

**MINUTES OF THE
IUP UNIVERSITY SENATE**

September 15, 2009

Chairperson Broad called the September 15, 2009, meeting of the University Senate to order at 3:34 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Altman, Franklin-Rahkonen, Gunter, Hull, MacLoed, Rosenberger, Trimarchi

The following Senators were absent from the meeting: Appolonia, Ault, Beck, Camp, Clutter, Hannibal, Kostelnik, Kuipers, Lemasters, Myers, Powers, Weiner, Wick, Williams, Yang, Zorich

The minutes of the April 28, 2009 meeting were **APPROVED**.

Agenda items for the September 15, 2009, meeting were **APPROVED** with the following changes: minor edits were made to the UWUCC appendix; titles were incorrect, correct spelling of PreK, and consistent wording about Admission to Teacher Education

The election of Edel Reilly as Secretary was **APPROVED**.

The election of Christopher Stith as Vice Chairperson was **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report

Good afternoon, and welcome to the beginning of another academic year. There are many exciting things happening and it is your efforts that will make it a good year.

I would like to welcome four new members of the IUP community: Dr. Timothy P. Mack, dean of the School of Graduate Studies and Research and professor of biology; Dr. Phillip Myers, executive director of the IUP Research Institute; Dr. Inno Onwueme, associate provost for academic programs and planning; and Mr. Patrick Williams, IUP's new vice president for University Relations and executive director of the Foundation for IUP. Dr. Mack, Dr. Myers and Dr. Onwueme are here with us; Mr. Williams will join us later this month.

I also want to offer my congrat

On November 17th, Mr. Bill Strickland, author of this year's Common Freshman Reader, "Make the Impossible Possible," will be on campus for classroom visits and a public lecture. I want to thank the members of the Freshman Common Reader Committee and all who have contributed to this important initiative.

Please accept my best wishes for a productive and enjoyable academic year.

Provost's Report

Good afternoon. I am pleased to welcome all of you back from what I hope was a restful and enjoyable summer as we begin a new academic year at IUP. For those of you who are new Senate members, congratulations on your appointment and on this opportunity to assume a leadership role in the shared governance of the university.

Having served a little over a year as provost, I can tell you that it is an incredible job packed with challenges and surprises on a daily and sometimes even on an hourly basis! I am proud to work with colleagues across the university who believe in the mission of this institution and work every day to make it a great place for learning, scholarship and service. But in these extraordinarily challenging economic times, it is incumbent on all of us at IUP to place greater emphasis on the substance, quality, and impact of what we do. We must become more creative and effective in utilizing our resources and align those resources with our priorities. But let me be clear -- academic excellence must always be our highest priority.

New Administrative Appointments

I am pleased to announce several new administrative appointments in Academic Affairs:

Dr. Inno Onwueme, Associate Provost for Academic Programs and Planning

Dr. Timothy Mack, Dean of the School of Graduate Studies and Research

Dr. Mary Lou Zanich, Interim Dean of the College of Natural Sciences and Mathematics

Dr. David Myers, Interim Director of the John P. Murtha Institute for Homeland Security

Dr. Phillip Myers, Executive Director of the Center for the Study of the American West

Established the Center for Civic Engagement and Student Leadership
Faculty and students at IUP published over 150 peer reviewed articles, 21 books, 26
book chapters, and 23 juried performances, exhibits and artistic works.

Senate Curriculum Actions at last meeting:

In response to the Senate recommendations from the April 28, 2009 meeting, I accept the following:

A. The following courses are approved by me and may be offered immediately:

HRIM 404 – Brew Pub and Brewery Operations

JRNL 400 – Professional Preparation

GEOG 425 – Global Positioning Systems (GPS) Concepts and Techniques

CHSS 342 – Social Studies Teaching Lab

HPED 285 – Group/Individual Exercise Leadership

HPED 286 – Strength/Personal Training Practicum

HPED 347 – Physiology of Exercise Laboratory

HPED 414 – Exercise

Looking Ahead: Academic Goals for 2009-2010

Goal #1: Implementation of the revised Liberal Studies Curriculum

After a six year-long effort the University Senate and the Council of Trustees approved the revised Liberal Studies curriculum in April 2009. I want to personally thank the Liberal Studies Revision Committee and especially Dr. Mary Williams and Dr. Gail Wilson for their dedication, hard work, and fortitude. But there is still much work ahead in implementing this new curriculum. Course modifications and new course development will need to be carried out once the Senate approves the criteria to be used in determining the suitability of a course for a particular category of the new curriculum. The goal is to have the new revised Liberal Studies curriculum take effect with the 2011 freshman class.

Goal #2: Create a five-year Academic Strategic Plan through an inclusive, transparent and participatory process, which will enable Academic Affairs to set prioritized goals for the coming years that will guide the division in making budgetary requests and decisions

During the past year Academic Affairs laid the groundwork for a new academic strategic planning initiative, building on the past good work of faculty and administrators. We engaged multiple faculty leadership groups, the deans and chairpersons of each college, staff, and central academic administration. Two large group charettes were held during the spring 2009 semester. This first stage of the planning process has served to clarify our identity, values, and academic priorities as we chart our course for the future.

During 2009-2010 the next stage of the planning process will focus on moving forward in a fully collaborative way in formulating a five-year academic strategic plan. Shortly, a Steering Committee (SC) will be formed with broad representation from the academic community. The SC will be charged with the task of guiding the entire planning process and synthesizing the ideas, goals, strategies and expected outcomes that will emerge from the detailed work that will follow over the next several months. Further details about the planning process will be provided to the academic community in the coming weeks and a special strategic planning website will be established.

accounting. The results of these efforts should lead to a less cumbersome operation and the submission and awarding of a substantially greater number of proposals.

Goal #5: Establish dual admission agreements between IUP and select community colleges

As part of our overall enrollment management plan, Academic Affairs will be working collaboratively with Student Affairs in establishing a number of dual admission agreements with select community colleges. Under these agreements, dual admission will be granted to any student who graduates with an Associate Arts or Associate Science degree from the community college partner. Institutional data shows that A.A. and A.S. graduates have higher retention and graduation rates than native students at IUP.

Goal #6: Substantially expand on line degree programs and successfully migrate to Moodle

To date, IUP has been slow in moving into on line programming and there are substantial untapped markets that we can serve and new revenues that can be captured, especially at the graduate level. But we need to think strategically as we expand in this area as well as to provide the faculty training and technical support needed to ensure high quality learning experiences for our on line students.

In closing, I want to thank all of the faculty and staff for their many contributions to IUP this past year. To pursue our goals as a university, we must work together as a team. To successfully nurture our students to the highest level of intellectual and personal achievement – to maintain our pride as a student-centered doctoral research university – we must work together as a community of scholars and professionals with courage and conviction, and with a passionate commitment to the shared values that guide and define us. If we do all that—and we can – we will guide our ship through the rough waters ahead to a safe and abundant shore. Thank you.

Chairperson's Report

Welcome back. I hope everyone had a good and productive summer. I know I did, though neither as good nor as productive as I would have liked. I ate fresh oysters and mussels in Brittany, walked in the snow at the edge of glaciers in the Pyrenees, ate oranges plucked fresh from the tree in Spain, swam in a spring-fed lake in Vermont, and, just last weekend, ate *mojarra frita al mojo de ajo* in Mexico. I got a draft of about 120 pages of a book done, presented a paper, and caught up on some reading. But I feel like I'm playing catch up in my classes and wondering how we're going to make it through the year without a budget.

This promises to be, dare I say, exciting. The state has no budget, so we have no idea what we will be able to do during the year. But we'll do it anyway. New buildings on campus are disorienting to those of us who have been here for longer than it's any of your business to know. Road closings due to construction and to who knows what reasoning make it a challenge to drive around campus. (At least the sidewalk closings seem to be over.)

In the Senate, we expect to see proposals coming along in reaction to the new structure of Liberal Studies, which was approved with less than overwhelming support from the faculty and students. Changes are afoot for summer school, at least in some colleges. We have new personnel in key administrative positions, which will most likely lead to changes for the Senate to act on.

There are rumblings from Harrisburg about seeking ways to make what we do less expensive and to move more students through more quickly with fewer resources. This would seem to me to conflict with national priorities to produce more educated citizens, but maybe I'm just getting old. In any case, any changes in policy needed to implement whatever is handed to us will have to come before the Senate. I trust we'll be ready to take them on.

IUP's University Senate is a wonderful creation that allows all members of our community to contribute to the shaping of what we are as a university. I feel

University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

FOR ACTION:

1 Department of English--Program Revision

APPROVED

Current Program:

Bachelor of Arts—English/Pre-Law Track

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

Humanities Literature: ENGL 122

Mathematics: 3cr

Liberal Studies Electives: 9cr, no courses with ENGL prefix

College:

Foreign Language Intermediate Level (1)

Major:

Required Courses:

Two courses chosen from literary survey courses:

ENGL 210, 211, 212, 213, 226

One writing course chosen from ENGL 220, 221, 222

One language course chosen from ENGL 203, 313, 328

Capstone course: ENGL 484

One English Studies/Pre-Law required course: ENGL 265

Controlled Electives: (2)

Two courses in persuasion: ENGL 313 and either ENGL 321 or 310

One writing course chosen from: ENGL 220, 221, 222, 325, 326, 327, 422

Proposed Program:

Bachelor of Arts—English/Pre-Law Track

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

Humanities Literature: ENGL 122

Mathematics: 3cr

Liberal Studies Electives: 9cr, no courses with ENGL prefix

0-6 **College:**

Foreign Language Intermediate Level (1)

36 **Major:**

Required Courses:

6cr Two courses chosen from literary survey courses:

ENGL 210, 211, 212, 213, 226

3cr One writing course chosen from ENGL 220, 221, 222

3cr One language course chosen from ENGL 203, 313, 328

3cr Capstone course: ENGL 484

3cr One English Studies/Pre-Law required course: ENGL 265

53

0-6

36

6cr

3cr

3cr

3cr

3cr

2 Department of Communications Media—New Course

APPROVED

COMM 151 Basic Lighting for Still and Motion Imagery

1c-01-1cr

Examines the basic technical and design aspects of artificial and natural lighting in capturing still and motion imagery. This course emphasizes mastery of the terminology and simulation of lighting concepts and conditions through virtual lighting software.

Rationale: The course is designed specifically for Communications Media majors. It is designed to fill two gaps in the Communications Media program. First, the proposed course provides training in lighting design for a variety of broadcast and photographic applications, which are introduced in COMM 150 but are not covered in-depth in the program. Second, due to the design of the Communications Media program, students complete the required coursework with one credit remaining. To make up for this one credit, students must either take a 3 credit course or a 1 credit practicum. Because practicums are in short supply and require a relatively high GPA, most students are required to take the 3 credit course. This course would allow another 1 credit option for degree completion.

3 Department of Technology Support and Training—Course Revision Correction

APPROVED

Current Catalog Description:

BTED 370 Technology Applications for Education

3c-01-3cr

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that

4 Department of Safety Science—Course Revision Correction

APPROVED

Current Catalog Description:

SAFE 461 Air Pollution

3c-01-3cr

Prerequisites: SAFE 301 or consent

Focuses on major aspects of the air pollution problem. Includes sources of pollution, evaluation and engineering of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Particular emphasis on information that is practical for the safety management, industrial health, or environmental health professional.

Proposed Catalog Description:

SAFE 461 Air Pollution

3c-01-3cr

Prerequisites: SAFE 410 or permission

Focuses on major aspects of the air pollution problem. Includes sources of pollution, evaluation and engineering of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Particular emphasis on information that is practical for the safety management, industrial health, or environmental health professional.

Rationale: The current course number was incorrectly listed in the April 28th minutes as 401 it should have been 461.

5 Liberal Studies Committee

APPROVED

Dr. Wanda Calvert was granted a one-time approval to teach LBST 499 Childhood in America for the fall semester only.

Dr. Michele Sobolak was granted a one-time approval to teach LBST 499 Values and Education in an American Pluralistic Society for the fall semester only.

6 Department of Professional Studies in Education and Department of Special Education and Clinical Services—New Courses, Course Revisions, Program Revision, and Program Catalog Description Change

a New Courses:

APPROVED

i ECED 117 Family, Community, and School Relationships in a Diverse Society

2c-01-2cr

Develops a strong understanding and deep appreciation of the diversity among families, communities, and school cultures in the United States. Students will gain the ability to locate and develop curricular materials and teaching strategies appropriate to this country's diversity.

- vi **EDUC 461 Student Teaching** **5c-01-5cr**
Prerequisite: Admission to student teaching, Successful completion of Teacher Education Step 2

An experience in teaching students with special needs at the PreK to Grade 8 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

- vii **EDUC 471 Student Teaching** **5c-01-5cr**
Prerequisite: Admission to student teaching, successful completion of Teacher Education Step 2

An experience in teaching students with special needs at the PreK to Grade 8 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

Rationale: These courses are designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major. They are being proposed as part of the Early Childhood Education/Special Education program revision. They are required courses.

b Course Revisions, Catalog Description Changes, Course Title Change, and Course Prefix Change

APPROVED

i Course Revision and Catalog Description Change:

Current Catalog Description:

ECED 200 Introduction to Early Childhood Education **3c-01-3cr**

Prerequisite: Admission to the Early Childhood Education/PreK-Grade 6 Program

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. Emphasizes appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them. Five hours of service learning are required.

Proposed Catalog Description:

ECED 200 Introduction to Early Childhood Education **3c-01-3cr**

Prerequisite: ECED/EDEX majors only

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

Rationale: The proposed revision of ECED 200 is taking place to address the demands of the proposed program revision in Professional Studies in Education. The current ECED/ PreK to Grade 6 program is being revised to address the new certification standards mandate from PDE. This brings the focus of the certification to PreK to Grade 4. The revised ECED 200 will focus more narrowly on this age group in response to the state mandated certification changes.

ii Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change

Current Catalog Description:

ELED 221 Children's Literature **3c-0l-3cr**
Acquisition of a wide acquaintance with children's literature, old and new. Poetry selections, annotated stories, and bibliographies will be assembled. Ways and means to develop, stimulate, and guide children's reading of literature presented. Principles and techniques of successful storytelling are studied and practiced.

Proposed Catalog Description:

ECED 221 Literature for the Young Child and Adolescent **3c-0l-3cr**
Prerequisite: ECED/EDEX major, Admission to Teacher Education Step 1
Provides a survey of literature for children from preschool to adolescence. Selection and evaluation criteria for various genres, including visual and literary elements, are the foundation of this course. Emphasis will also be placed on multicultural literature and literature for diverse learners. The course will stress motivational approaches for encouraging children's engagement with and response to literature.

Rationale: ECED 221 is being revised to reflect a change in instructional audience for students seeking ELED certification to students seeking ECED/EDEX certification. The prefix, catalog description, and attendant instructional activities have been revised to reflect this instructional audience.

iii Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Descriptions:

ECED 280 Maximizing Learning **3c-0l-3cr**
Prerequisite: ECED/EDEX major, Admission to Teacher Education Step 1
Further an understanding of the organization and management of functional learning environments and the use of curriculum development principles and strategies to design, implement, and evaluate educationally sound and developmentally effective learning experiences for young children.

Proposed Catalog Description:

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

3c-01-3cr

Prerequisite: ECED/EDEX major, Admission to Teacher Education Step 1
Examine competencies specific to the science of teaching, the organization and management of functional learning environments, and the design, implementation, and evaluation of developmentally appropriate learning experiences. Areas explored include models of teaching, lesson and unit planning, and creating a classroom environment that is conducive to learning.

Rationale: This proposed course revision is needed to comply with the mandated certification guideline changes from the Pennsylvania Department of Education. The PDE content standards for the new PreK to Grade 4 certificate require increased focus on Social Studies materials as well as increased attention to pedagogy that is specific to PreK to Grade 4 learners. With the proposed revision of this course, and the creation of ECED 411 both of these areas can be more fully explored for students preparing to teach in inclusive PreK to Grade 4 settings.

iv Course Revision, Course Title Change, and Catalog Description

Current Catalog Description:

ECED 310 Science and Health in the Literacy-based Early Childhood Curriculum

3c-01-3cr

Prerequisite: Admission to the Early Childhood Education/PreK Grade 6 Program

Emphasizes the need for high-quality, meaningful science and health experiences in early childhood, across a developmental curriculum. Teaches how to provide young children with unique opportunities to use science and health experiences to enhance their learning.

areas of Science, Health, and Safety, and the proposed program contains other courses (notably ECED 221, 351, 451, and EDEX 425) which focus specifically on the literacy development of the PreK to Grade 4 learner. The objectives, activities, and attached bibliography reflect the proposed revision's intent to more specifically serve program outcomes related to Science, Health, and Safety in this course.

v Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change

Current Catalog Description:

ELED 411 Teaching of Social Studies 3c-0l-3cr

An overview of social studies in elementary school. Includes study of objectives, trends, areas of content, patterns and principles of organization, and techniques of teaching. Variety of learning experiences and materials used and evaluated.

Proposed Catalog Description:

ECED 411 Social Studies for All PreK to Grade 4 Learners 3c-0l-3cr

Prerequisites: ECED/EDEX major, Admission to Teacher Education Step 1

Presents an overview of social concepts related to geography, history, economics, civics and government, and citizenship. Prepares teacher candidates to offer classroom instruction to all PreK to Grade 4 learners which builds civic competence and enables students to use skills of collaboration, decision making, and problem solving.

Rationale: This course is proposed to address the Social Studies content standards from NAEYC and PDE. The former ECED 280 previously addressed social studies content, but its new proposed iteration has removed that content moving it specifically into this newly revised course, ECED 411.

vi Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

ECED 451 Teaching Primary Reading 3c-0l-3cr

A methods course to assist in developing the reading abilities of young children. Deals with instructional issues related to teaching reading and introduces students to varying reading and pre-reading processes which are effective with young children. Also emphasizes diagnostic and assessment strategies for teaching reading.

Proposed Catalog Description:

ECED 451 Literacy for the Deve

viii Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change

Current Catalog Description

ECED 314 Creative Experiences to Enhance Literacy Acquisition 3c-01-3cr

Prerequisite: Admission to the Early Childhood Education/PreK-Grade 6 Program

Provides the knowledge and skills necessary to incorporate creative music, art, movement, and play activities into the comprehensive early childhood curriculum. Integration of creative experiences designed to enhance literacy acquisition will be emphasized, as well as the historical, theoretical, and research base for the integration of creative experiences into the curriculum. Students engage in supervised field experiences during which they will engage preschool students in literacy-focused creative experiences. Eight hours of service learning focusing on early literacy acquisition are required.

Proposed Catalog Description:

ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners

3c-01-3cr

Prerequisites: ECED/EDEX major

Provides teacher candidates with the knowledge and skills necessary to incorporate creative music, art, drama, movement and play activities into a comprehensive early childhood inclusive curriculum. Integration of creative experiences and play designed to enhance and encourage the development of all PreK to Grade 4 learners will be emphasized, as will the historical, theoretical and research base for the integration of play and creative experiences into a fully inclusive classroom.

Rationale: This course is being revised to include more focus on the developmental importance of play in compliance with the PDE guidelines for the PreK to Grade 4 certification program.

c Program Catalog Description Change

APPROVED

Current Catalog Description:

Elementary ~~0110~~ Progra

is required to apply for teacher certification, to take major courses in the department and to student teach.

The **Urban Track** within the Department of Professional Studies and Education prepares students for teaching in urban school districts, especially in low-income communities with high minority enrollments where the need for high-quality teachers is great. Coursework and field experiences emphasize the historical, economic, political, and sociocultural contexts of urban schools and seek to develop within future teachers the skills, knowledge-base, and sensitivities for working with students whose backgrounds and life experiences often differ in significant ways from their own.

Early Childhood Education/PreK-Grade 6 Program

This program is designed to assist students in becoming highly competent and effective teachers of children in Preschool through Grade 6. The program has an emphasis on early childhood education and the teaching of reading. Students in this program will meet the academic requirements for certification in both Early Childhood Education and Elementary Education with an academic concentration in the Teaching of Reading.

This unique cohort program, combining coursework, extensive field experiences, and community involvement, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children's cognitive, language, social, emotional, and physical development. As all field experiences take place in specific school districts and communities in a collaborative professional development school model, student teaching abroad and the urban elementary education track are not options for students in this major. Twenty hours of service learning are a requirement of this program and are incorporated into major courses. Admission to this selective program requires satisfactory completion of an interview in addition to the college requirements for Step 1 in the 3-Step Process for Teacher Education. Students interested in this program should enroll in the university as Elementary Education majors. Interviews and candidate screening will be held in the fall and spring. Interview dates and relevant information are available at www.iup.edu/pse/programs. A 3.0 GPA is required to apply for teacher certification, to take major courses in the department, and to student teach. Students must meet the requirements leading to teacher certification as outlined in this catalog.

Proposed Catalog Description:

This program is designed to assist students in becoming highly qualified, competent and effective teachers of all learners in Grades PreK through Grade 4. The program has an emphasis on best practices in both early childhood education and special education. Students in this program will meet the academic requirements for Pennsylvania certification in both PreK to Grade 4 as well as Special Education PreK to Grade 8. This program, combining coursework in both early childhood education and special education with extensive field experiences, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand all children's cognitive, social, emotional, and physical development. Field experiences will take place in a variety of settings encompassing diverse learning needs as well as learners in birth to Grade 3 classrooms, preschool classrooms, K-1 classrooms, and classrooms in Grades 2-4. Admission to this program requires entering students to meet the guidelines for admission to the College of Education. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process, enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.

d. Program Revision:

Major:

Required Courses: (1)

CDFR 426	Techniques of Parent Education
ECED 180	Orientation to the ECED/PreK-Grade 6 Program
ECED 200	Introduction to Early Childhood Education
ECED 220	Children's Literature to Enhance Emergent and Beginning Reading
ECED 280	Maximizing Learning
ECED 310	Science and Health in the Literacy-based Early Childhood Curriculum
ECED 314	Creative Experiences to Enhance Literacy Acquisition
ECED 451	Teaching Primary Reading
ECED 480	Professional Seminar: Teacher as Researcher and Advocate

the competencies required to earn the Special

University-Wide Graduate Curriculum Committee (Senator Piper)

FOR INFORMATION

The University-Wide Graduate Committee provided distance education approval for the following course:

ECON 634: Managerial Economics

FOR ACTION

New and Revised Courses

Department: Technology Support and Training

Program: M.Ed. in Business/Workforce Development

Start Date: Fall 2009

1 Course Revision/Course Number Change:

APPROVED

BTED 694 Clinical Studies in Business Education

Old Catalog Description:

BTED 694 Clinical Studies in Business Education

3 cr.

Examines the historical and philosophical perspectives of business and technology education. Includes observations of classes at the secondary, community college, and industry training levels. Interviews of staff in educational settings will be included to provide in-depth information on trends in business and technology education.

New Catalog Description:

BTED 690 Clinical Studies in Business Education

3 cr.

Examines the historical and philosophical perspectives of business and technology education. Includes observations of classes at the secondary, community college, and industry training levels. Interviews of staff in educational settings will be included to provide in-depth information on trends in business and technology education.

Rationale: BTED 694 is the graduate clinical field experience; BTED 693 is the graduate methods course. Graduate students have been confused because advisement is to take the field experience before the methods course. Therefore, the logical number sequence should be BTED 690, Clinical Studies in Business Education, and the BTED 693, Seminar in Teaching Business Subjects.

2 New Course/Dual-level listing:

APPROVED

evaluating training for education and information technology. Major emphasis is placed on the planning of instruction; classroom management; evaluation and follow-up methods; and evaluation of training strategies.

Rationale: One of the criticisms offered by graduate students was that the specialization in Workforce Development needed more courses in training and development in the areas of business and information technology. In the current program, students only take one course. This dual-listed course is being proposed to meet the needs of not only graduate students but also undergraduates.

- 3 Course name change:** **APPROVED**
BTST 642 Training and Development in Business/Workforce Development

Old Catalog Description:

BTST 642 Training and Development in Business/Workforce Development **3 cr.**

Office systems occupations are analyzed and teaching strategies are developed for training in high-technology settings. Development of unit plans, lesson plans, and classroom management strategies is included on topics such as computer literacy, desktop publishing, and telecommunications.

New Catalog Description:

BTST 642 Training with Technology **3 cr.**

Occupations are analyzed, needs are assessed and strategies are developed for designing training in high technology settings. In depth discovery and use of training technologies will be experienced. Development of course objectives, training outlines, and use of cutting-edge technological delivery techniques will be addressed. **Prerequisite:** BTST 542

Rationale: One of the criticisms offered by graduate students was that the specialization in Workforce Development needed more courses in training and development in the areas of business and information technology. In the current program, students only take one course. This dual-listed course is being proposed to meet the needs of not only graduate students but also undergraduates.

**VOED 600 Curriculum Development and Vocational
Education**

3 cr.

Emphasis is on processes for making curriculum decisions and guiding others in developing and updating curriculum for vocational education. Current occupational standards and societal needs, as well as state and federal regulation governing vocational education, are used as a basis for curriculum decisions.

VOED 602 Conference Leadership & Communication Methods in Vocational Education **3 cr.**

Basic concepts in supervision of vocational programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual vocational school situation supplemented by seminars.

New Catalog Description:

BTED/VOED 602 Conference Leadership and Communication Methods in Career and Technical Education **3 cr.**

Basic concepts in supervision of career and technical education programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual career and technical school situation supplemented by seminars.

Rationale: Vocational education is no longer the term used to identify our areas; therefore, the name is changed to the current vernacular of career and technical education.

7 **Course name/description change:**

APPROVED

- 8 **Course name/description change:** **APPROVED**
VOED 604 Curriculum Supervision in Vocational Education

Old Catalog Description:

VOED 604 Curriculum Supervision in Vocational Education **3 cr.**

Emphasizes skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student identifies areas that need enhancement in vocational settings. Skills are developed in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

New Catalog Description:

BTED/VOED 604 Curriculum Supervision in Career and Technical Education **3 cr.**

Emphasizes skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student identifies areas that need enhancement in career and technical education settings. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

- 9 **Course name/description change:** **APPROVED**
VOED 605 Policy Administration

Old Catalog Description:

VOED 605 Policy Administration **3 cr.**

Develops skills to communicate vocational school policies and activities effectively with staff, students, and community. Includes study of student recruitment for vocational programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

New Catalog Description:

BTED/VOED 605 Policy Administration **3 cr.**

Develops skills to communicate career and technical school policies and activities effectively with staff, students, and community. Includes study of student recruitment for career and technical programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

10 New Course:

Rick Kemp
Becky Knickelbein
Werner Lippert
William McPherson
Joann Migyanka
Elizabeth Palmer
Gloria Park
Daniel Perlongo
GianPagnucci
Edel Reilly
Teresa Shellenbarger
Kenneth Sherwood
Susan Wheatley

The committee meet again on Tuesday September 8 in G35 Stright

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Reilly)

No Report.

Presidential Athletic Advisory Committee (Senator Domaracki)

No Report.

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The committee will meet next on Wednesday September 23 in Oak Room West at 3:00 PM

NEW BUSINESS

The rules committee presented for information wording changes to the Senate bylaws.

ADJOURNMENT

The meeting was adjourned at 4:59 PM.

Respectively Submitted

Edel Reilly, Senate Secretary