

# UNIVERSITY SENATE AGENDA

## EBERLY AUDITORIUM

December 2, 2008

3:30 – 5:00 p.m.

### Approval of Order

- A. Approval of minutes of the meeting of November 4, 2008
- B. Approval of current agenda items and order

### Reports and Announcements

- A. President Atwater
- B. Provost Intemann
- C. Chairperson Broad
- D. Vice Chairperson Fisher

### Standing Committee Reports

### Chairperson

### Appendix

### Page(s)

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|---|---------------------|---|---------|
| A. Rules Committee                                    |                     |   |         |
| B. University-Wide Undergraduate Curriculum Committee | Sechrist / Hannibal | A | 2 - 10  |
| C. University-Wide Graduate Committee                 | Piper/Baumer        | B | 11 – 20 |
| D. Academic Committee                                 | Dugan/Novels        | C | 21      |
| E. Awards Committee                                   | Ritchey             |   |         |
| F. Noncredit Committee                                | O’Neil              | D | 22      |
| G. Library and Educational Services Committee         | Jozefowicz          |   |         |
| H. Research Committee                                 | Sciulli             | E | 23      |
| I. University Development and Finance Committee       | Domaracki           | F | 24 - 25 |
| J. Student Affairs Committee                          | Rieg                |   |         |

### Senate Representative Reports

### Representative

- |   |           |
|---|-----------|
| A. University Planning Council                  | Wright    |
| B. Presidential Athletic Advisory Committee     | Domaracki |
| C. Academic Computing Policy Advisory Committee | Chiarulli |

### New Business

### Adjournment

**APPENDIX A**  
**University-Wide Undergraduate Curriculum Committee**  
**Co-Chairs Sechrist and Hannibal**

**FOR INFORMATION:**

**1. UWUCC Cover Sheet (Appendix B)**

Indicate "Distance Education Progr

- (b) **Impact on existing major**--How has the change to distance education course offerings affected the existing major at IUP (enrollment, reputation, etc.)? What effect will the change to a greater reliance on distance education have on resource allocation and resource sufficiency within the department and within the college? Will sections continue to be available for students who wish to take a course in the classroom?

**Rationale:** A change in delivery format policy has been in place at the Graduate level for a number of years. As more and more distance education courses have been approved at the undergraduate level, it has become apparent that a policy is needed for Undergraduate programs. The committee spent over a year developing the policy and receiving feedback from various groups.

### **3. Department of Political Science—New Course**

#### **PLSC 376 Public Sector Budgeting and Financial Management**

**3c-01-3cr**

Addresses budgeting and financial management in public organizations with emphasis on state and local government. Theory and practice are integrated in the study of: financial condition assessment, operating budget preparation, process and analysis, capital infrastructure assessment, project planning and budgeting, short and long term debt financing/administration, accounting and auditing as foundations for managerial oversight and control, performance measurement, cash management and investments, and pension administration.

**Rationale:** This course will be offered as an upper level undergraduate elective. For Political Science majors who must take courses in three of four areas, it will be able to be included as a course under the “Public Policy and Public Administration” category. For those who are Government and Public Service majors, it would more specifically address the role of the administrator in budgeting and financial management and act as a substitute for courses that are no longer offered. Those majoring in Geography or Regional Planning would be the second greatest source of enrollment for this course. Essentially, the course should be of most interest to students who intend to seek employment at the local and state government levels as administrative generalists and planners or enroll in graduate level studies in public administration or planning.

### **4. Department of Biology—New Certificate**

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

#### **Certificate in Cell and Molecular Biology**

**N. Bharathan: Coordinator**

For students who wish to obtain specialized training in cell and molecular biology without electing the major track, the Department of Biology offers a 15-credit certificate program that consist of four-core courses and one elective course. Completion of the Certificate will help to prepare students for positions in the modern biotechnology workforce. Applications are available at 114 Weyandt Hall. For further information, call 724-357-2352.

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**Certificate in Cell and Molecular Biology****15****Core Courses:****12**

BIOL 410 Molecular Biology Topics 3cr

BIOL 405 Biology of the Cell 3cr

BIOL 401 Laboratory Methods in Biology/Biotechnology 3cr

BIOL 466 Principles of Virology 3cr

**Elective Course (Choose one from among the following):****3**

BIOL 323 Introduction to Toxicology and Risk Assessment 3cr

The primary aim of the proposed CCMB is to use existing resources at IUP to better prepare students for the modern biotechnology workplace. Within



human activities and landforms is also considered. (Also offered as GEOG 342; may not be taken for duplicate credit).

**GEOG 342 Physiography**

**3c-01-3cr**

Focuses on landform types and their spatial distribution. Emphasizes the tectonic forces that build landforms and the weathering and erosional processes that erode and shape surface features. The relationship between human activities and landforms is also considered. (Also offered as RGPL 342; may not be taken for duplicate credit).

**iii. Current Catalog Description:**

**GEOG 343 Geography of Fresh Water Resources**

**3c-01-3cr**

Students learn about surface and groundwater as a resource with unique properties. Fresh water is defined physically by storage in the hydrologic cycle and the values assigned by different cultures. Problems featured relate to consumptive and withdrawal water uses, the problems of water supply and scarcity, water law and its inconsistencies, flooding and floodplain management, sources of contamination and pollution, wetlands, and case studies of selected river basins.

**Proposed Catalog Descriptions:**

**RGPL 343 Geography of Fresh Water Resources**

**3c-01-3cr**

Students learn about surface and groundwater as a resource with unique properties. Fresh water is defined physically by storage in the hydrologic cycle and the values assigned by different cultures. Problems featured relate to consumptive and withdrawal water uses, the problems of water supply and scarcity, water law and its inconsistencies, flooding and floodplain management, sources of contamination and pollution, wetlands, and case studies of selected river basins. (Also offered as GEOG 343; may not be taken for duplicate credit).

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**Rationale:** Changes for the course title and catalog description of GEOG 254 have not been approved since 1994, but the region has changed! The new title and description are consistent with regional terminology established by the Association of American Geographers. Reference to the "Soviet sphere" in the old title is obsolete to future students who were not yet born when the Soviet Union collapsed. The basic structure of the course remains the same because the established framework emphasizes the distinct character of the region and develops appropriate themes. The proposed course title and catalog description reflect the necessary changes in content. The new information of the course comes from current events, the scholarly literature cited in the bibliography, and fieldwork.

**APPENDIX B**  
**University-Wide Graduate Curriculum Committee**  
**Co-Chairs Piper and Baumer**

**FOR INFORMATION:**

The following have been approved by the UWGC to be offered as Distance Education courses:

SAFE 800 Pedagogical Practices in Safety Education  
SAFE 801 Current Legislation and Consensus Standard  
SAFE 803 Quantitative Strategies for Analysis in Safety Sciences  
SAFE 804 Legal Aspects of Safety Sciences  
SAFE 805 Strategies in risk Control  
SAFE 806 Current Issues in Safety Sciences  
SAFE 808 Curriculum Evaluation in Safety Education

**FOR ACTION**

1. Program Revision for: Master of Education in Health and Physical Education  
Sponsoring Department: Health and Physical Education  
Catalogue Start Term: Spring 2009

**Summary & Rationale:**

The Masters of Education in Health and Physical Education was first approved in the fall of 2005. The proposed changes are a result of feedback from students who have completed the program. This includes the need for more opportunity for teaching experience and adapted physical education. The program will undergo its first review by the National Council of Accreditation.

courses will be beneficial to school personnel. HPED 658 would be an appropriate course for anyone working in the school setting and will be open to graduate students from other majors as well as current teachers seeking Act 48 credits.

For those students who are certified K-12 in another area, changes are being proposed to require them to take HPED 698 Internship as a controlled elective. One of the problems noted by the instructors in this program is the lack of opportunity to observe these students in a school setting. These are students who are certified teachers but not required to student teach in order to receive certification in Health and Physical Education. However, due to the unique teaching environments in the gymnasium, pool and/or playing field, it was determined that in the best interest of the students, they have the opportunity to experience supervised teaching particularly in physical education.

After review of the curriculum, it was determined that HPED 601 would be eliminated from the required coursework. The content of the course does not match state and national standards. Therefore to align the curriculum with the academic standards, these three credits have been eliminated and replaced with HPED 670.

Finally, a thesis track is being added to provide those who are interested the opportunity to pursue research in health and/or physical education. This is particularly appealing to the student who comes to the program already certified in health and physical education.

### **Catalog Description and Summary of Changes**

The Master of Education in Health and Physical Education is a 36-credit program that serves the needs of three populations. The first population includes current health and physical educators who are certified teachers in Pennsylvania. The program benefits these individuals through studying contemporary trends in teacher education, broadening their knowledge base in health and physical education, and enhancing their skills as educators with updated teaching methods. The second population consists of teachers who are certified in another area and wish to add health and physical education to their certificate. Students who hold only an elementary certification will be required to complete 6 semester hours of student teaching at the secondary level. Students who hold only a secondary certification will be required to complete 6 semester hours of student teaching at the elementary level. The third population includes those who currently have a non-teaching bachelor's degree and wish to become certified health and physical educators. In addition to completing the 36 credit hours of course work, students seeking initial certification must complete 12 hours of student teaching. The content and field experiences included in this program are based on the national standards of the American Association for Health Education and the National Association for Sport and Physical Education. **Those students not seeking teaching certification in Health and Physical Education may choose between a thesis and non-thesis track.**

### Comparison of Current vs. Proposed Program

<b>Current Curriculum</b>	<b>Proposed Curriculum Non Thesis Track (Includes Teaching Certification)</b>
A. Core Courses (9cr.)	A. Core Courses (6 cr.)
HPED 601 Sport and Society 3 cr.	HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.
HPED 634 Current Literature in Health, Sport, and Physical Activity 3 cr.	HPED 640 Research Methods for Health, Sport, and Physical Activity 3 cr.
HPED 640 Research Methods for Health, Sport, and Physical Activity 3 cr.	
B. Required Courses (24 cr.)	B. Required Courses (27 cr.)
HPED 526 Health Science Instruction 3 cr.	HPED 526 Health Science Instruction 3 cr.
HPED 631 Motor Learning 3 cr.	HPED 631 Motor Learning 3 cr.
HPED 632 Assessment of Human Physiological Functions 3 cr.	HPED 632 Assessment in Human Physiological Functions 3 cr.
HPED 645 Advanced Teaching Techniques in Physical Education 3 cr.	HPED 645 Advanced Teaching Technique in Physical Education 3 cr.
HPED 655 Health and Fitness for Elementary Children 3 cr.	HPED 655 Health and Fitness for Elementary Children 3 cr.
HPED 680 Seminar 3cr.	<b>HPED 670 Advanced Seminar in Adapted Physical Education 3 cr.</b>
COMM 600 Instructional Design and Development 3 cr.	HPED 680 Seminar 3 cr.
EDEX 650 Exceptional Children 3 cr.	EDEX 650 Exceptional Children or <b>EDEX 560 Family Perspective on Disabilities</b> 3 cr.
	COMM 600 Instructional Design and Development <b>or COMM 614 Instructional Computing Basics or as approved by the M.Ed. Graduate Coordinator</b> 3 cr.
*C. Elective Courses (3 cr.)	*C. Elective Courses (3 cr.)
HPED 512 Physical Activity and Stress Management 3 cr.	HPED 512 Physical Activity and Stress Management 3 cr.
HPED 550 Curriculum and Programming in Sexuality Education 3 cr.	HPED 550 Curriculum and Programming in Sexuality Education 3 cr.
HPED 650 Wellness: A Classroom Approach 3 cr.	HPED 650 Wellness: A Classroom Approach 3 cr.
HPED 681 Special Topics 3 cr.	<b>HPED 658 Emergency Management for Schools 3 cr.</b>
	<b>HPED 672 Epidemiology of Physical Activity 3 cr.</b>
	HPED 681 Special Topics 3 cr.
*Other electives may be used, based upon student's undergraduate course record and permission of advisor.	
D. Professional Practice (6-12 cr.)	

\*Those who are certified as elementary teachers will complete 6 credits in secondary student teaching.

\*Those certified as secondary teachers will complete 6 credits of elementary student teaching.

\*Noncertified students must complete both the elementary and secondary student teaching for a total of 12 credits.

A culminating activity is required.

<b>Total Credit Hours</b>	<b>36 cr.</b>
<b>Total Credit Hours with Certification</b>	<b>42-48 cr.</b>

**Proposed Curriculum**  
**Thesis Track (Does not include teaching certification)**

- 2. New Course: HPED 658 Emergency Management for Schools  
Sponsoring Department: Health and Physical Education  
Catalogue Start Term: Summer 2009

**Summary & Rationale:**

Concerns about the safety of students at school has become a national concern as recent school shootings, weather related disasters, acts of terrorism, and other emergency situations threaten the concept of schools being “safe havens” for learning. School districts have responded by updating crisis management policies or in some cases finally creating plans for emergency situations. While teachers and other school personnel are responsible for maintaining the safety, health, and welfare of each student, many have not been formally trained to respond to various emergency situations. Since teachers are called upon to become leaders during crisis situations including medical emergencies, violence and crime, evacuation, weather emergencies, student welfare emergencies, and terrorism, the need to prepare them for properly dealing with difficult situations is imperative.

In reviewing the curriculum in the graduate program in Health and Physical Education, the need to include a course specific to emergency situations is clear. There is nowhere in the current curriculum that is specifically devoted to providing students with an opportunity to learn how to properly evacuate the school building during an emergency. Furthermore, classroom lockdown procedures are not taught or demonstrated. While classes do include steps required for reporting child abuse and neglect, how to properly respond to students who are experiencing physical, emotional, or sexual abuse is not thoroughly studied.

In order to assure that teachers are better prepared to respond to school emergencies, this new course is being proposed.

While the course is being taught in the Health and Physical Education Department, it will also be available for any education major or inservice teacher seeking Act 48 credits.

**Catalog Description**

**I. Course Description**

HPED 658 Emergency Management for Schools 3c-01-3sh

Prerequisites: none

Provides knowledge, tools, and skills necessary to prepare for and respond to emergency situations that could occur during the school day, at school sponsored events and functions, or while transporting school students. Requires demonstration of appropriate response to a school emergency and skills necessary to maintain the health, safety, and welfare of students.

3. New Course Proposal: HPED 670 Advanced Seminar in Adapted Physical Education  
Sponsoring Department: Health and Physical Education  
Catalogue Start Term: Summer 2009

**Summary & Rationale:**

This course provides an opportunity for students to develop as physical educators by teaching current information and offering opportunities for practical experience in providing physical education to students with disabilities. It adheres to the guidelines for teacher preparation as outlined by the National Association for Sport and Physical Education. The course provides updated information and material to help those currently teaching grow as professionals. It also provides a base for understanding and development of teaching skills for those beginning their careers.

**Catalog Description:**

**HPED 670 Advanced Seminar in Adapted Physical Education 3c-01-3sh**

Designed to provide K-12 physical education teachers with the knowledge necessary to include students with disabilities in general physical education classes. An overview of current laws, assessment, the IEP process, and information on specific disabilities as relates to physical education will be addressed. Practical experience will be provided by participation of students in the Special Needs Activity Program.

4. Program Title: PhD in Safety Sciences  
Department of Safety Sciences  
Catalog Start Term: The program will be implemented at the start of the most reasonable summer semester once approval from the Board of Governors has been received.

**Rationale**

There is a great demand for safety professionals possessing a doctorate who can meet the demands of higher education and industry. This proposed program has the support of the American Society of Safety Engineers (ASSE), the United States largest professional organization for safety professionals. ASSE currently has over 32,000 members around the world. The program also has the support of the United States Department of Health and Human Services' National Institute of Occupational Safety and Health (NIOSH). NIOSH is the occupational safety research arm of the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA). Building upon the strengths of its bachelor's and master's degree programs, Indiana University of Pennsylvania is in the unique position of being only one of a few universities that has the ability of offering this type of program. Utilizing a hybrid format of online education and classroom courses in the Master's degree program, the Department of Safety Sciences expects the successes of the master's degree program to carry over into a doctorate.

**Program Summary**

With a long history of educating safety professionals at the bachelor's and master's degree levels, the Department of Safety Sciences at Indiana University of Pennsylvania is proposing a Ph.D. in Safety Sciences degree. The Department of Safety Sciences is recognized nationally as one of the leading safety sciences programs in the United States and has been producing top quality students in the field since 1971. Graduates from the Safety Sciences degree programs are hired by employers from a variety of fields including manufacturing, construction, the oil industry, government, and insurance. In 2005, the Department of Safety Sciences became the first program in the United States to begin offering its Master of Science degree in a distance education/summer course format.







**SAFE 995: Dissertation****1-12 cr**Dual Listed Course**SAFE 774/874: Fire Safety in Building Design****3c-0l-3cr**

**Course Description:** Examines the fundamental principles for the safe design of buildings from a fire hazard standpoint. Emphasis is given to an understanding of the building codes, fire properties of building materials, building design criteria to limit the spread of fire and smoke, control of ignition sources, storage of combustibles and flammables, life safety, and active fire protection systems.

Prerequisites: SAFE 311 or equivalent or permission of instructor

**Required Course Work****I. Required Course Work** (Italics indicate a DE course).**1. Core Courses (33 semester hours):**

SAFE 800	<i>Pedagogical Practices in Safety Education</i>	3 cr
SAFE 801	<i>Current Legislation and Consensus Standards in Safety Sciences</i>	3 cr
SAFE 802	Advanced Qualitative Methods	3 cr
SAFE 803	<i>Quantitative Strategies for Analysis in Safety Sciences</i>	3 cr
SAFE 804	<i>Legal Aspects of Safety Sciences</i>	3 cr
SAFE 805	<i>Strategies in Risk Control</i>	3 cr
SAFE 806	<i>Current Issues in Safety Sciences</i>	3 cr
SAFE 807	Doctoral Colloquium in Safety Sciences	3 cr
SAFE 808	<i>Curriculum Evaluation in Safety Education</i>	3 cr
SAFE 813	Practicum in Safety Education	3 cr
SAFE 874	<i>Fire Safety in Building Design</i>	3 cr

**2. Advanced Applied Research (9 semester hours):**

SAFE 810	Applied Research I: Experimental Design	3 cr
SAFE 811	Applied Research II: Correlation and Regression	3 cr
SAFE 812	Applied Research III: Tests and Measurements	3 cr

**3. Dissertation (12 semester hours):**

SAFE 995	Dissertation	1-12 cr
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(Students will complete the dissertation in four, three hour segments).

**5. Certificate of Recognition**

The Certificate of Recognition program in Geography and Regional Planning is called the Geographic Information Science and Geospatial Techniques COR. When this COR was approved in 2006, it was overlooked that CORs may only be created where a major already exists and that the certificate must have the same name. The registrar recently caught the error. The University Wide Graduate Committee therefore proposes a correction to the name of the core to Geography: Geographic Information Science and Geospatial Techniques. The Department of Geography and Regional Planning agrees with this motion and the name change.

**APPENDIX C**  
**University Senate Academic Committee**  
**Co-Chairs Dugan and Novels**

**FOR ACTION:**

**2008 - 2009**  
**Faculty Emeritus Candidates**

Thomas Falcone

Susan Gatti

Barbara Kupetz

Donald McAndrew

Ruth Shirey

Robert Soule

Gene Thibadeau

Marie Twal

Lorraine Wilson

**APPENDIX D**

**APPENDIX E**  
**University Senate Research Committee**  
**Chair Sciulli**

**FOR INFORMATION:**

The committee met on November 11, 2008 and awarded \$8,





In response to a question raised at a previous Senate meeting regarding money spent on consultants for searches the following data was reported:

2005-2007	RH Perry & Associates	\$79,952.11	Search for VP's of Administration, & Finance and University Relations
2007-2008	RH Perry & Associates	\$59,459.47	Search for Vice President of Administration and Finance
2007-2008	RH Perry & Associates	\$23,256.74	Placement of Interim provost
2007-2008	RH Perry & Associates	\$45,516.24	Search for Vice President of Academic Affairs
<b>TOTAL</b>		<b>\$208,184.56</b>	

**\*Searches for the Provost and Vice President for Student Affairs were conducted without a search firm.**

### **Old Business**

Reverse 911 – AS of 11-11-08 97% of students have registered fro the service. The remaining 3% have declined. 53% of faculty and staff have registered. Work with the Provost and individual departments will be forthcoming to facilitate a high registration rate among university employees.

KCAC Groundbreaking – Groundbreaking is scheduled for Thursday 11-13-08 at 10:00 a.m.

Residential Revival Phase II, III & IV – Phase II punch list item corrections are nearing completion. Phase III is on schedule and making good progress. Phase IV planning continues with a May 09 groundbreaking date anticipated.

Master Plan Update – The RFP has resulted in sixteen proposals that are currently under review.

Johnson Hall Renovation – The project has been put out for bid with proposals due by 11-20-08 at 2:00 p.m. It is anticipated that there will be a significant number of bids.

Boiler Plant Stack Repair – The project has been put out for bid with proposals due back 11-19-08 at 2:00 p.m. It is anticipated that there will be seven (7) bidders. The project involves a thorough inspection and repair of the stack. Work on the stack will be conducted during the spring power outage.

### **New Business**

Proposed Five Year Spending Plan - The committee reviewed the Proposed Five Year Spending Plan. The plan was unanimously approved. An attachment of the plan is provided for senate review and action.

Inclement Weather Policy - A hard copy of the university Inclement Weather Policy will distributed via in-house mail. Also the policy can be obtained on the IUP Website..

Respectfully Submitted -Joseph Domaracki 11/30/07