

RESEARCH INSTITUTE – EX DIRECTOR SEARCH

faculty and coaching staff. Mr. Hurley, a 1999 graduate of IUP, spoke glowingly of Coach Fry's outstanding mentorship and commitment to students, qualities that so many of our faculty exhibit on a daily basis.

We continue to receive generous support from alumni, friends, corporations and businesses for the KCAC, with fundraising work ongoing for this project.

Construction will begin in the spring for the KCAC, and it is on schedule to open in 2011.

HOLIDAY TREE LIGHTING, COMMUNITY OUTREACH

Immediately following this meeting, IUP will celebrate the season with its annual holiday tree lighting event on the East Porch of Sutton Hall.

This year marks our third year of the holiday tree program, an initiative of Dr. Roberts-Atwater. If you cannot be with us for the event tonight, I encourage you to take time to visit the Blue Room and see the 15 holiday trees that have been sponsored and decorated by a variety of organizations in the IUP and Indiana area communities. These trees and their decorations will be donated to needy families through the Salvation Army *Treasures for Children* program.

Members of IUP's fraternities and sororities, along with the Mortar Board membership, have volunteered to decorate these trees, and have collected more than \$1,500 for the holiday tree initiative and for Treasures for Children, an increase of more than \$500 from last year's donation.

Earlier that morning, we will confer degrees on 305 students who have completed requirements for graduate degrees. The graduate ceremony will take place at 10:30 a.m. at the Performing Arts Center's Fisher Auditorium, and will include remarks by graduate degree recipient Dr. Sarah E. Dietz, of Morgantown, West Virginia, who is an August graduate of our program in Clinical Psychology.

I hope that you will make time during this busy season to be part of these ceremonies, which mean so much to our graduates and their families and friends.

In closing, I want to offer my sincere appreciation to all of you for all that you do to help IUP promote academic excellence and student success. Best wishes for the happiest of holidays.

Provost's Report

Curriculum Revisions

In response to the Senate recommendations from the November 4, 2008 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. Program revisions from the Biology and Chemistry department for Bachelor of Science – Biochemistry.
- B. Program revision from the Criminology department for Bachelor of Arts – Criminology and Bachelor of Arts – Criminology/Pre-Law Track

The major revisions will be presented to the Council of Trustees for action at the December meeting.

Undergraduate Scholars Forum

The Fourth Annual Undergraduate Scholars Forum has been scheduled for Tuesday, April 7, 2009. All faculty members will be receiving a flyer regarding this forum in campus mail. Please encourage your undergraduate students to submit their scholarly activities to this forum. The submission deadline for materials is February 15, 2009.

Winter Session Update

There has been a strong positive response to the winter session pilot by students. As of this date, there are 937 registrations for 43 courses, with 913 within the 40 undergraduate courses and 24 taking one of 3 graduate courses. Students were able to register for up to 6 credits, and did have the possibility of financial aid assistance for winter session coursework. Of the 40 undergraduate courses available, 26 are liberal studies courses, and 9 of those are LBST Synthesis Course (499). Evaluation of this pilot will occur during the spring 2009 semester.

Academic Affairs Planning

Academic Affairs is preparing to embark on a planning process. Our philosophy of planning has two critical elements I wish to share with you. First, in the spirit of shared governance, we will conduct this planning in a participatory and transparent fashion. We are drawing on the expertise of managers and faculty with a planning background to design and facilitate this process and will use a series of large group events to frame the key pieces of the plan. The first event will be a *charrette* in January that will generate consensus on key academic

priorities. We will use this to guide decisions that need to be made in the coming months pertaining to permanent budget reductions.

Second, to be effective, planning must be integrated with two other key processes. First, the established plan must be supported by a budget plan to ensure that the division's top priorities are adequately resourced and that we are using all our resources - financial and human - in ways that thoughtfully move in the direction of our vision. Second, the plan must be informed by good information. Thus we will use assessment, data analysis, and program review to provide us feedback on our activities, so we might adjust the plan as appropriate.

You will be hearing more about this planning process in the coming months.

Center for Digital Humanities and Culture

The Center for Digital Humanities and Culture will 6(all ou)6ts we ilove in iTd.nd in iTger(cBDC 0.0BDlic0002 s1.15

to be more and more a pipe dream. I sincerely hope that the same optimistic feeling that this change brings to the nation, even in a time of mounting financial crisis, can be brought to our campus as we struggle with our own financial issues.

Now, let's get on with it...

Vice-Chairperson's Report

The Vice-Chairperson was unable to attend today so Dave Tiscione, the GSA representative, informed the Senate that the GSA is planning a fundraising event next semester as well as a GSA gathering. The GSA also met with Bill Montgomery and talked about parking concerns.

STANDING COMMITTEE REPORTS

Rules Committee (Senator Korn)

The next meeting will be on Tuesday, December 9 at 3:30pm in Wilson 210. The committee will also meet on Tuesday, January 20 at 3:30pm in Wilson 210.

University-Wide Undergraduate Curriculum Committee (Senators Sechrist and Hannibal)

- (c) **Advising of Students:** Describe how students whose major is completely or substantially online will be advised and how they will be integrated into departmental activities and programs. How will aspects such as professionalism be addressed for these students?
- (d) **Outcomes Assessment.** Describe how online courses are addressed in your major's outcomes assessment plan. Identify how student learning outcomes data for the online sections will be collected. How are program student learning outcomes addressed in distance education courses comparable to the traditional method of delivery? Also, describe

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

APPROVED

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.

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 <u>one</u> from among the following):		3
BIOL 323 Introduction to Toxicology and Risk Assessment	3cr	
BIOL 364 Immunology	3cr	
BIOL 460 Fundamentals of Environmental Epidemiology	3cr	
BIOL 481 Biology Special Topics	3cr	

Rationale: The purpose of the proposed Certificate in Cell and Molecular Biology (CCMB) is to help train and produce a new generation of graduates with specialized skills needed to meet emerging career opportunities in the local, national, and global market for biotechnology in general, including drug discovery, gene analysis, agribusiness, sustainable energy, biomedical research and development and future innovations in biological system applications. The students electing the CCMB will take 12 credits of core Biology courses and a 3-credit upper-division elective course that will collectively help prepare the student for the biotechnology workplace at the regional, state or national level.

The proposed CCMB includes existing courses only and does not involve new courses. It does not require new resources or additional faculty. The proposed CCMB represents a novel way to package existing courses that makes them collectively more attractive to students. The Cell/Molecular diploma certification as well as an

enhanced ability to compete for positions in the workforce will serve as incentives for students to enroll in the program and complete its requirements.

The core and elective courses in the proposed CCMB will provide students with sufficient content and practical experience to give them a competitive edge in seeking employment in the broad and growing biotechnology sector of the economy. Biotechnology is a dynamic industry that blurs traditional occupational and academic definitions and offers many opportunities for employment that do not always fit the stereotypical image of a biological research scientist. Biotechnology includes, but is not limited to, traditional bench science or clinical science. Often biotechnology in an industrial setting also involves production-level science or management, requiring additional skills such as teamwork, problem-solving and communication in addition to solid familiarity with underlying biology and techniques.

There are currently two B.S. degree programs related to the proposed CCMB at IUP. These two are the Chemistry-Biology interdisciplinary Biochemistry program and the Cell and Molecular Biology Track in Biology. The former program emphasizes physical sciences and allows few elective courses. The latter focuses organization

recent human modifications of the atmospheric environment. (Also offered as GEOG 341; may not be taken for duplicate credit).

GEOG 341 Climatology

3c-01-3cr

Examines the elements of weather and climate on Earth. The location and causes of global climatic regions are examined in relation to moving pressure and wind systems. Also considers the climatic history of the planet and recent human modifications of the atmospheric environment. (Also offered as RGPL 341; may not be taken for duplicate credit).

ii. Current Catalog Description:

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.

Proposed Catalog Descriptions:

RGPL 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 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).

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. (Also offered as RGPL 343; may not be taken for duplicate credit).

iv. Current Catalog Description:

GEOG 440 Conservation: Environmental Analysis

3c-01-3cr

Problems of exploitation and utilization of regional resources such as soils, minerals, forests, and wildlife are considered in relation to population, growth and regional planning and development.

Proposed Catalog Descriptions:

RGPL 440 Conservation: Environmental Analysis

3c-01-3cr

Problems of exploitation and utilization of regional resources such as soils, minerals, forests, and wildlife are considered in relation to population, growth and regional planning and development. (Also offered as GEOG 440; may not be taken for duplicate credit).

GEOG 440 Conservation: Environmental Analysis

3c-01-3cr

Problems of exploitation and utilization of regional resources such as soils, minerals, forests, and wildlife are considered in relation to population, growth and regional planning and development. (Also offered as RGPL 440; may not be taken for duplicate credit).

Rationale: These four courses are in the Regional Planning/Environmental Track. We feel that it would be advantageous for Regional Planning students

Proposed Catalog Description:

GEOG 411 History of Geography

3c-01-3cr

Prerequisite: GEOG 230

Prerequisites or Corequisites: GEOG 213, 231, 341 or 342

Deals with history of the discipline, great ideas, leading problems, and unresolved issues.

Rationale: Students who have had all four courses before taking this class do better, but since we get many change of majors as juniors making three corequisites or prerequisites will ease registration. GEOG 230 Cultural Geography is the first course we recommend that majors take and it is the most essential of the current prerequisites.

C. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

GEOG 254 Geography of Russia and the Soviet Sphere

3c-01-3cr

Examines the Russian Republic and the former Soviet empire, including the new nations emerging from the U.S.S.R. and former satellite nations. Settlement patterns, economics, cultures, and physical environments are studied. Contemporary topical emphasis is on efforts at transformation from communist to market economics and the geopolitical status of the new nations.

Proposed Catalog Description:

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 **APPROVED**
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 for Teacher Education (NCATE) in 2010. The changes are to strengthen the curriculum in preparation for this review. Changes being considered for adoption by the Pennsylvania Department of Education (Chapter 49) are also being addressed in the proposed curriculum. This includes increasing the amount of credits students are required to take regarding teaching students with special needs.

The required course from the Communications Media Department, originally COMM 600, has been changed to include COMM 614 Instructional Computing Basics and allow the Graduate Coordinator to approve an alternate course. COMM 581 Technology for Teachers has been taught for the past two years and has been taken by graduate students in the HPE masters program. Feedback from students who have taken this course has been very positive indicating it was a great help in learning how to use technology effectively in their classrooms. The Communications Media Department is planning to propose this special topics class in the near future. Once the course is approved, a minor revision will be made to identify this course as a suggested option for the degree.

The requirement for courses taken from the Special Education Department would expand to include EDEX 560 Family Perspective on Disability. This offers students who are already certified teachers a choice in which course best fits their personal needs. The addition of HPED 670 Advanced Seminar in Adapted Physical Education will provide students with experience working with persons with disabilities in the gymnasium, pool, and/or playing field.

Two courses are being added to the list of electives. They include HPED 658 Emergency Management for Schools, a new course being proposed, and HPED 672 Epidemiology of Physical Activity. Both of these 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

HPED 655	Health and Fitness for Elementary Children	3 cr.
HPED 680	Seminar	3 cr.
COMM 600	Instructional Design and Development	3 cr.
EDEX 650	Exceptional Children	3 cr.
*C. Elective Courses (3 cr.)		
HPED 512	Physical Activity and Stress Management	3 cr.
HPED 550	Curriculum and Programming in Sexuality Education	3 cr.
HPED 650	Wellness: A Classroom Approach	3 cr.
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.)

Students seeking initial certification as health and physical education teachers must also student teach as required by the Pennsylvania Department of Education before the HPE Education Coordinator will recommend approval for certification to the certifying officer at IUP, the dean of the College of Education and Educational Technology.

*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.

Total Credit Hours 36 cr.
Total Credit Hours with Certification 42-48 cr.

	Children	
HPED 670	Advanced Seminar in Adapted Physical Education	3 cr.
HPED 680	Seminar	3 cr.
EDEX 650	Exceptional Children or	3 cr.
EDEX 560	Family Perspective on Disabilities	
COMM 600	Instructional Design and Development	3 cr.
or COMM 614 Instructional Computing Basics or as approved by the M.Ed. Graduate Coordinator		

*C. Elective Courses (3 cr.)

HPED 512	Physical Activity and Stress Management	3 cr.
HPED 550	Curriculum and Programming in Sexuality Education	3 cr.
HPED 650	Wellness: A Classroom Approach	3 cr.
HPED 658	Emergency Management for Schools	3 cr.
HPED 672	Epidemiology of Physical Activity	3 cr.
HPED 681	Special Topics	3 cr.
*HPED 698	Internship	3cr.

Students who are certified K-12 in another subject area will be required to complete a 3 credit internship in the school setting.

*Choice of elective will be based upon student's undergraduate course record, graduate course record, and permission of advisor.

*D. Professional Practice (6-12 cr.)

Students seeking initial certification as health and physical education teachers must also student teach as required by the Pennsylvania Department of Education. Students demonstrating acceptable levels of knowledge, skills, and disposition will be permitted to enroll in EDUC 421 and/or EDUC 441 Student Teaching. A review of student teaching applicant's graduate record will be conducted by the HPE Graduate Pedagogy Committee who will determine if the student has met all requirements to move ahead with certification. Those who are determined to be deficient will not be permitted to student teach. They will receive a degree without Pennsylvania teaching certification.

*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.

Total Credit Hours 36 cr.
Total Credit Hours with Certification 42-48 cr.

Proposed Curriculum

Thesis Track (Does not include teaching certification)

A. Core Courses (6 cr.)

HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.

HPED 640 Research Methods for Health, Sport, and Physical Activity 3 cr.

B. Required Courses (9 cr.)

HPED 632 Assessment in Human Physiological 3 cr.

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-01-3cr

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.

Prerequisites: none

3. New Course Proposal: HPED 670 Advanced Seminar in Adapted Physical Education

Sponsoring Department: Health and Physical Education

APPROVED

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-01-3cr

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.

standard groups will include ISO, ICC, ANSI, and the NFPA. Additional standards will be covered based upon legislative activities.

Prerequisites: None

SAFE 802: Advanced Qualitative Methods

3c-01-3cr

Course Description: This course examines the qualitative methods used in social science research, focusing primarily on ethnographic research along with other qualitative methods such as case studies, grounded theory hermeneutics, and interpretive interaction. It provides new researchers with an understanding of the applicability of qualitative research along with the potential challenges and controversies that may be encountered. This course also examines the methods of collecting and analyzing empirical material.

Prerequisites: None

SAFE 803: Quantitative Strategies for Analysis in Safety Sciences

3c-01-3cr

Course Description: Course will focus on epidemiological based test procedures commonly used in published safety research. Students will be required to formulate research hypotheses, test them using the appropriate quantitative research methodologies, and interpret results.

Prerequisites: None

SAFE 804: Legal Aspects of Safety Sciences

3c-01-3cr

Course Description: This course examines the legal f

evaluation. The students will learn methods for conducting ongoing curriculum revision based on a quality outcomes assessment plan.

Prerequisites: None

SAFE 810: Applied Research I: Experimental Design

3c-01-3cr

Course Description: This course will cover experimental and multivariate statistical procedures. Topics include advanced coverage of Analysis of Variance (ANOVA), multivariate analysis of variance (MANOVA), Analysis of Covariance (ANCOVA), post-hoc tests, planned comparisons, and randomized block designs.

Prerequisites: SAFE 803

SAFE 811: Applied Research II: Correlation and Regression

3c-01-3cr

Course Description: Course emphasizes the theory and application of selected correlational techniques commonly used in safety sciences. Bivariate and multivariate techniques will be addressed. Students will apply the various techniques through the analysis of data sets.

Prerequisites: SAFE 803, SAFE 810

SAFE 812: Applied Research III: Tests and Measurements

3c-01-3cr

Course Description: This course is intended to introduce students to the various topics of testing and measurement as it pertains to the field of occupational safety. Topics include test validity and reliability, test and measurement interpretation and survey design and construction.

Prerequisites: SAFE 802, SAFE 810, SAFE 811

SAFE 813: Practicum in Safety Education

3c-01-3cr

Course Description: This course is designed to give students a context for applying the concepts of teaching and learning in safety education. Students are provided opportunities to participate in numerous phases of the teaching role and to experiment with different teaching methods. The focus of the practicum is in the areas of course development, delivery methods, the teaching process, and evaluation as they relate to safety sciences. Students will be required to deliver course modules in classroom settings.

Prerequisites: SAFE 800, SAFE 808

SAFE 995: Dissertation

1-12 cr

Dual Listed Course

SAFE 774/874: Fire Safety in Building Design

3c-01-3cr

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		

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
----------	--------------	---------

(Students will complete the dissertation in four, three hour segments).

5. Certificate of Recognition

APPROVED

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 COR to Geography: Geographic Information Science and Geospatial Techniques. The Department of Geography and Regional Planning agrees with this motion and the name change.

Academic Committee (Senators Dugan and Novels)

Gene Thibadeau

Marie Twal

Lorraine Wilson

Awards Committee (Senator Ritchey)

The nominations for the Distinguished Faculty Awards are due by 4:00pm on Friday, December 19. Please submit your nomination to Dr. Jeff Ritchey, 104 Davis Hall.

Noncredit Committee (Senator O'Neil)

FOR INFORMATION

The Non-credit Senate Sub-Committee met on October 16, 2008 and reviewed the non-credit culinary arts program. Chef Albert Wutsch Department Chairperson from the Academy of Culinary Arts attended the meeting and discussed the merits of the programs offered at the Culinary Academy. The Culinary Academy currently has 92 core program students, 30 students in the Baking and Pastry Track, and 52 students on culinary externship. The Culinary Academy also offers study abroad and study tour options in Switzerland and Italy.

Articulation agreements are available to students to further their education in Hospitality Management or Food and Nutrition after completing the Academy's program. Students have ten years after completing the program to take advantage of this option.

Students receive certificates in Sanitation, Nutrition and Supervisory Management to use toward industry certifications. Students are eligible for their first level of professional certifications upon graduation from the Academy.

Chef Wutsch mentioned that they have a new building for their pastry and baking program, and are very much in need of a new building for the culinary.

with the Department of Transportation to develop and maintain leadership training and conference activities for Pennsylvania State agencies.

Dr. Anderson has generated \$7.8 million during his tenure at IUP. Most of the training and conferences are scheduled at the Dixon Center in Harrisburg.

The committee recommended he look into corporate training as another option for development.

The committee will have its next meeting in January 2009.

Library and Educational Committee (Senator Jozefowicz)

The committee will meet on Tuesday, December 9 at 3:45pm in Stabley 203.

Research Committee (Senator Sciulli)

FOR INFORMATION:

The committee met on November 11, 2008 and awarded \$8,590 in Small Grants to the following individuals:

- Parimal Bhagat
- Beverly Chiarulli
- Christine Clewell
- Linda Jennings
- Daniel Lee
- Gurmial Rattan
- Therese Wacker
- John Woolcock

The committee will meet on Tuesday, December 9 at 3:15pm in G35 Stright.

University Development and Finance Committee (Senator Domaracki)

FOR ACTION:

APPROVED

Proposed Five-Year Priority Spending Plan

The following is the proposed five-year priority order of Capital Projects:

Proposed 2009-2010

None

Proposed 2010-2011

None

Proposed 2011-2012

