The minutes of the February 23, 2010 m Report

Announcements

1. Strategic Planning
   I am pleased to report that we now have a draft of the Academic Strategic Plan posted on our website through Sharepoint. I strongly encourage you to read this plan and provide your reactions, comments, criticism and suggestions. This evening at 7 pm in the Susquehanna Room at the HUB there will be town hall meeting to also seek the input and feedback from the IUP community on this plan. So I urge each of you to come to this meeting. This is an excellent way of living our principles of shared governance.

2. Indirect Cost Revenue Distributions
   Because we think it's important in Academic Affairs, we recently returned $30,000 of the division's indirect F&A revenues generated by external grants directly to departments and principal investigators as part of the new F&A distribution formula that provides 5% of those funds to departments and 5% to principal investigators, to support their research. In addition, this year the colleges received $134,000, and School of Graduate Studies and Research received $74,000, to help stimulate further sponsored activity and support research in their areas.

3. Lower Enrolled Programs
   Now let me turn to low enrolled programs. The final "show cause" reports on low enrolled programs have been submitted by the affected academic departments and are being shared with the UWUCC and the UWGCC for their reviews and recommendations prior to making my final recommendations to the Office of the Chancellor by April 27th.

4. Budget Update
   In the last two months Academic Affairs has continued its efforts to finalize its two-year budget reduction plan as part of the university's overall need to address a projected shortfall of at least $5.28 million. In developing our plan, I have been guided by five priorities:
   - Protect academic quality and preserve the integrity of IUP's teaching mission
   - Insure that the instructional needs of all students are met
   - Protect all regular faculty lines at the university
   - Allow all current 27 faculty searches to proceed on schedule
   - Focus on revenue enhancements as well as expenditure cuts

   Guided by these priorities and working closely with the college deans, we have developed a plan that includes savings from some anticipated loss of managers and staff (by attrition); savings from resetting of steps in faculty lines as they become vacant from retirements and resignations. I have also proposed some revenue enhancements through a modest increase in tuition for select graduate programs of high demand that we believe will not have their quality or enrollments compromised. But to find the remaining budgetary savings, we decided that permanent reductions would have to come from other Academic Affairs allocations (notably, funds for overloads and temporary faculty complement not already committed for special initiatives).

These are extraordinarily challenging times for IUP but also for all of public higher education in our nation. Despite our own financial difficulties, try to imagine being at one of the campuses in the University of Nevada system where fiscal, demographic, and academic challenges all rank among the toughest in the nation. The state's projected budget shortfall for 2010-11 is 60% of its total budget. Over the next 10 years the number of high school graduates in Nevada is expected to grow by 26%. And Nevada already struggles with college-pipeline problems, ranking 50

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.

Senate By Laws Change Request **APPROVED**

Proposal: Amend By Laws V.F.2.b., V.I.2.c., V.D.1., and V.D.2.

Rationale: In October 2008, Article V.J of the IUP Senate Bylaws was revised as a result of the change in title and functions of the School of Continuing Education. Two additional articles, V.F.2.b. and V.I.2.c., reference the School of Continuing Education and should have been included in the amendment. This removes the reference to the School of Continuing Education in these articles. This amendment revises language in Article V.I.2.c. in order to be consistent with the language used in V.F.2.b. so that both read "excluded from membership." Finally, this amendment changes "The Graduate School and Research" in articles V.F.2.b., V.I.2.c., V.D.1., and V.D.2. to the "School of Graduate Studies and Research", which is its proper title.

Current By Law:

V. Standing Committees

F. Research Committee

2. Membership

b. Elected: One Faculty member per college and one Faculty member representing University Services shall be elected by and from the Senate. **The Graduate School and Research and the School of Continuing Education are excluded from membership.**

Proposed By Law:

V. Standing Committees

F. Research Committee

2. Membership

b. Elected: One Faculty member per college and one Faculty member representing University Services shall be elected by and from the Senate. The **School of Graduate Studies and Research is excluded from membership.**

Current By Law:

V. Standing Committees

I. University-Wide Awards Committee

2. Membership

c. The Graduate School and Research and the School of Continuing Education are not eligible for membership.

Proposed By Law:

V. Standing Committees

I. University-Wide Awards Committee

2. Membership

c. The **School of Graduate Studies and Research is excluded from membership.**

Current By Law:

V. Standing Committees

D. University-wide Graduate Committee

1. Function: The area of responsibility of the Committee shall be degree requirements, all matters relating to graduate curricula, general policies for admission, scholarships, assistantships, and other matters pertaining to the graduate students and the **Graduate School and Research.**

Proposed By Law:

V. Standing Committees

D. University-wide Graduate Committee

1. Function: The area of responsibility of the Committee shall be degree requirements, all matters relating to graduate curricula, general policies for admission, scholarships, assistantships, and other matters pertaining to the graduate students and the **School of Graduate Studies and Research.**

Current By Law:

V. Standing Committees
- D. University-wide Graduate Committee
  - 2. Membership
    - a. Ex officio: The Dean of the **Graduate School and Research** or his or her designee.

Proposed By Law:

V. Standing Committees
- D. University-wide Graduate Committee
  - 2. Membership
    - a. Ex officio: The Dean of the **School of Graduate Studies and Research** or his or her designee.

Indiana University of Pennsylvania

University Senate
Room 416 Sutton Hall
Indiana, Pennsylvania 15705

Website: *http://www.iup.edu/senate*

March 3, 2010

Dr. Tony Atwater, President
Indiana University of Pennsylvania

Dear Dr. Atwater:

Thank you for your response to the Senate regarding the November 24, 2009 shared governance memo sent to you by the Rules Committee. The Committee respectfully disagrees with your interpretation of Act 188 and the University Senate Constitution that the centralization of all personnel budgets

EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr	
EDUC 421	Student Teaching	5cr	
EDUC 441	Student Teaching	5cr	
EDUC 442	School Law	1cr	
EDUC 499	Multicultural/Multiethnic Education	2cr	
Major:			**21**
Required Middle Level Courses:			
MIDL 221	Literature in the Middle Grades	3cr	
MIDL 222	Reading Instruction and Assessment	3cr	
MIDL 310	Instructional Theory and Planning	3cr	
MIDL 311	Social Studies Instruction and Assessment	3cr	
MIDL 312	Science Instruction and Assessment	3cr	
MIDL 315	Classroom Management and Adolescent Development	3cr	
MIDL 425	Language Arts Instruction and Assessment	3cr	
Mathematics Distribution Requirements:			**24**
MATH 153	Elements of Algebra	3cr	
MATH 317	Probability and Statistics for Elementary/Middle Level Teachers	3cr	
MATH 413	Methods of Teaching Mathematics at the Middle Level	3cr	
MATH 420	Patterns and Functions for Elementary/Middle Level Teachers	3cr	
MATH 456	Geometry for Elementary/Middle Level Teachers	3cr	
MATH 458	Logic and Logical Games for Elementary/Middle Level Teachers	3cr	
MATH 471	Algebra for Elementary/Middle Level Teachers	3cr	
One course from : MATH 457, 459, or 461		3cr	
Total Degree Requirements:			**123**

(*) 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.

2 Liberal Studies Committee Report

Approved the Liberal Studies portion of the B.S. in Education—Music **APPROVED**

3 Department of Music—Program Revision **APPROVED**

Current Program:

Bachelor of Science in Education– Music Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **48**
Fine Arts: fulfilled by courses in major
Humanities: HIST 195 (section for music majors), MUHI 102 (Music Education majors only)
Mathematics: 6cr, MATH 101 or 110; MATH 217
Natural Science: Option I recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MUHI 301, no course with MUSC prefix

College:
Professional Education Sequence:

EDSP 102	Educational Psychology	1cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr
EDUC 342	Pre-Student Teaching Clinical Experience II	6cr
EDUC 421	Student Teaching Elementary Level	6cr
EDUC 441	Student Teaching Secondary Level	1cr
EDUC 442	School Law	2cr
MUSC 240	Technology in the Music Classroom	2cr
MUSC 331	Elementary Methods	2cr
MUSC 333	Instrumental Methods	
MUSC 335	Music for Students with Disabilities in Inclusive Settings	1cr
MUSC 337	General/CTT2	2cr

Proposed Program:

Bachelor of Science in Education– Music Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **48**
Fine Arts: fulfilled by courses in major
Humanities: MUHI 102
Mathematics: 6cr, MATH 101 or 110; MATH 217 recommended
Natural Science: Option I recommended
Social Science: PSYC 101
Liberal Studies Electives: 3cr, MUHI 301, no course with MUSC prefix

Professional Education Sequence:

EDUC 242	Pre- M-Stuen Teachng Clinical	1cr
EDUC 342	Pre- M-Stuen Teachng Clinical	1cr
EDUC 421	Student Teaching Elementary Level	6cr
EDUC 441	Student Teaching Secondary Level	6cr
EDUC 442	School Law	1cr
MUSC 240	Technology in the Music Classroom	2cr
MUSC 331	Elementary Methods	2cr
MUSC 333	Instrumental Methods	2cr
MUSC 335	Music for Students with Disabilities in Inclusive Settings	1cr
MUSC 337	General/CTT2	2cr

APMU Instrument (minor) I-IV (1cr each)
MUSC 120 Music Ensembles (0-1cr each)
MUSC 155-162 Class Instruments II (1cr each)
MUSC 163 Class Guitar I

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4 Department of Health and Physical Education—New Courses, Course Revisions, and Program Revision

APPROVED

a New Courses

HPED 330 Assessment in Physical Education **0c-2l-1cr**
Prerequisites: Must be Health and Physical Education major

matrix was added to demonstrate how the course aligns with the college framework for teacher education and the national standards for the National Association for Physical Education and Sport. The course outline was updated and reformatted.

ii Current Catalog Description:

HPED 426 Health Science Instruction 3c-0l-3cr
Prerequisite: HPED 316 and admission to Teacher Education Program or permission of instructor
An overview of health curriculum K-12, with a focus on middle school and secondary health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning.

Proposed Catalog Description:

HPED 426 Health Science Instruction
Prerequisite: HPED 316 and admission to Teacher Education Program
An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning within a diverse population.

Rationale: This course revision is in response to changes by the Pennsylvania Department of Education that require students to complete 270 hours of special education instruction. This course is being revised to clarify inclusion of special education content. The course outline, matrix and objectives were updated.

c Program Revision

Current Program:

Bachelor of Science in Education– Health and Physical Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **48**
Mathematics: MATH 217 and 3 additional cr (must be approved as Liberal Studies Mathematics courses)
Natural Science: BIOL 103-104 or CHEM 101-102
Social Science: PSYC 101
Liberal Studies Electives: 0cr

Proposed Program:

Bachelor of Science in Education– Health and Physical Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **48**
Mathematics: MATH 217 and 3 additional cr (must be ad(ve()90

(*) 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.

6 Department of Communications Media—Course Revision, Course Number Change, and Catalog Description Change

APPROVED

Current Catalog Description:

COMM 474 Documentary Photography **3c-0l-3cr**
Prerequisites: COMM 271, 472, permission
Prepares students to deal with the actions of subjects in both descriptive and interpretive styles. Students are assigned to photograph a variety of local events in a manner that makes the nature of the event evident to the viewer of the photograph. Students also learn differences between printing for reproduction and for exhibit. They are required to have a 35mm camera (preferably a manual exposure single-lens reflex) and a flash unit.

Proposed Catalog Description:

COMM 374 Documentary Photography **3c-0l-3cr**
Prerequisites: Junior/senior standing, COMM 101, or permission of the instructor
Prepares students to photograph documentary content that explores aspects of historical significance, cultural value, social change, and social injustice. Explores the differences and similarities between documentary photography and purely aesthetic photography in order to capture images focused on social and historical value. Calls for students to critically analyze documentary images, projects, photographers and the societal impact they have made in order to create new and influential images for modern and future utilization. Students are required to have access to a digital camera.

Rationale: The prior course number of 474 was to insure that students had photography dark room experience before taking the course; with the advent of digital photography, however, this need no longer exists. The new course number of 374 is more appropriate for the level of the material and the course's placement in the curriculum. COMM 472 is no longer taught within the department and has created unnecessary scheduling conflicts for years. COMM 271 Beginning Photography was also there to insure students had prior dark room experience. Only COMM 101 is being required because there are no other courses offering entry-level documentary skills. The course objectives and syllabus have been updated.

7 Liberal Studies Committee—Revised Criteria for Liberal Studies Course Categories

practices. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 20 students.

In addition to the criteria outlined below, English Composition II introduces students to IUP's approved Information Literacy Competency Standards (see Appendix I).

English Composition II Expected Undergraduate Student Learning Outcomes

Proposals for courses designed to fulfill the Liberal Studies English Composition II requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Individual course syllabi may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students in Composition II will demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- c

quotation and explanation. They also learn to use a citation and documentation style (MLA or APA).

3. ***Revising:*** Activities in the course develop students' ability to consider audience, purpose, language, evidence, and logical organization in written texts; to modify drafts when rhetorical, aesthetic, or logical motives change; to proofread and edit.
4. ***Speaking and Listening:*** Students meet in structured reading and writing groups to discuss inquiry problems, processes and successes. Examples of other appropriate activities include

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31

Oral Communication

Oral Communication Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Oral Communication requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes

- organize, construct and deliver oral presentations including the effective use of visuals to enhance oral presentations

Technical Communication

The technical communication course is intended to develop technological communication skills and to provide students an understanding of how computers or other technological devices are used as communication tools. Technical communicators develop and design instructional and information products combining multimedia knowledge and strong communication skills with technical expertise (Society for Technical Communication, 2009). The course will include teaching of computer or other technology skills for the purpose of communication, organization, research and problem solving.

Technical Communication Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Technical Communication requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students will demonstrate:

- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation Í!®ËÜÂFäd¦Dc.e)4æìaD Êbaä2/2

At the conclusion of the course the student should be able to:

- identify the various laws and regulations dealing with the protection of original properties
- discuss the implication of freedom of access to information on individual rights to privacy
- create multimedia presentations
- demonstrate effective techniques for searching electronic resources
- develop a communication device (e.g. a web page, instructional manual or multimedia presentation) that demonstrates communication and organization skills
- demonstrate proficiency in productivity software for the purpose of communication, organization, research and problem solving

* Productivity software could include word processing, database management, spreadsheets, presentation software, web-based technologies and other applications packages.

Society for Technical Communication. (2009). "*What's the difference between technical communicator and technical writer?*" Retrieved November 17, 2009 from: http://www.stc.org/story/tc_tw.asp

C. First Year Seminar **POSTPONED**

The First Year Seminar (FYS) is a required three-credit experience for all first year students. These courses should aid students in understanding the interdisciplinary nature of their education. Students should begin to develop skills in critical and creative thinking, discussion and writing and should become acquainted with the values that sustain a community of learners. It is recommended that enrollment in these courses be limited to 25 students.

These courses are open only to first year students. Students can accomplish this requirement with the successful completion of an approved FYS. Students who transfer to IUP with 21 or more credits from another institution are exempted from the FYS requirement. This course cannot be an introductory course in the student's major nor is it intended to replace an introductory major course. Students may (but are not required to) fulfill the FYS by taking a course offered by their major department or college. An FYS course taken through a student's major department will not count toward graduation requirements in his or her major. FYS courses may not also fulfill Competency-Across-the-Curriculum (CAC) requirements.

FYS proposals of a cross-disciplinary nature that may be team taught or linked with other Liberal Studies or major's courses are encouraged. FYS courses may be offered by any department based on disciplinary expertise and the criteria outlined below.

First Year Seminar Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies First Year Seminar requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

First Year Seminar Required Course Content

Proposals for courses designed to fulfill the Liberal Studies First Year Seminar requirement must include:

1. Course content addressing the human experience. This criterion is abstract by design and meant to include courses from many different disciplines. To prepare students for the interdisciplinary nature of their education, the course should be designed to offer students opportunities to make connections among and between disciplines. When appropriate, these courses should explore global events. The following examples are offered as guidance:
    - How do science and technology affect the human condition?
    - Do considerations of individual rights or societal well being mandate revisions to our criminal justice policies?
    - Is the creation of or appreciation of art informed by or reflective of cultural points of view?
1. Whenever appropriate, use of primary source materials directly related to the course content

Proposers of courses designed to fulfill the First Year Seminar requirement are encouraged to include content relating to the development of transitional skills for student academic success and socialization to university life including:

1. Introduction to College: e.g., understanding higher education, its purpose, value and expectations
2. Learning Strategies, Study Skills and Personal Responsibility: e.g., time management and self-motivation
3. Educational and Life Planning: e.g., connecting the present academic experience to future personal and professional goals including choice of major and career
4. Diversity: e.g., lifestyles, sexual orientation, intercultural communication skills and achieving community amidst diversity
5. Student Engagement: e.g., linked curricular and co-curricular experiences, opportunities for service learning and/or peer-to-peer interactive learning activities

D. Dimensions of Wellness

Proposers of courses designed to fulfill the Liberal Studies Dimension of Wellness requirement

Literature Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Literature requirement must include:

- works of imaginative literature, both poetry and fiction (whether novel, short story, or dramatic text); works that introduce students to a mixture of literary genres and are not limited to a single genre or form
- works by ethnic and racial minorities and women
- techniques that foster students' ability to sustain engagement with a variety of literary works
- techniques that foster students' ability to analyze and interpret literature independently and collaboratively

Proposers of courses designed to fulfill any Liberal Studies Literature course are encouraged to include content from both English-language literatures and as relevant, literatures in translation and content that will:

- focus on literatures from around the world
- focus on a particular theme
- include works of creative non-fiction
- include a mix of historical periods and historical cultures

Literature Common Learning Objectives

All courses meeting the Liberal Studies literature requirement will establish the following common learning objectives:

At the conclusion of the course the student should be able to:
Understand aesthetic and imaginative facets of human experience by being able to:

- discuss the purposes and functions of literature within society
- recognize the power of finely controlled language beyond its informational dimension, such as its auditory, imagistic, affective, symbolic, and hermeneutic possibilities
- appreciate the ways in which one text can form the basis for multiple, sometimes competing, interpretations

Demonstrate critical and reflective thinking skills by being able to:

- articulate and effectively communicate how a text has become meaningful
- formulate questions appropriate to the understanding of literary texts
- develop interpretations of literary texts that are grounded in careful reading strategies and in any of many literary or theoretical approaches
- understand literature as a reflection of or challenge to the culture and time in which it was produced

Association of Departments of English. (Winter-Spring 2009). "*ADE Guidelines for Class Size and Workload for College and University Teachers of English*," Retrieved November 9, 2009 from www.ade.org/bulletin/frames_browse.htm

National Council of Teachers of English. (1999). "*NCTE Position on Class Size and Teacher Workload, Kindergarten to College*." Retrieved November 9, 2009 from:

http://www.ncte.org/about/policy/guidelines/107620.htm

F. Global and Multicultural Awareness **POSTPONED**

Global and Multicultural Awareness courses are designed to provide students with the opportunity to learn more about the world and its diverse peoples and to promote a better understanding of other cultures. Students should gain an understanding of global events, how these events affect their lives and how these events may be addressed.

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Global and Multicultural Awareness *Required Course Content*

Proposals for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must in110.08 Tm.8 re W 08 Tm.8 s

skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy" (Middle States Commission on Higher Education, 2002, p. 37). An intentional across-the-curriculum approach can result in the building and reinforcement of these skills first in Liberal Studies (LS) courses and then in majors' courses across the students' program of study, assuring proficiency in these competencies upon graduation.

Students will complete courses to fulfill the six (6) Competency-Across-the-Curriculum (CAC) Categories. Students are required to complete one course for each competency with the exception of the Written Communication Competency, for which students must complete two (2) courses one being from the student's primary major.

The Competency-Across-the-Curriculum courses may be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of the First Year Seminar.

It is recommended that 50% of the course grade be based on assignments related to the CAC(s) for which the course is being proposed. A course may be designed enabling students to achieve two (2) but not more than two competencies within that course.

1. Global Citizenship Competency-Across-the-Curriculum **POSTPONED**

Glo

- understand the relationships within and between global communities
-

- provide students with an understanding of how information is organized and retrieved, including both primary and secondary resources

- problem solving skills using a variety of methods and tools
- critical thinking skills including analysis, application

- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners*

- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world

Scientific Literacy CAC Required Course Content

Proposals for courses designed to fulfill the Scientific Literacy Competency-Across-the Curriculum must:

- have at least 50% of the course content be scientific domain knowledge (e.g., natural or social science) as employed in the investigation of the course subject matter
- investigate relevance, application, and impact of science to student's life or field of study
- apply problem solving and critical thinking skills
- transform information to explore hypotheses and draw conclusions

Proposers of courses designed to meet the Scientific Literacy Competency Across-the-Curriculum are encouraged to include course content that will:

- include at least 50% of the course grade based on assignments related to Scientific Literacy

Additionally, Scientific Literacy Competency-Across-the Curriculum courses:

- may be laboratory or non-laboratory
- may incorporate content from disciplines outside the College of Natural Science and Mathematics

Scientific Literacy CAC Learning Objectives

All courses meeting the Liberal Studies Scientific Literacy Competency-Across-the Curriculum requirement will establish the following common learning objectives:
At the conclusion of the courses students should be able to:

- use the scientific methodology to identify sources of data and to collect and process data from a variety of sources
- develop an understanding of the importance of science as applied to issues inTd ( )Tj EM02eramenatc

sizes of no more than 20 for composition courses (NCTE, 1999). It is recommended that enrollment in these courses be limited to 25 students.

Written Communication CAC Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Written Communication Competency-Across-the-Curriculum requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Written Communication CAC Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Written Communication Competency-Across-the-Curriculum requirement must include:

- writing assignments designed to enhance students' ability to write
- guidance to students in conceptualizing, organizing, and presenting written material giving attention to both the process and product of writing
- writing assignments that have clearly defined stages of preparation and regular progress reviews (including feedback from the instructor and opportunities for revision)
- at least one assignment that requires students to produce a finished, edited document
- written assignments throughout the semester that amount to a minimum of 15-20 typed pages or approximately 5,000 words

Proposers of courses designed to meet the Written Communication Competency Across-the-Curriculum are encouraged to include course content that will:

- include at least 50% of the course grade based on assignments related to writing

Introduction to Liberal Studies **POSTPONED**

The contents of this Liberal Studies Curriculum Handbook are intended to serve as a guide for faculty and departments in their efforts to develop courses for the Liberal Studies curriculum. It is necessary for this program to meet the goals of the University and to provide a comprehensive curriculum that will provide all IUP students the opportunity to meet the Expected Undergraduate Student Learning Outcomes. This is the objective of the Liberal Studies program as a whole but not the responsibility of individual courses. No one course or program is expected to meet all of the Student Learning Outcomes.

When developing curriculum proposals, individual faculty and departments should review the Expected Undergraduate Student Learning Outcomes and define them as appropriate to their courses and departmental goals. Specific terms included in the outcomes should be defined as appropriate to the course content or disciplinary area. This is particularly important in cases where multiple sections of a course are offered and being taught by different faculty members. These instructors will need to agree on how these student learning outcomes are defined within their courses.

Proposals will need to include a justification for the exclusion of an Expected Undergraduate

B. Faculty and Department Commitment to Liberal Studies

Individual faculty and academic departments offering courses in IUP's Liberal Studies program must commit to the following:

- sustaining the course content set out in the original course proposal in such a way that the course will continue to meet the course outcomes outlined in the approved course syllabus and the primary Expected Student Learning Outcomes set forth in the course criteria
- participating in the Liberal Studies Committee's periodic review and assessment of Liberal Studies courses, including requests for updated syllabi, assignments and grading rubrics
- addressing the teaching of Liberal Studies courses in departmental five-year reviews, including assessment of Liberal Studies courses taught by the department
- participating in assessment as set forth by the approved University Assessment Committee
- participating in relevant discussions and meetings related to Liberal Studies courses

II. Liberal Studies Proposal Submission Guidelines **POSTPONED**

All curriculum proposals for Liberal Studies follow the procedures as outlined in the University-Wide Undergraduate Curriculum Committee (UWUCC) curriculum handbook. New and revised Liberal Studies courses and revisions to the Liberal Studies portion of any program also come to the Liberal Studies Committee for review, are forwarded to UWUCC and University Senate for action.

New and Revised Course Proposals submit:

- One copy of the course syllabus (in UWUCC Syllabus of Record Format), with signed cover sheet attached to the Liberal Studies Office

- One copy of the Expected Undergraduate Student Learning Outcomes Chart (following page), identifying the primary outcomes for the course as outlined in the course or category criteria

- Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment.

- Individuals proposing courses that fulfill only part of a requirement for a given course or category must address how students will be able to meet the remainder of the requirement. For example if a one-credit course is designed to fulfill one-third of a three-credit Liberal Studies requirement proposers will need to address the availability of two-credit courses to that allow students fulfill the remainder of the requirement.

Program Proposals

- Proposals for new programs or revisions to the Liberal Studies portion of an existing program will submit one copy of the proposal, following the UWUCC guidelines, with signed cover sheet attached, to the Liberal Studies Office.

- Syllabi for new or revised courses that are part of the program revision must also be included.

University Wide Graduate Curriculum Committee (Senator Piper)

FOR INFORMATION

A tracking log of curriculum proposals that are currently being reviewed within the IUP's graduate curriculum approval process is on-line at the graduate school website. The log can be found under the Faculty and Staff heading at http://www.iup.edu/graduatestudies.

Noncredit Instruction Committee (Senator O'Neil)

Library and Educational Services Committee (Senator Jozefowicz)

The committee will meet on Tuesday, March 30 at 3:20 pm in Stabley 101

University Senate Research Committee (Chair Sciulli)

The committee met on March 2, 2010.

The committee reviewed 9 Fellowship Award proposals. Of the reviewed proposals 6 were awarded $23,383.00 in Fellowships to the following individuals:

- Paul Arpaia
- Beverly Chiarulli
- Richard Hsiao and Bob Kostelnik
- Robert Major
- Donald Robertson, Kevin Eisensmith, John Mills, and Zachary Collins
- Thomas Simmons

The committee reviewed 35 Small Grant proposals. Of the reviewed proposals 27 were awarded $21,505 in Small Grants to the following individuals:

-

- Kimberly Desmond
- Ben Ford
-

Library Entrance – All concrete work on the library entrance has been completed and the structural repairs have been made. The granite facade has been machined and is ready for placement. The project is expected to be completed n April.

GESA project – Data collection began in January to compare actual energy savings with guaranteed savings. This is

Tennis Courts – All tennis courts will be resurfaced over a three year period. One set of courts will be done each summer beginning this summer.

In seeking variance, the student must take the initiative to make all arrangements including validation of participation as needed. The student should generally assume that papers and such assignments should be completed and submitted before the anticipated class absence. Alternate arrangements for tests, quizzes, labs, or class participation activity (panels, simulations, presentations) should be sought sufficiently in advance to permit faculty/student agreement on the plan for completion, whether the actual completion is rescheduled to be prior to or subsequent to the anticipated absence.

Registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. Faculty members will assign a midterm grade of "D" (danger or potential failure) or "F" (failure) by using the University Records and Systems Assistant (URSA) at www.iup.edu/ursa .

The midterm grade is an advisory grade and is not a permanent part of a student's academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

Revised & approved 12/08/09

ORIGINAL:
To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Using the university's accepted grade reporting technology, faculty members will assign a midterm grade of "D" (danger or potential failure) or "F" (failure). Each semester the Registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. The midterm grade is an advisory grade and is not a permanent part of a student's academic history. It will not be used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

Rationale:
Simplification of language and reflection of current practices were the impetus for these revisions.

Undergraduate Course Attendance Policy

REVISION:
The university expects all students to attend class.
Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:
1. Each policy must be distributed in writing during the first week of the co thnTc -0.0022(e)6ollo(m)-2(e)4e6(c

The university expects all students to attend class.
Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the Semester Course Syllabus.
2. 2. Each policy must recognize students' need to miss class because of illness or personal emergency.
3. 3. Each policy must define some limited level of allowable absence, normally at least a number of clock hours equal to course credits.
4. 4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed prior to adding the class.

Rationale for Changes:
The policy continues to define that there should be acceptable absences, which should be made explicit to students. The changes made reflect the fact that IUP now has many times, other than the traditional semester, during which formal courses may occur. Similarly, the number of acceptable absences and types of reasons are varied and may be determined by course length, format and for other reasons.

Senate Submission from Academic Committee for Honorary Degree **APPROVED**

Glenn Cannon

In the aftermath of Hurricane Katrina, when FEMA's shortcomings made international headlines, the agency turned to Glenn Cannon '71—

Now, as a senior vice president for Hillard Heintze, Cannon is helping the firm's clients bring best practices to all phases of their emergency preparedness efforts.
Cannon was chosen for this strategic position, because his credentials are impeccable – not just as a national expert in emergency preparedness and response but also as a pragmatic business leader, advisor, and team-builder with a hands-on understanding about how to contain costs, improve processes, raise internal awareness, foster collaboration across multiple stakeholder groups, and craft innovative solutions that advance strategic organizational objectives. Cannon is

For Service: Dr. Joseph Domaracki, Special Education and Clinical Services
For Teaching: Dr. Becky Knickelbein, Special Education and Clinical Services
For Creative Arts: Mr. Richard Kemp, Theater and Dance

The committee will meet on March30 at 3:45 pm in 203 Stabley.

University Planning Council (Senator Reilly)

The council will meet on April 5th.

Presidential Athletic Advisory Committee (Senator Hinrichsen)

No Report

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The committee will meet next on Wednesday April 21 in Oak Room WestA at 3:00 PM

University Budget Advisory Committee (Senator Radell)

NEW BUSINESS

None

ADJOURNMENT

The meeting was adjourned at 5:10 PM.

Respectively Submitted

Edel Reilly, Senate Secretary