

October 8 2013 meeting of the University Senate to order at 3:34

can be found on the Senate website under Meeting Minutes.

Agenda items for the October 8, 2013, meeting were APPROVED

REPORTS AND ANNOUNCEMENTS

President's Report

You should have of received an email today reminding you that the chancellor will be here on
October 8, 2013 at 12:30
in G98 Wallwork Hall. Please stop by and say hello. Let's show him how a good university

- x Strategic Planning Initiative will start with the Value Statement. It will be the process by which the Vision Statement will be implemented. This process will help identify action steps for accountability. This work begins once the vision statement is available. It is anticipated that the strategic plan to be completed by Spring 2015 – this will correlate with Middle States as well.

x

2 Department of Special Education and Clinical Services—New Course APPROVED

DISB 440 Ethical and Professional Behaviors 1c-0l-1cr

Prerequisites: DISB Major, junior standing, 2.75 GPA

Emphasizes the professional standards and ethical behaviors of disability services professionals. Covers information about and the laws surrounding the ages of birth to three years and over 21 years of age. Students will be exposed to the wide range of settings in which they can be employed.

Rationale: This course is a required course for the Disability Services majors. It teaches content that is not covered in any other classes the students take. This is the only course in their program designed specifically for these students.

3 Department of Anthropology—Course Revisions, Catalog Description Changes, and Course Title Change

a Course Revision: APPROVED

Current Catalog Description:

ANTH 110 Contemporary Anthropology 3c-0l-3cr

An introduction to the discipline of anthropology: the study of human beings through time and across cultures. This class is organized around themes that allow students to explore the nature and relevance of anthropological methods, theories, and perspectives. These themes may include, but are not limited to, human origins, evolution and human behavior, gender roles, the links between environment and culture, and social stratification. A strong emphasis is on the effects of globalization on human cultures and the potential for anthropology research to address contemporary issues like environmental sustainability, environmental sustainability, and environmental sustainability.

application explains the strategic link made between the revised objectives and the Global and Multicultural Awareness Learning Skills Area. The discipline of Anthropology, although it developed within the context of Western science, is inherently global and multicultural in its attention to the details of peoples' lives, languages, and cultures around the world. As detailed under objectives, this course is intended to help students identify cultural similarities and differences through ~~cross~~ ^{cultural} comparisons, as well as to empower students to use newly acquired knowledge of the processes of human biological ~~evolution~~ and cultural change to examine contemporary cultural and biological diversity. Finally, the comparative, holistic, diachronic, and scientific perspective of anthropology is presented as a tool for critical thinking about global social issues.

b Course Revisions and Catalog Description Changes

i Current Catalog Description:

APPROVED

ANTH 271 Cultural Area Studies: Africa 3c-01-3cr
Explores the cultural diversity of the continent of Africa. The first unit examines the historical processes which shape modern society, including the formation of indigenous African empires, the evidence for trade routes, slave trading, and colonialism. The second unit examines the nature of African traditional societies, including analyses of forager and agricultural groups. The last unit covers issues of contemporary development in Africa such as famine and agricultural ^{potential}, the status of women in economic development, and apartheid. Reading includes ethnographic and historical accounts of African society as well as selections by African writers on the issues of contemporary society. (Also offered as SOC 271; may not be taken for duplicate credit.)

Proposed Catalog Description:

ANTH 271 Cultural Area Studies: Africa 3c-01-3cr
Critically evaluates media headlines about African issues, and reaches beyond headlines to appreciate the complexity and diversity of people's lives in sub-Saharan Africa and the diaspora. Course readings, assignments, and ethnographic films explore the nature of anthropology research in Africa, the impact of colonialism on social and political life, and the contemporary struggles of people to define their place in local, national, and global communities. Readings include ethnographic, historical, and popular accounts, as well as selections by African writers on issues of contemporary society, such as wildlife conservation, resource extraction, postconflict development, food aid, and refugee relief and resettlement.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program and advances in anthropological theory and perspectives. This course has not been crosslisted with SOC 271 in over a decade. The course was approved as a Global and Multicultural Awareness course, a Liberal Studies elective with Global Citizenship designation.

ANTH 273 Cultural Area Studies: Southeast Asia

3c-01-3cr

Introduces the peoples and cultures of mainland and island Southeast Asia. T
prehistory and the development of indigenous states in

- c Course Revision, Course Title Change, and Catalog Description Change: **APPROVED**

Current Program:

development. For Science majors.

Rationale: The core curriculum is being revised to create three pillars of biology: BIOL 201 Principles of Ecology & Evolution, BIOL 202 Principles of Cell & Molecular Biology, and BIOL 203 Principles of Genetics & Development. The change in the core curriculum constitutes a shift in philosophy, moving away from a lengthy list of topics to a more integrated and focused cluster of courses. Also, we are shifting away from the old-fashioned botany/zoology dichotomy to a modern levels-of-organization approach. BIOL 201 Principles of Ecology & Evolution is designed to be the first biology course for freshman biology majors. It will replace BIOL 112 Principles of Biology II. BIOL 112 included evolution, ecology, and reproduction and development. The new course will focus only on ecology and evolution. Developmental biology content is being shifted to BIOL 203 Principles of Genetics & Development. As BIOL 201 Principles of Ecology & Evolution is proposed to be the first biology course for incoming students, the amount of content is being reduced to bet

development of competencies that surpass the expectations of a certification student. Therefore, doctoral students should develop advanced competencies throughout their graduate program that are utilized and reflected throughout their internship experience. The current course (EDSP 952) does not distinguish between a certification and doctoral student enrolled in the course.

The current syllabus of record for EDSP 952 (pages 1-2) (http://www.iup.edu/campus/academic/graduate/edsp952.html) tracks (School Internship, Family School Internship, and Neuropsychology and Learning Disorders Internship). The internship specialty tracks were eliminated by approval of a Minor Program Revision at IUP Senate on December 6, 2011 in which specialty tracks were discontinued. Therefore, the current syllabus of record does not reflect the current practice.

Catalog Description:

EDSP 852 involves a supervised field experience in a public school setting for a minimum of two consecutive semesters, three credits each semester (3-3), which are typically taken immediately after the student's last term of coursework. Students must accumulate a minimum of 1200 clock hours during their inte

Sponsoring Department: Management Information Systems and Decision Sciences (MISDS)

Catalog Start Date Spring2014

Rationale:

This is an addition to the existing concentrations in the MBA program.

Seven MBA concentrations were approved by Senate in the Fall of 2008 as follows:

Concentration	Offering department
1. Entrepreneurship	Management
2. Finance	Finance
3. Human Resources Management	

Program objectives:

The concentration will serve to further students understanding of IS/IT concepts and principles. The courses will provide value add through enhanced business and managerial focus in the context of the IS theory and practice. The courses will integrate learning from other business and technical courses, and apply them to a business and managerial context. The concentration will help prepare students to take a diverse set of roles in the IS/IT industry, depending upon their background and interest.

Admission Prerequisites:

None

Degree/Program Requirements:

MBA students seeking to specialize can take nine additional credits of prescribed coursework and receive a concentration.

Any three of the following courses with a course code of IFMG5XX or IFMG6XX (currently in the catalog and forthcoming) excluding IFMG 640.

- IFMG 481/581 Special Topics in Information Systems
- IFMG 460/560 Analysis and Design
- IFMG 580 Distributed Business Information Systems
- IFMG 663 Project Management for Information Technology Professionals

6. Variability of Delivery

APPROVED

Prior to approval a motion was made to change the language of the original proposal to remove the word Palestine and replace it with the name of the university or where appropriate Palestine Territory. The following is the language that was approved.

Program: MBA and MBA Executive Track Eberly College of Business

Catalog Start Date: **Upon Approval**

Summary

IUP MBA and MBA-Executive Track Programs at Arab American University Jenin (AAUJ)

Eberly College of Business and IT proposes to offer the IUP MBA and IUP Executive Track MBA Programs under an institutional agreement with Arab American University Jenin (AAUJ). The method of offering these programs will be the same as the current IUP MBA

“variability of delivery proposal” request for permission to add AAUJ as a new off-campus location for the MBA/EMBA program with 12 graduate credits being transferred from AAUJ as has been done from PES since 2005. Each of the faculty teaching the transferred courses shall possess credentials similar to the ones expected of IUP faculty. Eberly College’s “Criteria for Judging Faculty as Academically Qualified (AQ) or Professionally Qualified (PQ)” will be used to approve the faculty proposed by AAUJ. As has been done in India, the four courses will be picked by mutual consultation between AAUJ and IUP and will be based on the best capabilities of our partner university. AAUJ has over 25 doctoral qualified faculty members to select from. The syllabus record for all MBA core courses and foundations courses have been shared with AAUJ faculty and the transferred courses will be based on the syllabus record of IUP courses. The students will be surveyed at the end of each year to determine the difference in academic rigor and quality of the courses by IUP and AAUJ faculty. In India, we have not experienced significant differences in satisfaction between IUP and PES (our Indian partner) faculty. With close monitoring of the program as well as with periodic assessments, we expect to replicate that at AAUJ.

The admission criteria for this program will be the same as what is used for MBA and the Executive MBA Track applicants on campus. The MBA applicants will take the TOEFL and GMAT, as per the requirement at IUP. The students in the Executive MBA Track will not be taking either TOEFL or GMAT. That is the norm in the Executive MBA track at IUP. However, they will go through a thorough interview process to ascertain their language skills. The prospective executives are mostly employees from the international banking sector as well as from the U.N. and other NGOs who are accustomed to working mostly using English language. They are required to write reports in English and communicate with counterparts in English most of the time. We do not expect any language barriers with this group.

The Graduate School admission staff members routinely use World Education Services and other services to evaluate transcripts and degrees. There has been established process for this. All applicants will be required to demonstrate that their degree is the equivalent of a four year degree from an accredited university. The India MBA program has graduated more than 550 students and to date, the Graduate School has rejected no more than a couple of applicants forwarded by our partners in India in almost a decade. That is mainly because we have fully educated the partners’ admission staff about IUP’s admission guidelines and criteria. We will do the same with our counterparts at AAUJ.

The MBA classes will be taught at the rural Jenin main campus and the Executive MBA classes will be taught at AAUJ’s center in Ramallah, the capital of the Palestinian Territory (West Bank). The EMBA classes will be taught during their weekends (Fridays and Saturdays) and the MBA classes will be taught on Mondays to Wednesdays. Faculty will get rest on Thursdays and Sundays, on which days they will travel to the other location. The commute time is only one hour and fifteen minutes. There are Western style living accommodations arranged for faculty in both locations. A car with a driver will be available for faculty throughout their stay.

Proposed Calendar for the first cohort

Semester in which IUP Faculty will teach at AAUJ	DEPT	Course	Sec	Course Descriptor	Cr	Comments	AAUJ-taught Classes
Fall 2013	ACCT	607	508	Management Accountin		Nov	ECON 634

MBA-Executive Track

The target audience for this program is full time working professionals in the region with 4+ years of full time professional work experience. The program will be administered in the same manner as the IUP MBA Executive Track programs in Monroeville/Johnstown/Northpointe which have been approved by the UWGC. The Executive Track has been approved for India location too but has not been offered there until now.

Teaching Method: As described above for the MBA Program.

Impact on existing programs This program will have no significant impact on other MBA programs offered by the college. As explained earlier, the courses are taught based on Article 27. Since the courses are spread over six departments and over three regular semesters (one course per semester) and over summer and winter breaks, there will be no need for new faculty complement. IUP coursework will be delivered in a compressed format with intensive instruction during IUP's winter and summer sessions. Whenever feasible, courses may be delivered during the regular semester (spring and fall). There will be classes taught by either IUP or AAUJ faculty throughout the entire period from November 2013 to February 2015. All the courses will be taught by faculty members who have volunteered for this schedule and the courses will be scheduled with the approval of the concerned IUP department chairs and college dean.

Outcomes Assessment Eberly College "Assurance of Learning" (AOL) program currently being conducted for all of our MBA/EMBA programs will also be implemented for the AAUJ/IUP program. Where appropriate, standard student evaluations will be conducted for faculty who are probationary or are being evaluated, as per the guidelines in the CBA. A faculty survey will also be used to get feedback from each faculty who teaches in the program for continuous improvement of the quality of the learning experience. Students will have access to AAUJ's library as well as to the IUP Library's electronic resources. IUP Library's Eberly Librarian Residence is already in touch with the AAUJ staff to assure library services to the students. AAUJ has American and British faculty teaching English on campus for any language assistance that may be needed.

Support Letters: This program is being offered through an institutional agreement between IUP and AAUJ and has the support of all the departments that offer courses for the MBA program. Faculty compensation for teaching in this program will be governed by Article 27 of the CBA.

FOR INFORMATION:

The following were approved by the UWGC to be offered as distance education courses:

- CURR 925 Critical Analysis of Issues in Education
- CURR 951 Issues and Processes in Curricular Change

- ~~• FDNT 612: Administration of Food Service Systems~~ *This course should not have been included in the October agenda. It was already presented by UWGC at the April meeting.*

Awards Committee (Senator Ritchey)

NOMINATION FORM FOR SENATE

Importantly, the PI Handbook is not itself a policy nor is it meant to have the weight of-policy instead, reiterates and provides links to existing policies and provides other information that may be useful to individuals seeking and working with external funding. The USRC has elected to bring this document forward "for information" to help communicate more broadly the existence of this very useful resource.



PI Handbook 2013
Edition Version 4.pdf

University Planning Council (Senator Reilly)

The UPC metn Thursday October 3, 2013. The following items were discussed.

1. Sub-Committee Roster Updates- Dr. Randy Martin.
Each chair of the 12 subcommittees gave a brief overview of their membership and their goals. The committee chairs were asked to send a draft of membership and goals to Barbe Moore and Diane Traves.
2. Strategic Visioning- Dr. Driscoll
The IUP community is invited to a Strategic Visioning Summit on October 28th. A draft of the vision statement and the findings of the Strategic Visioning Team will be shared. These items will be available before the meeting date. There will be opening remarks from Dr. Driscoll as well a keynote address from Dr. Richard Morrill, University of Richmond chancellor who has experience in strategic planning. The day will also include breakout sessions around the themes the survey identified. These themes include but are not limited to research, facilities, and size of the university. These small groups will have a chance to share ideas/thoughts on the draft vision and how the strategic plan that will lead from it. Information gathered at the summit will guide final revisions to the Strategic Vision, which will go to the University Senate and Council of Trustees in December for endorsement.
3. Strategic Pla – Dr. Moerland
There are currently 3 initiatives in the works.
 1. Strategic Visioning Project—This will be the statement of who we are as a university.
 2. Strategic Planning Initiative will start with the Vision Statement. It will be the process by which the vision Statement will be implemented. Work on the Strategic Planning will be dependent on UPC. This work begins once the vision statement is available. Spring 2015 is its deadline because....
 3. Middle States Commission Higher Education Study. In its time there is a place for the Strategic Plan to be included. Spring 2015

Strategic Planning Imitative will have both long term and short term goals.
Strategic Planning (Short Term): In the short term a team/working group will be established that will be responsive to what is going on around us and what we want to do.

It will require input from every section of the university. The purpose is to look for a holistic approach of what we need to be doing. Membership on this committee would likely come from members from Academic Excellence, Enrollment Management, and