTS**

### **University Planning Council (Senator Wright)**

Senator Broad reported that the University Planning Council met in the Crimson Events Center at 4 p.m. on Monday, February 18. On the agenda were the following three items:

1. Reverse 911
2. Student retention strategies
3. Web site implementation

Bill Montgomery addressed the first issue and reviewed the steps that were being taken to increase awareness of the reverse 911 system and to encouragement enrollment. Our current percentage of enrollment was compared to that of other PASSHE schools, and we are doing rather well in comparison to most. Only Bloomsburg claims a 100% participation, which may be a bogus number.

James Begany addressed the steps that are being taken to improve student retention rates. At this point this seems to be in more of a research mode than an implementation mode. There was some discussion of strategies for the future.

Regan Houser reviewed the fits and starts by which the new web site is being brought online. Praise was given to the in house people who have been working overtime to correct the problems created by the provider.

### **Presidential Athletic Advisory Committee (Senator Domaracki)**

No report, and the next meeting will be on March 28.

### **Academic Computing Policy Advisory Committee (Senator Chiarulli)**

RE: Report on recent ACPAC Actions from the Feb. 6, 2008 Meeting

### **FOR INFORMATION:**

The annual ACPAC Innovation Forum that will feature the recipients of ACPAC funds from last academic year will be held in the HUB on 18 April 2008 in conjunction with the university Research Week.

**The following reports were approved:**

1. The funds subcommittee recommended the following faculty members receive a total of \$25,998.82 in funding through the ACPAC Technological Exploration and Innovation Fund: McCreary, Mensch/Moore, Bhagat, Yan, Ausel,